

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

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

**03M402**

**School Name:**

**THE URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS**

**Principal:**

**KERRY DECKER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 03M402  
School Type: CTE High School Grades Served: 9-12  
School Address: West 85<sup>th</sup> Street, Manhattan  
Phone Number: 212-787-1189 Fax: \_\_\_\_\_  
School Contact Person: Kerry Decker Email Address: kdecker@schools.nyc.gov  
Principal: Kerry Decker  
UFT Chapter Leader: Lori Baird  
Parents' Association President: Elender Foxe  
SLT Chairperson: Elender Foxe  
Student Representative(s): Saul Robles and Stephany Castillo

**District Information**

District: 03 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, NY,NY  
Superintendent's Email Address: fwalsh@schools.nyc.gov  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: Cluster 1 Cluster Leader: \_\_\_\_\_  
Network Number: 101 Network Leader: Shannon Curran

**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)
Kerry Decker	*Principal or Designee	
Lori Baird	*UFT Chapter Leader or Designee	
Elender Foxe	*PA/PTA President or Designated Co-President	
Michelle Andry	DC 37 Representative, if applicable	
Stephany Castillo Saul Robles	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jonah Kaplan-Warner	Member/ Teacher UFT	
Whitney Fink	Member/ Teacher UFT	
Phyllis Williams	Member/ Parent	
Otis Brown	Member/ Parent	
Lisa Huggins	Member/ Parent	
	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	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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:

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

The 2014-2015 School Year is the 6<sup>th</sup> year for The Urban Assembly School for Green Careers (UAGC). We are a small sustainability-themed technical science school with a dual mission of both college- and career-readiness. Our vision is for our graduates to develop into leaders for the emerging 21<sup>st</sup> Century “Green” Economy—that they be equipped to address our world’s energy-related challenges, the resulting environmental and climate challenges, and can ensure environmental justice and equitable access to resources for all citizens. To achieve this vision, we prepare all of our students to be successful in both college and sustainability-related careers in either Horticulture or Building Science so that upon graduation they possess the knowledge, skills and confidence to determine the most appropriate post-secondary pathway for their lives and futures.

Demographically, our student body is composed of:

1. Average Incoming ELA Proficiency: 2.18
2. Average Incoming Math Proficiency: 2:10
3. English Language Learners: 22%
4. Students with Disabilities: 25%
5. Free Lunch Eligible: 83%
6. Total Enrollment: 395

Academically, we are a Learning Cultures school. UAGC made the choice to be a Learning Cultures school so that we can provide our students with the best, most college- and career-ready education possible. Learning Cultures is an instructional model developed by NYU Steinhardt School of Education Literacy Professor Cynthia McCallister in a partnership with our principal, Kerry Decker. Learning Cultures is rooted directly in the educational philosophy of John Dewey. We believe that every student can reach high learning standards, that students are most successful when they are held responsible for their own learning, and that learning is a social process requiring students to engage in cooperative inquiry, free exchange of ideas and questions, and the pursuit of student/peer-intentionality. Therefore, in every class, regardless of content or grade level, our students and teachers engage in a series of common instructional practices we call The Formats.

The Formats support our belief across every classroom, and across every grade level, by framing students’ learning experiences. The Formats are designed to promote student independence, responsibility, cooperation, rigorous learning, and achievement. Our students are given direct access to the standards, the curriculum, and a wide variety of resources with which to meet and exceed the expectations of the standards. By learning to navigate the resources of their classroom, and to communicate and collaborate effectively, students gain the college- and career-ready skills that empower them to both learn and master learning standards, and to promote the learning of their peers.

We know that the best way to achieve our school’s mission, preparing our students for success in college and the green workforce, our students need to know how to identify challenges, and determine how best to address and overcome those challenges through collaborative problem-solving, effective communication, and strong writing. We frame our instruction using Learning Cultures in response to the national college dropout rate of 50%. If students are taught to take responsibility for their learning, can communicate effectively and cogently both verbally and in writing, collaborate effectively with their peers and adults, and know how to to develop and frame their own inquiry questions, we know that they will be more successful in both the college and workplace settings.

In addition to our rigorous academic program, all of our students are required to complete a 4-year pathway in one of our two technical sciences, Building Science (the study of applied Physics, Engineering and thermodynamics) or

Horticulture. Previously at Green Careers, the CTE pathway program was a vocationally focused program that did not meet NY State requirements for CTE program approval. This year, we are re-writing the CTE curriculum, pedagogy and hiring new staff to meet the NY State program approval requirements. Our students' experiences and learning in both pathways are supported by both the curricular guidance supplied by the industry partners who sit on our advisory board, or via direct internships. Upon completing their 4-year pathway, all students will be eligible to sit for 1 – 3 nationally-recognized professional credentialing examinations offered by The US Green Buildings Council and the Building Performance Institute in either Horticulture or Building Science. Students who successfully receive these professional credentials can use them to either further their technical science studies in college, or to directly enter the green workforce in a salaried position.

Our industry partners in both Horticulture and Building Science include: The New York Horticultural Society, The New York Botanical Gardens, The Central Park Conservancy, Friends of Roosevelt Park, