

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: Academy of Urban Planning	DBN: 32K552
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school	<input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 82	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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: A Saturday academy services 70 ELL students. The rationale for holding a Saturday academy is the low performance of ELL students as documented in the School Quality Snapshot. For the ELL population, our school is noted as Not Meeting Target in closing the achievement gap for graduation in four years. Aside from the School Quality Snapshot, the credit accumulation and regents results show ELL students lagging in credits and exams passed in order to graduate in 4 years. These findings support our need for additional learning time and academic support on Saturdays in the form of ESL, math, and ELA work.

The materials used to support our ELL students in the Saturday academy is Regents or NYSESLAT based. Activities and materials used in the Saturday academy are for the purpose of supporting students to pass the Regents and/or NYSESLAT, so past exams are used and referenced to approximate future exams and to familiarize students with content and format.

The Saturday academy occurs each Saturday from October 4 to December 20, with the exception of November 8 and November 29. This totals 10 sessions. The program hours are 9am -12pm. At each session there is one teacher from each certification area: mathematics, ELA/ESL, history, science.

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: Maria Akinyele, an educational consultant, works with our ESL teachers and their content co-teachers monthly. The consultant observes the co-teaching and works with the teacher pairs to better their instruction and planning. The consultant has shared instructional strategies with teachers and offered recommendations for improvement. The rationale for introducing an outside specialist is to maximize the opportunity for teacher buy-in. Instructional recommendations are more likely to be heeded if offered by an objective third party as opposed to by the principal or assistant principal.

The educational consultant works with 8 teachers. The dates and topics of each session are as follows:
September 15: teacher goals
September 19: formative assessments
October 3: graphic organizers, accountable talk, student self-assessment, Likert scale
October 17: rubrics, rigor, scaffolding

Part C: Professional Development

Each meeting with a teacher pair spans 2 periods. Ms. Akinyele observes the co-teachers in the classroom for one period and debriefs with the teachers for a second period.

Part D: Parental Engagement Activities

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

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

Begin description here: All parents are invited to participate in a variety of workshops to service all aspects of a student. Monthly hour-long workshops are held with the help of Opportunities for a Better Tomorrow, Volunteers of Legal Service, and a mobile dentist. Workshop topics have included FAFSA information and application, Deferred Action for Childhood Arrivals information, legal help, and dental services. Parents are notified of these activities through backpacked fliers, mailings to home, emails, and text messages. Helping parents navigate the college application process, financial aid system, and legal hurdles for those without documentation gives all students the opportunity to receive an education and provides an impetus for higher achievement in high school.

The schedule of workshops is as follows:

October 14 6-7pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: College Access 101. Christopher G. Lee, Associate, Simpson Thatcher & Bartlett; Topic: Immigration, Housing, Public Assistance, Food Stamps. Dr. Beth A. Posner, DMD, Smile NY Outreach Mobile Dentists; Topic: Annual Check-up.

November 5 5:30-8pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: Opportunities for Parents at OBT, Informational, 1:1 Counseling for Parents and Students.

November 18 6-7pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: Financial Literacy.

December 9 6-7pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: FAFSA.

Translation is provided by Jorge Sandoval, AP Supervision or Milena Uribe, social worker. Additionally, Adriana Lovera is fluent in English, Spanish, and French.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	32K552
School Name:	ACADEMY OF URBAN PLANNING
Principal:	KYLEEMA NORMAN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Academy of Urban Planning School Number (DBN): 32K552
School Level: High School Grades Served: 9-12
School Address: 400 Irving Ave
Phone Number: 718-381-7100 Fax: 718-418-0314
School Contact Person: Jackie Diaz Email Address: JDiaz26@schools.nyc.gov
Principal: Kyleema Norman
UFT Chapter Leader: Irving Estella
Parents' Association President: _____
School Leadership Team
Chairperson: _____
Student Representative(s): _____

District Information

District: 32 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110 Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: CFN 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kyleema Norman	*Principal or Designee	
Irving Estella	*UFT Chapter Leader or Designee	
Christina Washington	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Amanda Singh Laura Waxman Gassambrosia Gassama	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Dale Donaldson	Member/ Parent Coordinator	
Natalie Pardo	Member/ Teacher	
Aisling Roche	Member/ Teacher	
Joanette Sowell	Member/ Parent	
Janice McDonald	Member/ Parent	
Jorge Sandoval	Member/ Assistant Principal	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

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

The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Academy of Urban Planning is co-located in the Bushwick High School Campus with three other public high schools. Current enrollment is 282 students, of which 157 are male and 125 are female. 29% of students are English Language Learners. 85% of students are eligible for free lunch.

Our mission is to establish learners who inquire about and analyze their environment to formulate possible solutions using various resources and problem solving strategies in order to be able to express their solutions in written and verbal Standard English along with various models of presenting.

The aim of the Academy of Urban Planning adult stake holders will be in providing all students with ways to develop their thinking to become solution seekers and appliers. We believe that all students, under our charge, can learn the content that is being taught and impact change to their community at large. The content that we are teaching is accessible to every learner at the Academy of Urban Planning as we prepare them for college and careers.

We partner with parents/guardians in the education of our students. We are the bridge for our students' access to content, academic resources, and college and career readiness tools.

Our partners in collaboration include:

- Center for Urban Pedagogy: urban problem solving
- Make the Road NY: college access
- Tribeca Film Institute
- College Now at Medgar Evers College: students earn college course credit
- POSSE Foundation: leadership scholarship opportunities to attend elite universities
- Georgetown University Model UN: participation in weekend conference
- Clearpool Education Center: team building and hands-on biology study
- LEAP for Girls: leadership among girls
- Generation Citizen
- Global Potential
- NYC Teaching Collaborative
- Summer Search
- Opportunities for a Better Tomorrow: career readiness and college access
- LEAF Conservatory Internship Program
- Coalition for Hispanic Families Services
- READ Alliance

The Academy of Urban Planning excels at offering opportunities for all students across the academic spectrum. We find partners to help raise our low achievers as well as to advance our high achievers. We aim to help low performers with academic tutoring and social services to address issues that may be hindering academic achievement. Examples include Deferred Action for Childhood Arrivals workshops and school visits from a mobile dentist. For high achievers, we have expanded our AP course offerings and seek out scholarships to expand our students' horizons.

The DTSDE tenet in which our school made the most growth last year was Goal #1: 75% of teachers will be rated Effective per domain 3 of the Danielson Framework for Instruction. More than 90% of our teachers were rated Effective for the 2013-2014 school year. We attribute this to clear expectations for teachers and school-wide analysis of learning outcomes and instructional practices to promote professional growth and reflection.

A key area of focus this year will be in better aligning a common curriculum with assessments to engage students in stimulating and rigorous critical thinking.

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

32K552 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	283	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	3	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.3%	% Attendance Rate			79.0%
% Free Lunch	93.6%	% Reduced Lunch			2.6%
% Limited English Proficient	28.8%	% Students with Disabilities			28.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			27.8%
% Hispanic or Latino	69.0%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.69	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)			4.43
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	41.8%	Mathematics Performance at levels 3 & 4			34.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	72.3%	% of 2nd year students who earned 10+ credits			65.8%
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate			47.7%
6 Year Graduation Rate	61.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-14 School Quality Review rated our school as Developing with respect to aligning assessments to curricula. To meet this need, we will look into buying and implementing uniform curricula that emphasize our school-wide focus of writing in all classes. The strength of our school lies in collaboration across grades and subject areas. Our school program allots time for collaboration in grade teams and department teams. In these teams, teachers participate in inquiry cycles that involve data collection, data analysis, action-planning, inter-visitations, and review of results of action plans. The SQR commends our school in sharing across classrooms “coherent pedagogical practices that provide multiple entry points into the curricula so that all students are engaged in challenging tasks and higher order thinking.” Furthermore, our curriculum review team supports effective implementation and transition to the Common Core Learning Standards.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will craft instructional tasks with increased complexity, questioning, and rigor as measured by 80% of teachers receiving an overall ‘Effective’ or ‘Highly Effective’ rating in Domain 3 (Instruction) of the Danielson Framework for Teaching rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Review curricula to purchase for each subject area. We aim to buy professional development as well to support our teachers in curriculum implementation.	All teachers.	Shop for curriculum Fall 2014. Implement curriculum in Spring 2015.	Curriculum review team will shop for curriculum and make decision on purchase with guidance from administration. Use of curriculum will be overseen by department heads.
Teachers will meet in collaborative pairs and teams to share best instructional practices and conduct inquiry work to further student engagement and discussion. Grade teams will investigate and test strategies that improve student writing.	Inquiry teams.	September 2014 through June 2015.	Grade team leaders and department heads organize these meetings and proceedings.
Hire an educational consultant to observe and meet with teachers. The consultant will focus on improving questioning and assessment in the classroom.	ICT and ELL classroom teachers.	September 2014 through June 2015.	Educational consultant files progress reports with administration.
Institute a school-wide approach to assessment using a formative assessment protocol.	All department teams.	September 2014 through June 2015.	Department leaders.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our schedule allows for common planning time for teachers to meet in grade and department teams. The curriculum review team meets weekly after school at the per session rate paid with Tax Levy money. We will pay the educational consultant with tax levy and Title III money, and we will purchase new curricula and professional development for said curricula with Priority/Focus funds.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

-New curricula should be purchased before term 2 for implementation over February-June 2015.

-Teacher groups should have 2 inquiry cycles complete by February 2015.

-Educational consultants should be able to informally rate at least 50% of teachers they observe and work with as Effective in Domain 3 by February 2015.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school is cited in the SQR as “using academic and social-emotional data to provide all learners with access to cognitively engaging tasks.” Lessons are composed with concern for students’ social-emotional development as well as academic growth. Our need lies in solidifying overarching systems and partnerships to sustain social and emotional developmental health for our students. We have instituted a few partnership relationships to address our student body’s social emotional health and need to continue these partnerships as well as seek out new ones.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, AUP will improve school culture by providing a safe and supportive environment as measured by a 0.5 increase in the category of Safety & Respect on the NYC School Survey from 7.2 to 7.7, the 2013-14 city average.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Organize field trips for each grade level to encourage collegiality among students and to foster respect among cohorts.	All students.	9 th grade: Clearpool in spring 10 th grade: spring college trip 11 th grade: spring Washington DC trip 12 grade: May senior trip	Grade teams
Utilize the LEAP for Girls program which fosters leadership in girls.	10-15 female students.	December 2014-June 2015.	School social worker.
Guidance counselors will meet with students in an advisory group to discuss current issues and to take a pulse on student affairs.	All students in small groups.	September 2014-June 2015.	Guidance counselor & social worker.
Hold multicultural celebrations throughout the year to encourage parent involvement in school activities.	All students and parents.	November, December, February, and June.	Student government.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Priority/Focus funds will be used to pay for buses, admission, and food for school field trips. Tax Levy funds will be used to pay for accommodations for the Washington DC and Clearpool trips. Social Worker per session for the afterschool LEAP for Girls program is paid using Tax Levy money. Food, decorations, and personnel per session for organization time for multicultural celebrations will be paid for using Priority/Focus money.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.

- Clearpool trip will be organized by February 2015.
- LEAP for Girls will achieve 80% attendance by February 2015.
- Advisory groups will have had at least 8 meetings by February 2015.
- November and December multicultural celebrations should have taken place by February 2015.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The SQR notes that “the school thoughtfully integrates Common Core Learning Standards and instructional shifts into the curricula.” Teachers collaborate in departments during common planning time, and the curriculum review team offers an arena for interdepartmental collaboration with respect to learning goals and standards. Teachers, however, need to “improve assessment practices so that checks for understanding inform effective lesson adjustments.” Professional development is needed to develop explicit teacher plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an improvement in collaborative teacher-generated assessments and planning using data as measured by a 5 percentage point increase in students earning 10+ credits as evidenced by the School Quality Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Purchase curriculum for all core subject areas that includes assessment materials.	Core subject area teachers.	February-June 2015.	Curriculum review team with guidance from administration.
Professional development from an educational consultant will help hone assessment practices.	ICT classroom teachers.	September 2014 through June 2015.	Administration.
Teachers will meet in collaborative pairs and teams to share best practices and conduct inquiry work. Grade teams will investigate and test tactics that improve student writing.	Inquiry teams, grade teams, collaborative pairs.	September 2014 through June 2015.	Grade team and department team leaders.
After school and Saturday school programs target at risk students for improved scholarship.	Overage/under-credited students, SIFE, ELL.	September 2014 through June 2015	Administration.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Purchase curriculum and professional development to support the curriculum implementation using Priority/Focus funds. The curriculum review team will be paid at the per session rate to review curricula and make an informed choice; tax levy funds will be used. Purchase services from an educational consultant using tax levy money. After school and Saturday school programs will be funded by Title III and tax levy money.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
n/a												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
First term scholarship should reflect at least 64% of students earning at least 5 credits.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

While the SQR rated our school as Well Developing in “making strategic organizational decisions to support the school’s instructional goals,” an area in need of improvement is developing “a systematic means of communicating high expectations throughout the school.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the principal will increase the professional and social-emotional support and growth of teachers as measured by a decrease of 10% in the teacher turnover rate.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Faculty meetings will showcase teacher achievement and promote school-based strategies that engage students in rigorous instructional tasks.	All teachers.	September 2014 through May 2015.	Administration.
Professional development will be provided for new curriculum to ensure teacher confidence in implementation.	All teachers.	September 2014 through May 2015.	Administration.
An educational consultant will provide feedback to teachers in addition to the formal observation feedback. This will give teachers more opportunities to incorporate feedback into their practice.	All teachers.	September 2014 through June 2015.	Administration.
Host a teacher retreat to support teacher growth and create excitement for the following school year.	All teachers	June 2015	Administration.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time will be allocated during faculty meetings for teachers to collaborate. Priority/Focus money will be used to purchase curriculum and professional development. Tax levy money will be allocated to hire an educational consultant. A teacher retreat will be funded by Priority/Focus money.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

-At least half of faculty meeting agendas by February 2015 should include sharing of school-based strategies to promote higher learning standards.

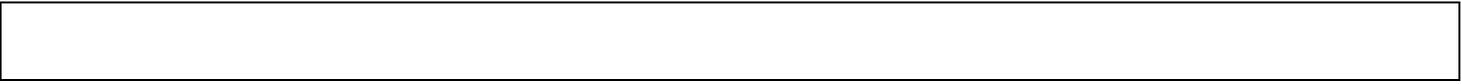
- November and December multicultural celebrations should have taken place by February 2015.

-Planning for Parent UP day should be in progress by February 2015.

-A venue and date for the teacher retreat should be chosen by February 2015.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school is actively working to promote activities and celebrations that draw parents into the school building. Annual celebrations are growing in size and participation each year. The school is using Skedula again this year but needs to increase parent usage. This will require registering parents with personal accounts and workshops to teach parents how to navigate the site.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, AUP will increase parent engagement and partnerships as measured by a 10 percentage point increase from 23% in the number of parents tracking student progress on Skedula, as evidenced by Skedula reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
The school will offer Skedula help at each parent activity, such as PA meetings, open school night, multicultural celebrations, and one-on-one meetings with parents.	Parents.	September 2014 through June 2015.	Parent Coordinator.
Teachers will regularly update student academic progress in Skedula.	Teachers.	September 2014 through June 2015.	Department heads.
Establish successful partnerships with families through Parent UP Day and Parent Association meetings to improve student outcomes.	Parents.	September 2014 through June 2015.	Administration and Parent Coordinator.
The attendance team will target low attending students and host events to boost student attendance on historically low attending days. Events will also be held to reward students with outstanding attendance. Parents will be partners in all attendance initiatives.	All students and parents.	September 2014 through June 2015.	Attendance team.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Computers will be used to facilitate parent workshops on Skedula and to maximize teacher usage of Skedula. Students will also use computers to maintain their Pupilpath accounts and monitor academic progress. Priority/Focus and Title I funds will be used to host parent events, such as multicultural celebrations, Parent UP Day, parent meetings, and attendance events.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, parent usage of Skedula will increase from 23% to 40%. By February 2015, the parent coordinator will have a systematic and replicable routine to quickly register parents with Skedula.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest third or not earning 10+ credits. ELL, Special Education, SIFE. Students on RCUA report for frequent absences.	<p>Tutoring / Regents Prep: We provide academic tutoring during lunch and after school. Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. Former ELL students have an additional ELA class in their programs. The strategies included are test-taking skills, content reinforcement, practice Regents questions, essay writing, peer editing, think-pair-share, task-tracker, vocabulary activities and content skills necessary to be successful in the class and/or the Regents.</p> <p>Modified Assessments: We offer differentiated assessments and create personalized projects for students who are chronically absent.</p> <p>Technology: We provide laptops to students when it seems appropriate for their needs. We often utilize the computer room and laptop carts to create media-based digital projects and publish writing.</p> <p>Empowerment: Students often have the option to choose a topic, question, or project. By differentiating the students' options, anything they choose will meet their needs and also challenge them.</p>	Small group and/or one-to-one.	After school and Saturday.

		<p><u>Teacher Consultation:</u> Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful 3 times per week.</p> <p><u>Organization</u> <u>Techniques:</u>We offer advisory each week to teach strategies and organizational skills to lead to academic success.</p>		
<p>Mathematics</p>	<p>Lowest third or not earning 10+ credits. ELL, Special Education, SIFE. Students on RCUA report for frequent absences.</p>	<p><u>Tutoring:</u> We provide academic tutoring during lunch and after school. Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. Students who have not been successful in a Math Regents are programed for a third semester of Integrated Algebra where the content is reinforced and targeted exam prep skills are taught.</p> <p><u>Modified Assessments:</u> We offer differentiated assessments and create personalized projects for students who are chronically absent.</p> <p><u>Parent Contact:</u> We contact parents of students who are chronically absent, repeatedly late, are exhibiting behavioral issues and cutting class. We also contact parents to notify them of improvements and successes. We use Skedula to alert parents of absences and lateness.</p> <p><u>Teacher Consultation:</u> Teachers meet with each other about particular students and develop and implement a plan to assist these students to</p>	<p>Small group and/or one-to-one.</p>	<p>After school and Saturday.</p>

		<p>become successful.</p> <p><u>Student Conference:</u> Counselors meet with students weekly to discuss their progress and often make a contract to help students get on track.</p>		
Science	<p>Lowest third or not earning 10+ credits. ELL, Special Education, SIFE. Students on RCUA report for frequent absences.</p>	<p>The following are some of the strategies that we use in our Science classes:</p> <ul style="list-style-type: none"> • preferential seating • extended time on tests (afterschool, before school and during lunch tutoring. • retests (for students willing to come to a minimum 1 tutoring session prior to retest) • highlight or underline important words (on tests, HW, or class work) to scaffold understanding • modified tests (shorter or simplified) • co-taught science class with ELL licensed teacher • translated exams for ELL's to use as a reference • pair former ELL's with an ELL to assist with translations • tutoring offered (after school, before school, during lunch) • additional time to revise lab 	<p>Small group and/or one-to-one.</p>	<p>After school and Saturday.</p>

		<p>report/written assignments after feedback</p> <ul style="list-style-type: none"> • use Google docs to facilitate feedback and revisions • re-teaching/ additional practice in class work • differentiated reading materials • graphic organizers • teach how to annotate text • model read-aloud-think-aloud (have students model-read-aloud-think-aloud) • breakdown multi part questions into separate questions to scaffold understanding • use video clips as well as readings to provide additional entry points to content • provides lists of missing work • emailed make-up work to parent/student • provides packets of missing work for students to make-up • provides progress reports with grades and a list of missing work • calls home for students with attendance issues, in danger of failing. • Students preparing for the Regents get additional Regents Prep tutoring 		
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		afterschool and on Saturdays.		
Social Studies	Lowest third or not earning 10+ credits. ELL, Special Education, SIFE. Students on RCUA report for frequent absences.	<p><u>Tutoring / Regents Prep:</u> Students who are currently in 12th grade who still need to pass the Global Studies and/or US History Regents and other students who have not been successful in these Regents, are part of a very aggressive Regents Prep after school and on Saturdays. These classes focus on skills and content that the students need to be successful on these Regents.</p> <p><u>Modified Assessments:</u> We offer differentiated assessments and create personalized projects for students who are chronically absent.</p> <p><u>Teacher Consultation:</u> Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful.</p>	Small group and/or one-to-one.	After school and Saturday.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandate.	<p>The <u>Guidance Counselor</u> adheres to the following protocol:</p> <ul style="list-style-type: none"> • Students are classified as having academic or behavioral issues according to their needs. • Individual target goals are developed with each student. • Students receive weekly individual and group counseling according to their classification. • Goals are also developed with 	Small group and/or one-to-one. Parent workshops. Teacher workshops. After school clubs.	During school day. After school meetings or workshops.

