

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M300

School Name:

URBAN ASSEMBLY SCHOOL OF DESIGN AND CONSTRUCTION

Principal:

MATTHEW WILLOUGHBY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M300
School Type: Limited Unscreened Grades Served: 9-12
School Address: 525 West 50th Street
Phone Number: 212-586-0981 Fax: 212-586-1731
School Contact Person: Matthew Willoughby Email Address: MWilloughby@schools.nyc.gov
Principal: Matthew Willoughby
UFT Chapter Leader: Shari Long
Parents' Association President: Norma Hernandez
SLT Chairperson: Jennifer Gumina
Student Representative(s): Cynida Drepaul

District Information

District: 02 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Ave., Rm. 708, New York, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 105 Network Leader: Shannon Curren

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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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)
Matthew Willoughby	*Principal or Designee	
Shari Long	*UFT Chapter Leader or Designee	
Norma Hernandez	*PA/PTA President or Designated Co-President	
Jeff Martinez	DC 37 Representative, if applicable	
Cynida Drepaul	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jessica McKay	CBO Representative, if applicable	
Louis Huertas	Member/Parent	
Maria Garcia	Member/ Parent	
Jacqueline Gonzalez	Member/Parent	
Jennifer Gumina	Member/Teacher	
Daniel Child	Member/Teacher	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

SDC Mission and Vision Statement:

Every SDC student will design a path to college graduation and a successful career.

Our professional learning community provides a rigorous, innovative, and supportive high school experience to help our students develop the knowledge, skills, mindset, and social responsibility to achieve this mission.

The boldness of our statement is the inclusion of every student and the notion that they are designing their path with our support – the goal is empowerment, not prescription. The measurability lies in: 1.) Success in college and in their career - Graduation Rate, College Readiness Index, College Enrollment Rates, College Retention Rates, College Graduation Rates, and Alumni Career Statistics, 2.) Rigorous, innovative, and supportive high school experience - Examination of curriculum through the Common Core, instructional practice through the Danielson rubric, evaluating administrative operations and community programs through the Efficacy SDIS, and through qualitative analysis and the integration of our school theme, 3.) Knowledge & skills - Learning Targets, Grade Level Mastery Targets, including content, literacy, and skill targets, 4.) Mindset - Self-assessment and school assessment (teachers, advisors, etc.) of progress toward Character Targets, and 5.) Social responsibility - Restorative Justice practices, Community Service hours, Leadership and School Community participation, may also be included in Character Targets.

Our strength lies in our supportive and collaborative community in which teams and systems are organized to provide students with multiple layers of support and where all stakeholders are encouraged to pursue continuous growth.

This year, our efforts are concentrated on: 1.) Improving the capacity of all stakeholders to provide and receive feedback effectively to promote student growth; 2.) To leverage partnerships and professional collaboration to increase innovation and the integration of student-centered design-thinking into our curriculum and community ; 3.) To utilize partnerships and community resources, both internal and external, to increase student attendance and improve their connection to the school community.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

More time created in classrooms for students to work (practice), formal discussion protocols in 4 core content areas (Socratic and RJ circles), increased number of performance tasks. The quality of the practice time activities is uneven (questions about task-target match, questions about rigor, differentiation); teacher practices around assessing student understanding and work products are uneven in terms of and providing effective feedback.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve teacher effectiveness in instructional practice related to instruction, particularly in designing and using Assessment . By June 2015, 90% of teachers will have moved at least 1 level in components in 1f and 3d of the Danielson 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:	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 • 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 			
Weekly professional development workshops will be conducted by teacher-leaders designed to target teacher practice related to 1e, 1f, and 3d.	All pedagogues	September through June	AP, teacher leaders
Teachers in all department teams are sharing student work with colleagues and then formulating feedback and planning responses based on their findings. Principal meets bi-weekly with department coordinators to organize this work.	All pedagogues	September through June	Principal, department coordinators
Piloting Mastery Feedback system with content teachers in all 4 content areas and	Students 9-12	September through June	Grade Team Coordinators
Targeted feedback to teachers around 1e and 3d in Advance observations.	All pedagogues	September through	Principal and Assistant Principal

	and all students	June	
Grade teams develop instructional foci so that students are consistently striving for mastery on rigorous, skill-based learning targets.	All students all grades	September through June	Assistant Principal and Grade Team Coordinators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Our schedule was developed through an SBO to provide time for instructional professional development and teacher team meetings. Teacher per session is utilized to develop capacity in teacher leaders

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 IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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. 				
<ul style="list-style-type: none"> 60% of teachers will demonstrate effective/highly effective practice in 3d in Advance observations. This data will be collected in January, 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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 community has invested time, commitment, and resources into developing a mission, vision, and core values that are all aligned to college and career readiness for our students. As a result our Advisory system, grade teams, guidance team, attendance team, partnerships and programs team, and youth development office are all designed to support students and families approach a wide variety of challenges. In 2013-14, there were still challenges with students navigating peer-to-peer conflict and having their voices heard in academic classes. This year, the further implementation of Restorative Practices in classrooms and throughout the community.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Utilizing Restorative Practices to improve student connection and perception of the school community. 75% of students will express satisfaction in responses related to school culture on the student survey on questions related to safety and student support from adults.

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 • 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 			
Youth Development Coordinator will have monthly PD sessions with content area teachers and follow up with push-in services to implement content-based circles.	All teachers and students	September through June	Youth Development Coordinators
Establish a student leadership team to be ambassadors of Restorative practices throughout the community.	Select students	September through October	Youth Development Coordinators
Employ Restorative conferences to repair relationships among students and adults in the community.	All staff and students	September through June	Youth Development Coordinators
Implement Restorative circles and other practices within existing Advisory system.	All staff and students	September through June	Youth Development Coordinators

Part 4 – Resources Needed

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

Professional development time and materials.

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 IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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.
- 75% of students will respond favorable to targeted survey questions administered in advisory.
- This data will be collected in January, 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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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 community continues to lag in credit accumulation according to the school quality snapshot. This can be attributed to inconsistent engagement in classrooms, particularly for students in the lowest third and with disabilities. Our community has strong collaborative teams and our intentions are to focus their work on student work products and outcomes.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve overall student academic progress as demonstrated by increases in students meeting Common Core align learning targets and increased credit accumulation for students in their first 3 years. 70% of students in their first 3 years will earn 10 or more credits by the end of the year, including English Language Learners and students with special needs and 50% of students in the lowest 1/3 will earn 10 or more credits.

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 • 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 			
Grade teams work to identify struggling students and key strategies to be implemented across classrooms to help students meet Common Core aligned learning targets.	Grade-level teachers and students	September through June	Assistant Principal and Grade team coordinators
Department Teams identify and implement key strategies throughout the content area to help students meet Common Core aligned learning targets.	All teachers and students	September through June	Principal and Department Coordinators
Teacher led instructional rounds group exploring a school-wide problem of practice: creating more student-centered classrooms.	All core content area teachers and students	September through June	Teacher leaders

Attendance team, with the addition of a FECS Social Worker will focus on engaging chronically absent students and communicating with grade teams in relation to their progress.	Targeted students	September through June	Assistant Principal and Social Worker
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Part 4 – Resources Needed

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

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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 IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

ESI and Attendance Grants will be utilized.

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.
- 70% of students in their first 3 years will earn 5 or more credits by the end of the Fall term, including English Language Learners and students with special needs and 50% of students in the lowest 1/3 will earn 5 or more credits.

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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Over the last two years, efforts have been made to distribute leadership within the school community. There are many willing individuals, but work needs to be done to identify the right leadership opportunities to take advantage of strengths and to build the capacity in those individuals seeking leadership opportunities.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Identify leadership opportunities for 1/3 to 1/2 of the teaching staff, support their efforts, and build their capacity to lead colleagues. Teacher responses on the School Environment Survey in relation to “Systems for Improvement” will increase to over 80% positive based on the work of teacher-leadership.

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 • 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 			
Bi-weekly meetings with Department and Grade Team Coordinators.	Teacher Leaders	September through June	Principal and Assistant Principal
Teacher-led instructional rounds group conducting a observations in service of identifying a problem of practice and theory of action	Teacher volunteers	September through June	Teacher leaders
Selection and capacity building with new teacher mentors.	Selected mentors	September through June	Assistant Principal
Teacher-led professional development opportunities.	Selected and volunteer teachers	September through June	Assistant principal

Part 4 – Resources Needed

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

Willing teachers and per session time for extended development opportunities.

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 IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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.
- Identify willing candidates and roles by October 2014.
- Mid-year check-ins with teacher leaders in January 2016.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Over the years, SDC has maintained connections with parents, families, and external stakeholders, but has not developed a coordinated system for organizing community resources and directing them to the students and families that need them.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Establish a community resource team to coordinate resources and demonstrate impact for each team including the number of students and families impacted.

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 • 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 			
Establish a two-person Partnerships and Programs to cultivate opportunities for as many SDC students as possible to have access to enrichment and college and career readiness learning opportunities.	All students	September start, continuing through June	Principal
Expand an attendance team to include a FEGS Social Worker and establish attendance mentoring program to help follow-up with chronically absent students.	Chronically absent students	September start, continuing through June	Assistant Principal
Establish a two person Youth Development team to coordinate Restorative practices within the community and services for students and families	Students with youth development referrals	September start, continuing through June	Principal and Assistant Principal

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Part 4 – Resources Needed

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

The ability to hire Community Line employees in order to expand capacity to connect with external stakeholders.

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 IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.
- Tracking of student impact will be ongoing within each team.
- Progress of the coordinated approach will be measured in January and targets will be set for the second half of the year.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• 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)	Teacher-team referral, parent referral, Degrees of Reading Power interim assessments	<ul style="list-style-type: none"> • Drop Everything and Read • Achieve 3000 online intervention 	<ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • During the day in school • During the day in school
Mathematics	Teacher-team referral, parent referral	<ul style="list-style-type: none"> • Numeracy class • Math resource room • Tutoring 	<ul style="list-style-type: none"> • Math support class • Small group • One-on-one and small group 	<ul style="list-style-type: none"> • During the day in school • During day school • After school
Science	Teacher	<ul style="list-style-type: none"> • Science resource room • Tutoring 	<ul style="list-style-type: none"> • Small group • One-on-one 	<ul style="list-style-type: none"> • During day school • After school
Social Studies	Teacher	<ul style="list-style-type: none"> • Social Studies resource room • Tutoring 	<ul style="list-style-type: none"> • Small group • One-on-one 	<ul style="list-style-type: none"> • During day school • After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher	<ul style="list-style-type: none"> • Group counseling • Individual counseling appointments 	<ul style="list-style-type: none"> • Small group • One-on-one 	<ul style="list-style-type: none"> • During the day • During the day

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.

Highly Qualified teachers will be attracted by posting job openings on the new teacher finder website as well as open hire. We have a selection committee of dedicated educators to help select the best of the highly qualified candidates.

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).

Current staff receive on-going professional development each week to become Highly Qualified and to improve both content knowledge and learn best practices. Teacher-leaders facilitate professional development through grade-level and departmental teams that examine teacher and student work and utilize feedback. SDC works with our network and other organizations to identify additional professional development opportunities for our teachers.

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.

We have three-prong interim assessment system at SDC: the *Degrees of Reading Power* literacy assessment administered 3 times per year; independent performance tasks in the four core content areas; and content related, Regents based interim and state assessments.

The *Degrees of Reading Power* literacy assessment was selected with the support of our network and they offer implementation funding and professional development for teachers on how to interpret results and make instructional decisions. The independent performance tasks in the four core content areas are either teacher selected or teacher developed. The content related, Regents based interim and state assessments are developed by teachers within academic department teams.

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 (CEP) 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	\$223,336	X	8-17, 19-20
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$0		
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$0		

Title III, Immigrant	Federal	\$11,200	X	8-9
Tax Levy (FSF)	Local	\$2,394,422	X	8-17

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 8: 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 CEP 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. **[School name]**, 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. **[School name]** 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 300
School Name UA School of Design & Construction		

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 Matthew Willoughby	Assistant Principal Meredith Matson
Coach Alexis Goldberg	Coach type here
ESL Teacher Sheilla Arias	Guidance Counselor Rebecca Dransfield
Teacher/Subject Area Brittany Klimowicz (science)	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jazmin De La Cruz
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Duane Wardally	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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)	433	Total number of ELLs	40	ELLs as share of total student population (%)	9.24%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										1	1	1	1	4
self-contained										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	13
SIFE	2	ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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
ESL										0

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
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	8	6	5	32
Chinese													1	1
Russian														0
Bengali														0
Urdu										1		1		2
Arabic														0
Haitian											1			1
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other											1	1		2
TOTAL	0	14	10	8	8	40								

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)										2	0	0	0	2
Intermediate(I)										2	5	2	0	9
Advanced (A)										10	6	7	6	29
Total	0	14	11	9	6	40								

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	7	0	6	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	22	2	8	
Physics				
Global History and Geography				
US History and Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
For the past 3 years, we have assessed our students using the DRP. This assessment tells us the reading levels of our students. This data has helped us to better develop our instructional plan and as a result have invested in different leveled reading material ranging from kindergarten level to college level. Knowing our ELLs reading levels, we are working to level our independent reading libraries. We

also use this data to inform our decisions in scheduling our students into reading intervention programs such as DEAR (Drop Everything and Read) or individual reading support classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have noticed that students proficiency for reading and writing skills tend to be lower than their speaking skills. Students are having a harder time to become proficient in reading and writing modality. Our IEP students are significantly lower than our general students and have a difficult time going up in levels. They either stay the same or go down over the years of testing.

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](#))

Over the past few years, we have noticed that reading and writing skills tend to be lower across the NYSESLAT than listening and speaking. Many students become proficient in those areas first, so over the past two years, our department has had a focus on writing and reading. Our departments have also created department wide writing tools and rubrics that are used in all of our classes. The ELA and History teachers collaborate on writing assignments and teaching strategies to increase continuity for our students. Our school developed DEAR (drop everything and read) and we have had an intervention small group reading class that targets students with low reading skills. In ESL classes, we have increased the amount of writing students do and what types of writing to teach.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Our ELL students range from beginner to advanced. All of our ELL's take their in class assessments in English and on state exams they are given their native language test as a resource but the majority of them take the test in English. We have found that they do better on the exams when they are in English as all of our classes are taught in English.

b. Our school leadership uses the ELL Periodic Assessments to make decisions around our ELL teachers instructional schedules and the placement of our ELL students in their classes.

c. We have learned that our students dedication to their ESL has a large impact on how they do on the NYSESLAT test. We have had a range of proficiency levels test out each year. Our students are taught in English in all of their classes and native language is used in order to help with comprehension, with a teacher that knows the native language or a student that knows the language. Other than that native language is not used for instruction.

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ELL teachers are in continual contact with our content teachers. Our ELL teachers provide levels of proficiencies to our content teachers along with suggested strategies that the teachers can use to best support the ELL students. The ELL students also gain support from their ELL teacher ensuring their success in their academic classes. When necessary our ELL students will receive audio books, additional graphic organizers, and/or tools to build their prior knowledge in their classes.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our ELL's through their performance on the NYSESLAT test, state regents exams, and in class assessments especially their ELA and History classes. We have found that our ELL's need extra support in our literacy based classes and that with this support they have been increasingly succeeding on their assessments.

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](#).)
ELL Identification: When a student enters our school that is a NYC first admit, we first administer the Home Language Identification Survey (HLIS). Either our ESL Teachers (Sheilla Arias or Majrana Lavrencic) or Assistant Principal (Meredith Matson) administers this survey. After that, we conduct an informal oral interview in English and in the native language, if needed. For students who don't speak English at home or who's informal language demonstrates low English proficiency, we administer the LAB-R exam within the first ten days of admittance (if the home language is Spanish, we administer the Spanish LAB-R). The LAB-R exam sheet is given to the Assistant Principal, who then submits the exam on the given dates. When we have new student admit that does require ESL services we will show that parents and students the welcome video and choice letter. We also can speak with Spanish speakers in Spanish as necessary. We administer the NYSESLAT to all ELL-identified students beginning in April. We start with speaking portion, then move on to the other portions on a full day (if needed) exam. These scores are used to determine placement in the following year
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.
All steps in this section are carried out by Meredith Matson (Asst Principal), Sheilla Arias (ESL teacher), Marjana Lavrencic (ESL Teacher, and Jazmin Delacruz (Parent Coordinator). We use Curriculum night in September to inform parents about our ESL program and plan a parent night for parents of new ELL's to inform them of our ESL programs. Our ESL teachers make an introductory call home to all ESL students to introduce the program and explain their child's services. During parent-teacher conferences, we ensure that parents have a chance to meet with the ESL department. We use our parent coordinator and other office staff to ensure that parents are able to communicate with other content teachers, or, if needed we connect with the DoE translation services. During our ESL Parent Orientation, parents learn about our program offerings. New admits to the DoE learn about the different ESL service options when they first arrive as part of the intake process. Though we don't offer bilingual programs, we can help students find the right program in the city, if needed. We will start keeping a list of parents who prefer a bilingual program. If that number exceeds 20, we will need to hire a bilingual teacher.
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 [\[see tool kit\]](#).)
We send entitlement letters to students and place students in the appropriate ESL class based on their previous NYSESLAT scores and what we know of a student's English ability. We keep a copy of the entitlement letter in the student's cumulative records. This will be done by our school secretary (Helen Vidal). If a student comes to our school and their parent has not filled out the Parent survey at the enrollment office, we administer the survey while they are here and keep a record of this survey in the student's cumulative records.
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.
Because we are a small school, we offer only Free Standing ESL program. We make decisions about ESL programs based on conversations with students' teachers, parents, guidance counselor, and administration to determine the proper placement of a student. We base our decision on students' NYSESLAT scores, their proficiency in reading and writing, their performance in content area classes, and teacher evaluations. We also administer the Degrees of Reading Power, which determine students reading levels. We use this data to better align our instruction to what they need. ESL teachers administer a diagnostic that gives us the students listening and reading comprehension, and writing skills. We use these assessments to better align our instruction and gain an understanding of their individual needs are at the beginning of the school year.
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.
We administer the speaking portion of the NYSESLAT individually to students in the time frame of two an a half week. The ESL teachers administer this portion to students who they do not teach. For the reading, writing and listening sections, we choose a day to administer them. We administer it during the morning starting at 9am with breakfast provided to students from 8:15 to 8:45. We provide accomodations to our SPED students in accordance to the NYSESLAT School Adminitrator's Guide. Our proctors are trained and if students take their extended time, we provide lunch for them.
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. 

Our program is aligned with parent request. Our ELL program is based off an ESL instructional program model and we have not had parents request a bilingual program for their students.

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])?

We use a variety of instructional delivery techniques to meet the needs of our ELLs. As a new and growing ESL department, we have experimented with several approaches and have found that different techniques are appropriate in different contexts. Our first major change was to program our ELLs students based on their proficiency in English rather than their grade level. This may seem like an obvious step, but before we expanded the ESL department and prior to the new administration, this was not the case. Similarly, we have now begun to vigorously implement our push-in model by targeting classes where struggling ELLs are located, not just limiting our push-in to English classes but also other content areas.

a. We use a leveled intervention to target students of different proficiencies. As we are a small school, this has required significant programmatic innovation that allows our student schedules to cut across and through their grade-based programming. Thus, we now have mixed classes of beginning, intermediate, and advanced students.

b. Our ESL teachers supplement their class time with push-in instruction. We have scheduled this such that teachers are not limited to working in literacy classes but now are seeking out content classes where students have traditionally struggled. When appropriate, an ESL teacher will use a pull-out approach, especially when a cohort of ELLs are working on a similar project but are struggling with ESL-specific challenges.

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)?

We have organized our staff such that the ESL department has significant time and resources to plan appropriate interventions.

Their push-in time is targeted to the level of students so that each student level (beginner, intermediate, and advanced) are receiving the appropriate amount of instruction. Furthermore, we have housed the ESL department within the ELA department. This allows best practices from all of our literacy teachers to be shared with the ESL department, and it allows ESL teachers to share strategies with the rest of the department. Each class meets for 50 minutes, five days a week. All ESL students are in both an ESL class and an ELA course that is supported by the our ESL teachers (Arias and Lavrencic) for a total of between 450 and 500 minutes per week of instruction.

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.

Our content areas are delivered through a variety of mainstream instructional techniques supplemented with ESL strategies. ELLs are placed in these classes as mainstream students, and they receive additional support through push-in support and in their daily ESL class. In the ESL classes, Ms. Arias and Ms. Lavrencic work hard and use several supplemental lessons and strategies to develop the English proficiency of our students. Some examples: listening to ELA readings on a "Books on Tape," writing personal autobiographies and presenting to their class, creating a timeline of their life, researching and creating a travel brochure for their home country, writing and revising paragraphs, using Rosetta Stone to develop basic English skills, doing Grammar drills. We are exploring using after-school supplemental instruction to strengthen content mastery. Our ESL department is also considering a professional development session for content teachers to go over instructional strategies that work with ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Depending on the students, we will allow them to answer content questions in their native language. We try as much as possible to push our ESL students to respond in English, but when we feel that the quality of their responses is significantly affected by their ability to express themselves in English, we offer the option of answering in their Native Language (when we have a translator available). All teachers know that ELL students who are less proficient in English are allowed to answer test questions, writing assignment etc in Spanish. The bilingual ESL teacher or another bilingual staff member will translate the work for the content teacher.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

There are plenty of opportunities during the class period in ESL to speak, listen, write and read in English. We make sure that our lessons are written in such a way that promotes those four modalities. There are times where students work together to complete a task or to share with a partner. We evaluate the modalities in the following ways: a variety of essay writing, short response, responding to a prompt, listening to a recording and answering comprehension questions, listening to presentations from a teacher or student, students make presentations, perform lines from a short play, memorize poetry and reciting it, reading passages and annotating them or answering comprehension questions. Lastly, we evaluate all of these modalities with teacher made rubrics, learning targets, and peer reviews just to name a few.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For SIFE Students we start with a diagnostic exam, then meet with parents to determine strengths and weaknesses. We then put them in the appropriate ESL class and try to complement content classes with pull-out and push in instruction. SIFE students are allowed extended time in ESL courses to develop basic English Skills. SIFE students are also given opportunities to develop their background knowledge and reading skills in ESL class or DEAR (Drop Everything and Read) class. ESL teachers have a collection of leveled books that include beginner reader to college level reader and informational texts at various reading levels. This way, students that have gaps in knowledge can learn about topics that their peers know about in a supportive environment. Trips to museums have also helped some of our SIFE students gain knowledge about unknown topics such as dinosaurs, the planets and ancient history.

b. Newcomers are given the LAB-R and our own diagnostic before being placed in the appropriate ESL class. We have successfully piloted an after school ELA prep class that benefits newcomers. Depending on the student's ability, our newcomers are "doubled up" in multiple ESL classes and might even take more than one English course. This allows students to access English at different entry points and provides extra support. Beginners might be in a Freshman English class, a beginning ESL course, and an age-appropriate English course with ESL support. Students also receive push in services to one of their core classes to make sure that students are gaining not only content but language knowledge. ESL teachers work closely with the core class teachers to ensure that lessons are scaffolded and to provide them with alternative texts, videos and any supplemental materials ESL teacher has available to help with ELL instruction.

c. ELLs with 4-6 years follow a similar program as that above, though we will likely deprioritize them for the Regents Prep class.

d. ELLs with 6+ years follow a similar program as that above. For many of these students they struggle with not only the language but also academically and passing high stake tests. We have provided one on one tutoring for the state exams, as well, as after school

regents prep, and regents prep within the ESL program. Many of these students have been supported in a 5th year of high school. We make sure they are enrolled in ESL support classes, resource support, if they have an IEP, and an advisory which helps them stay on track.

e. Former ELLs are given support in the following ways: 1. If a student has score P in the NYSESLAT but are still having some difficulty in language (mostly written expression) they may be placed in an ESL class for extra support. 2. students may be placed in a mainstream class that includes some ELLs so that the ESL teacher can push in and provide support.

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?

ELLs who are all SWDs are given the same resources any SWD would receive, including access to SETSS and CTT settings. In addition, they are enrolled in our ELL support classes. In cases where we feel a student has advanced English skills we make place them in an "intermediate" writing class to wean them off ELL support services. ELL-SWD students are given the ESL services to which they are entitled, though the SpEd services might be programmed first.

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

Our biggest scheduling accomodation is creating a schedule where every student can have an ELL support class at least 4 times a week and usually 5 times a week. We have worked hard to create a program where students can be in a support class and still be in the same content and mainstream classes. Additionally, we have made staffing and budgetary decisions so that we can support as many CTT classes as possible; our CTT offerings have doubled in the past year.

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:	1		
Social Studies:			
Math:			
Science:			

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

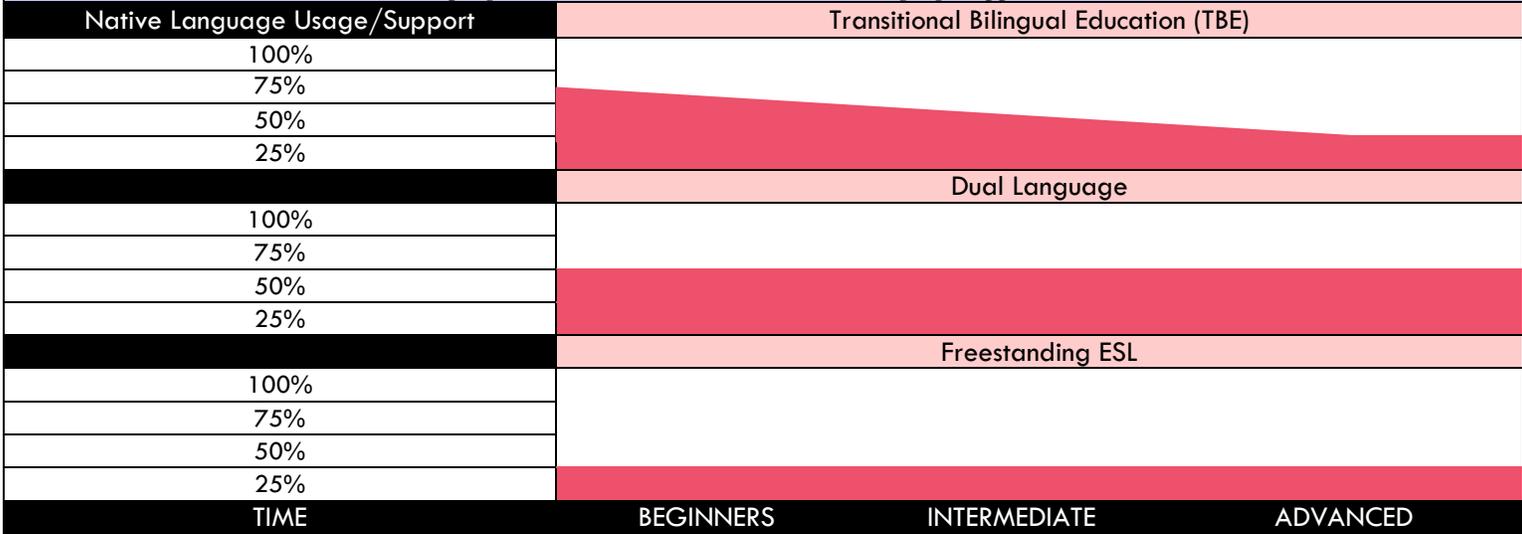
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- All of our intervention programs are offered in English. We have targets push in support for ELA and History, alternative text in students in ELA and History, offer calculators to students in need, offer a numeracy course to our 9th and 10th graders that are perform low on our school math assessment. As well, depending on the need of our students we have the ability to offer push in support in math. We are also looking into outside technology partnerships such as Achieve 3000 to support our ELL population.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Over the past three years, it is clear that we are continually increasing the amount of students that have tested out of ESL. Most of our students test out of ESL within the first two years of being here. We also have had many of our ESL students on track in their content classes and passing the class and the state exam. For the language development the ESL teachers work closely with the History and ELA teachers to ensure proper support in meeting the language development of our students.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, the 11th grade ESL teacher will be extensively preparing ELLs for the American History and ELA Regents Examinations. Some of our ELLs have had a difficult time in the past passing these exams. The ESL teacher is currently working with the 11th grade ELA and American History teachers to know how to better prepare students to be successful. This is the first time this type of intensive preparation will be done during an ESL class, in the past we have prepared our students for regents after school but found that for our older students, it would be hard to make it to class after school because of other commitments like work.
12. What programs/services for ELLs will be discontinued and why?
- No ESL services will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs have equal access to all school programs. They are included in community service, internship classes (11th grade), chess club, homework center, Poetry Out Loud competition, Iron Design Challenge competition, SAT enrichment program etc. The ESL teachers and administrators speak to individual students or as a group to make them aware of the opportunities we have at our school that will be beneficial to them. We used title 3 money to implement after school programs in the past like Living Environment and ELA regents prep.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use a variety of materials to support ELLs. Those include: Interactive websites used with beginners to give them the basics, Word Dynamo (Dictionary.com) teacher created vocabulary word lists and students can practice by playing games, Rosetta Stone, bilingual dictionaries in Spanish and French, various
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We use native language to support English language acquisition in the following ways books in spanish, bilingual dictionaries, translating short stories when needed, on the spot translations of questions, answers etc. We want to make sure that students have access to the content being taught at all times.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students are placed in ESL classes based on grade level and credits.
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 parental involvement in the following ways: curriculum night, which happens at the beginning of the year. This is a time where students and parents meet not only the teachers but also the ESL teachers. It is during this time that students get to know of our ESL curriculum and important information regarding the class. If we have newly enrolled ELLs in the middle of the school year, we make sure to have a meeting with the student and parent to explain our ESL classes and what services student will receive, are given a tour of the school and are paired up with a current or former ELL to shadow during the first few days.
18. What language electives are offered to ELLs?
- Pre AP spanish class and German I for more advanced ELLs
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Our ESL teachers have gone to QTEL Trainings, professional development at the NCTE (National Council of Teachers of English and professional sessions here at school. This year, we plan on going to the NYS TESOL conference.

2. Every Wednesday, we have a shorten day with our students and all teachers are involved in professional development surrounding the Common Core Learning Standards. In each session there is time for teachers to reflect on their practice and engagement in students. Many of our teachers reflect on their work with the ELL's and the ESL teachers are available to support this work. This year our ESL teachers will be leading a few Wednesday sessions to ensure continuity around our teaching proactice and best support ELLs.

3. Guidance meetings with their counselor to let them know of credits, classes, options for life after high school, school tours at the beginning of the academic year. ESL teachers call home to introduce themselves to parents that could not make our curriculum night and ESL teachers visit students in their core classes for push in instruction or to make sure that they are getting situated in their new class environment.

4. We will publicizing and encouraging our teachers to attend NYC based PD for supporting their ELL students. We will ask them to keep records in their individual profolios of the time and agenda of the conferences they attend, so we can record their 7.5 hours.

D. Parental Involvement

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

1. Parent involvement of our ELLs is something that we have struggled with in the past and are working on this year to have more parents come in. One opportunity that we have at the beginning of the year is Curriculum Night. ELL parents are notified by newsletter and by phone calls to attend Curriculum Night since it is the first introduction to parents of our teachers, staff and curriculum. The ESL teachers are available to meet with parents in a separate location during the rotations and explain what our programs entail. This year, we are developing an Intercambio/ Language exchange between parents, teachers and students to have conversations in English and Spanish. Many of our PRE AP Spanish students will be involved and parents of ELLs are being targeted. Many of our ELL parents also assist Awards Night in February.

2. Our school has partnered up with VALS (volunteers of legal service), a group that helps our immigrant parents navigate the legal system in regards to citizenship.

3. Jazmin De La Cruz our parent coordinator connects with parents during Parent Association nights, calls, and school functions to get a gauge of what our parents need. The ESL teachers also set up meetings with parents in person or during phone calls to get a sense of their student and parents needs.

4. We are working on developing more school wide activities that will involve parent attendance such as Language Exchange, Movie Night, Potlucks and school volunteering. Some parents have expressed a need to see what students are doing in school and we are working on inviting parent volunteers to come in and help out and also make ourselves available to parents during mornings and late afternoons for appointments.

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: <u>UASDC</u>		School DBN: <u>02M300</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matt Willoughby	Principal		1/1/01
Meredith Matson	Assistant Principal		1/1/01
Jazmin De La Cruz	Parent Coordinator		1/1/01
Sheilla Arias	ESL Teacher		1/1/01
	Parent		1/1/01
Brittany Klimowicz (science)	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Alexis Goldberg	Coach		1/1/01
	Coach		1/1/01
Rebecca Dransfield	Guidance Counselor		1/1/01
Duane Wardally	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M300** School Name: **UA School of Design & Construction**

Cluster: **1** Network: **105**

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

Part A: Needs Assessment Findings

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

All printed letter and fliers are translated from English to Spanish and interpretation in Spanish is offered for Parent Association meetings. We ask parents to let us know in advance if they need a translator in any other language. We also use the Translation unit for during parent teacher conferences when a parent needs an interpreter other than the Spanish language.

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.

We have a large Spanish speaking parent population. This communication barrier is often times underestimated, but the school is working on compiling a list of resources and making teachers and parents aware of them.

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.

In the past, translations of important documents have been done in house in Spanish. However, we are looking to have them done by the Translation Unit in all of our students' home language. If the Translation Unit cannot fulfill a request, we will translate information from English to Spanish.

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.

We anticipate having mostly Spanish speaking parents to accommodate. We are ready to provide interpretation services by bilingual staff members. If need be, on rare occasions where we need interpretation of other languages, we will call the Translation Unit.

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

We will provide parents with The Bill of Parent Rights and Responsibilities by printing out the adequate languages needed from the DOE website. We have always provided and will continue to provide signs and availability of interpretation services to parents. We have already begun to ask teachers for certain written material that will be important for parents to have, we are collecting it and sending it to the Translation and Interpretation Unit so that our parents have the material needed to help their children be successful in our school.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: <u>UASDC</u>	DBN: <u>02M300</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>40</u>
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
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 11 students have passed and 18 students have failed the Global History Regent and 5 student have passed and 6 have failed the American History Regent since 2012. We want to improve not only the passing rate for our ELLs, but to also to help them understand the content better so that they may excell in class as well. We want to target all current 10th, 11th and 12 grade ELLs and several former ELLs (tested out within two years)who have not passed the US History regent and the Global History regent, a total of 24 students. We will also target current ELLs who are currently in 10th grade Global history (13 students) and 11th grade US history (3). This is a total of 40 students targeted. Our program would be held twice a week (Tuesdays and Thursdays) for an hour each day (3:30 to 4:30pm) with the language of instruction being English starting on February 2nd until June 12th . Our global studies teacher is bilingual so when needed, he and the ESL teacher will create materials in both Spanish and English to accommodate our 1 beginner ELL. There will be 2 content teachers and 2 ESL teachers for the program. The materials needed are, Barron review books that students can write on and keep, global and American history textbooks written in simplified English so that our students can have more ease with learning the content. Teachers will work on content and everyday vocabulary development (words to use when analyzing, synonyms of basic words like bad, good, destroy etc) which will be displayed on the wall and packets will be made to help students find the necessary words/glossary of content when needed. We will also work on basic study skill to not only help them in these two subjects but they will take what they learn to other subject areas. We will go on various field trips to further help students understand history. We will go to the American Museum of Natural History and see the Human Origins and Cultural Halls. The MET museum will help us analyze paintings and how they were representative of various time periods like early America, the Renaissance, Greek and Roman art, and Egyptian art. Additionally will will also focus on close reading skills. The ESL anc Content area teachers will coplan and co teach during the after school program.

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: Our school has been working with Fordham University by hosting teacher candidates in our ESL classrooms over the past two years. UASDC is trying to develop a deeper working relationship with Fordham and one way we can do this is by having them run a professional development for our teachers. We want Dr. Aida La Torre to run a PD that would focus on second language acquisition and how to better teach content to our high beginners to intermediate ELLs. The teachers receiving the trainin would be our entire teaching staff and then 4 teachers who will work with the ELL students during after school enrichment. For whole staff, the duration will be for an hour during

Part C: Professional Development

our Wednesdays PD time on January 14th 2015. For staff providing after school enrichment, Dr. La Torre will spend two hours on two separate days providing effective strategies to better help our students acquire language through content on January 20th and 27th 2015. Dr. La Torre will then make a follow up visit in late February of early March (date to be determined after initial visit to our school) to see how teachers and students are progressing. The ESL department will also hold a PD on December 17th for our whole teaching community on how to better differentiate- scaffold difficult texts and show examples of sentence starters to help ELLs show what they know when they write.

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: Our school will offer various opportunities for ELLs' parents to be involved in the school community. These activities will include school visits (1), volunteering (2), activities that draw upon parents' skills and hobbies (3), and evening workshops (4). 1. Visits: Parents will be invited to observe their child's ESL class. This will give the parents an insight into the work ESL teachers and ELLs do together daily - and an insight into the high school's general daily activities. It will provide the parents an opportunity to learn about specific strategies to help their child with schoolwork. For example, the parents will be invited to attend reading-focused classes, in order to understand how to support their child's literacy development at home. While following along with their children during the reading, the parents will learn about more about the activity itself (e.g., read-aloud) and about how readers interact with text. 2. Volunteering: In our attempt to improve our ELLs' Global History and American History Regents scores as well as their comprehension of the content, we will organize field trips to various museums in New York City. We will invite our ELLs' parents to shaperone history-focused trips. We hope that this will create opportunities for further discussion about history topics at home. 3. Bringing parents' skills and hobbies into the classroom to create new learning opportunities for our ELLs: Parents will be invited to participate at school-wide cultural events during which they will be able to present their home culture, traditions, foods, music, and crafts - while creating connections to Global History topics, and discussing the interaction between their native culture and the U.S. culture. Further, parents will also be invited to give presentations in ESL classes on the same topics or to teach a skill to the class and the teacher. Parent presentations will help deepen mutual understanding and appreciation of each other's heritages within our school community. 4. Workshops: Two teachers in the Title III program (ESL and the history teachers) and the Parent Coordinator will provide six 1-hour workshop series once a month from December 2014 to June 2015, 5:00pm to 6:00pm, to engage ELL parents and inform them of educational opportunities for their children. We will create a space where parents can learn about our school, the programs offered, and ways to prepare their students for future success. Our workshops will cover the following topics: Supporting Your ELL child in the Title III program, College Readiness for ELLs, How to Best Prepare for the NYSESLAT and Fostering Diverse Cultures in the English

Part D: Parental Engagement Activities

Speaking World. Snacks will be provided for the parent engagement activities. We have already had our first welcoming session and introduction to our ESL program on Curriculum Night on 9/17/2014.

To ensure clear and accurate communication with our ELLs' parents, all materials mailed home and all information presented at school-based events will be translated and interpreted. Our school Parent Coordinator, Ms. Jazmin De La Cruz and Ms. Sheilla Arias (Language Access Coordinator) will serve as a translator and an interpreter for all verbal and written communication with the parents of ELLs. This will allow parents to participate meaningfully in all school events. Parents will be notified of these events via School Messenger, UASDC's monthly newsletter and personal calls made from ESL teachers.

Part E: Budget

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

Allocation Amount: \$0

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	_____	_____
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