		<p>each counseling group.</p> <ul style="list-style-type: none"> • Each marking period we evaluate the progress of the goals with the individual and groups of students and we make appropriate modifications accordingly. <p>The school <u>Psychologist</u> is responsible for the following:</p> <ul style="list-style-type: none"> - Administering mandated psychological tests to special education students and students who have been referred to receive special education services. - Updates and documentation of all psychological testing are done on SESIS. - Set up an Educational Conference with the parents to discuss the results of psychological tests and recommendations. <p>Teacher/School Staff Professional Development: improve the ability of teachers and other school staff to identify teen relationship abuse and make appropriate referrals to the social worker.</p> <p>LEAP for Girls: provides social and emotional support for young women.</p> <p>Young Men’s Initiative: weekly program to provide young men with positive role models and influences.</p>		
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		<p>- Teacher and Staff training: The social worker provides presentations and workshops to promote awareness of teen relationship abuse.</p> <p>- Parent/Community Outreach: The social worker also does presentations to parents and the PTA to again promote awareness of teen relationship violence.</p>		
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

During the hiring process, the hiring team carefully notes licensure information to determine whether the teacher fits our school-wide needs. As a school we consult with NYC Teaching Fellows program to find teachers who are a best fit for our school. We also participate in the Teacher Residency Program, >10% of teaching staff, to allow for our teachers to be trained in mentoring aspiring teachers as they participate in ongoing pd that the residency program provide. In terms of retention, we have begun to offer AP courses. This is an advantage for not only students but also teachers as these classes tend to be smaller and higher achieving. In order to teach these courses, AP teachers are sent to an AP institute to ensure high quality professional development. Retention of these teachers is accomplished through continued support and mentoring throughout the school year. Furthermore, teachers have a meaningful voice in decision-making processes. They are called upon to make decisions with respect to MOSL evaluation, curriculum choice, and student life activities. The principal collaborates with key stakeholders to fulfill a shared vision that promotes a safe, respectful environment.

2b. 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).

First year teachers are assigned a mentor, usually in their department to offer guidance and support throughout the school year. Additionally, professional development is offered by outside educational consultants who specializes in literacy. These consultants coach our teachers in a low-stakes setting as they are not rating officers. The principal also participates in a coaching program. The principal has a coach who visits regularly, from the Leadership Academy as well as the Network Coach, to observe the principal in action as well as to conduct goal setting and monitor progress. This ongoing coaching helps to build leadership capacity and provides guidance from an experienced source.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing

ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The curriculum review team participates in curriculum decisions. The team revises current curricula and will research and choose common curricula for the upcoming term. Grade teams meet to vet assessment methods on a rolling basis. Additionally, the department teams meet regularly to maintain common pacing and common assessment materials. Department teams analyze assessment results to strategize methods of improvement given the data returned.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$282,160	X	21
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	\$71,427	X	10, 13, 16, 19, 21
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	\$11,200	X	10, 16
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	\$1,882,517	X	10, 13, 16, 19, 21

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

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 the school. **Academy of Urban Planning**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

Academy of Urban Planning 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language									0		0
ESL	53	2	5	22	0	6	15	0	10		90

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	53	2	5	22	0	6	15	0	10	90
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	3	8	11	29
Intermediate(I)										5	12	10	17	44
Advanced (A)										2	6	3	6	17
Total	0	14	21	21	34	90								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
ESL teachers assess ELLs literacy skills by using the Gates-MacGinitie to assess their reading skills. Academy of Urban Planning ELL program also uses different sources to determine student strengths and areas of concern. Through careful analysis of the NYSESLAT, LAB-R, Regent's scores, teacher formal and informal assessments, mid year evaluations and the 8th grade NYS ELA and Mathematics

examinations, cohorts are developed for additional support. Teachers also create their own assessment tools in the four language modalities - listening, speaking, reading and writing. Teachers assess students at the beginning of the school year to create individual plans to address student's strengths and weaknesses.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our students are at the intermediate level of English language acquisition. Fifty-three of our 90 ELLs have been in the United States from 0 to 3 years. The majority of our students have progressed from beginner level in the LAB-R to intermediate level in the NYSESLAT even though 53 out of 90 have been here less than three years. We need to continue addressing the four language modalities in all content areas with major emphasis in reading and writing and at the same time focusing on their academic language.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
New York State Education Department did not release the Spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The patterns across proficiency and grades show that the majority of our students are at the intermediate level. Due to the limited amount of time in the country (53 out 90 have been in the US less than three years) students have great difficulty with all modalities, specially reading and writing. ELL Periodic Assessment was not administered last school year.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All ELL data is provided to all teachers. ESL teachers are constantly reviewing data at the weekly grade team meetings and at the weekly co-planning meetings with the general education teachers. Instructional plans are created based on student's individual needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Academy of Urban Planning evaluates the success of our ELLs by the results of the NYSESLAT which is given in the Spring of 2014; the Regent's results from January 2014 and the Regent's results from June 2014.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student is admitted to the Academy of Urban Planning, parents and the student are actively involved in making an informed decision on the appropriate placement and educational services for the student. When the student is enrolled for the first time in a New York City school, a Home Language Identification Survey (HLIS) is provided to the parent as one of the intake forms. A licensed pedagogue who speaks the student's home language will conduct an informal oral interview. The interview will be in the parent's home language. The pedagogue will also assist in completing the HLIS. The assistant principal/ESL coordinator who speaks Spanish conducts the initial screening. For those parents who speak another language, the parent coordinator gets in

contact with the Office of Translation and Interpretation Services to assist in the initial screening. The HLIS will determine the student's home language. Completed HLIS are kept in the student's cumulative file as part of the student's permanent record. If the HLIS indicates that a language other than English is spoken at home, the student is then administered the LAB-R and the Spanish LAB-R for Spanish speaking ELLs in the first 10 days after registration to determine the student's English proficiency level. The New York City Office of Translation and Interpretation Services is contacted for our low incidence languages, as needed.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
When a parent comes to the school with a disposition letter given at the enrollment center, information is provided on the three instructional models available in New York City. To inform parents of these options and so that they are able to make an informed decision on the instructional model that they would like for their son/daughter. At this time, the parent coordinator assist the parent in viewing the Parent Orientation video in their home language which explains the ESL, Bilingual and Dual Language programs available in New York City. If the parent decides that their first choice is bilingual education, but wants the student to stay in our ESL program, the parent will be informed that when we have 20 students in two consecutive grades a bilingual program will be formed at the school. During this orientation, parents are provided information on the Common Core Standards and all assessments that students take at the high school level. The school then provides a parent workshop to go in detail on the Common Core Standards and Regent's examinations.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
After viewing the video, the parent coordinator provides parents with a Parent Survey and Selection form on which parents make an informed decision on their program choice. This informed choice is then entered in ATS using the ELPC screen. This choice needs to be entered in ATS even if the Academy of Urban Planning is not currently offering their first choice. The forms are then kept in a secure place in room 510 with our parent coordinator. Parent of student who is administered the LAB - R and is entitled to receive ESL services will receive a letter in the mail informing them that their student is entitled to ESL services. The letter will be mailed in the parent's home language. Once the student takes the NYSESLAT and the student is still entitled to receive services, a continued entitlement letter will be sent to the parent in the home's first language. Students who become proficient on the NYSESLAT will receive a letter at home informing parents that the students tested out of ESL services. This letter will be in the parent's home language. Copies of letters will be kept in a secure location in the Assistant Principal's office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once the LAB-R is administered to the student and the student scores below the proficiency level, the student is placed in our ESL program. The school will then mail an entitlement letter to the parent informing them of the results of the LAB - R and Spanish LAB-R, if appropriate and program placement. Parents are informed that they can meet with the assistant principal if they have any questions or concerns. The entitlement letters will be kept in a secure location in the assistant principal's office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students will be tested with the NYSESLAT at the end of every year. The RLER report from ATS is used to determine which students are eligible for the test. Once the students are identified, we reorganize the school schedule so these students can take all parts of the exam in a controlled environment. We utilize our three ESL teachers and several other pedagogues to make sure all parts of the examination are administered. If a student misses one or more parts of the exam, outreach is conducted by the guidance counselor and social worker come to school and complete all sections. If the student scores at the Beginning, Intermediate or Advanced level the student continues services. Students scoring at the proficient level are no longer considered LEP and are then placed in a general education program with support by one of the ESL teachers. If the student scores below the proficiency level on the NYSESLAT, parents are informed by mailing them a continued entitlement letter. When the student scores above the proficiency level and no longer receiving ESL services parents will also be informed. The school will then mail the non-entitlement letter to the parent.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Over the past several years the parents have requested ESL as their first choice. If a parent request another program, we have communicated with the NYC Enrollment Center so that they are able to provide the parent with their parent choice. During the 2013 - 2014 school year, we have had 6 newly enrolled students into the NYC public school system. After an informed decision, all 6 parents chose ESL as their first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Academy of Urban Planning provides ESL self contained and push-in classes. Block classes are provided to our ELL students to ensure that students are receiving the mandated periods of ESL instruction based on the LAB-R; NYSESLAT and CR Part 154. Classes are formed homogeneously - proficiency levels is the same in one class - rather than by grade.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish speaking students who are newly enrolled are assessed with the Spanish LAB-R. The testing is done by a fluent pedagogue in Spanish. Text and materials are provided in their native language. Teachers provide ongoing assessments and feedback to guide their learning.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are provided with a baseline assessment at the start of the year addressing the four language modalities. Based on the results, teachers differentiates instruction. Ongoing assessments are given throughout the school year to contantly address their instructional needs.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

ELL-SWDs are provided with the instruction mandated in their IEPs. ELLs are provided ESL instruction as per the results of the NYSESLAT. Instructions is based on the mandated periods as per CR Part 154. All teachers have are trained to read the students

IEP in SESIS to guide their instruction for ELL-SWDs. ISSs meet with content area teachers to discuss the instructional needs of these students. We also have 6 paraprofessional that work one on one with ELL-SWDs.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

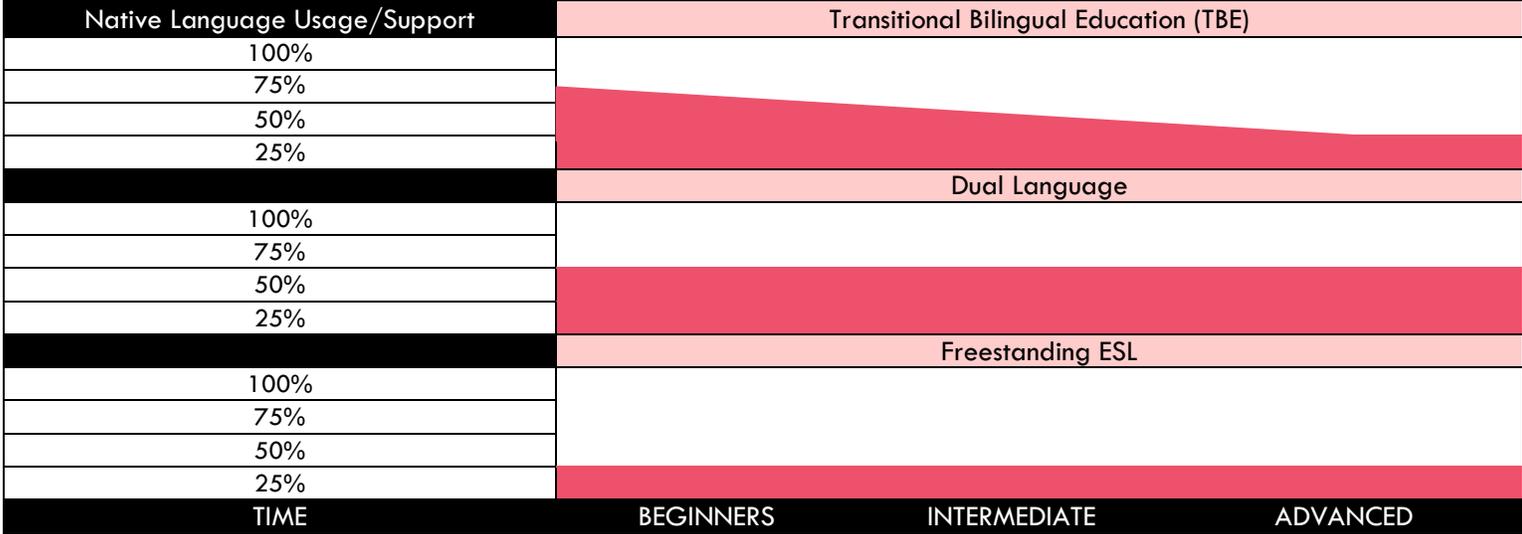
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K552 School Name: Academy of Urban Planning

Cluster: 04 Network: 404

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

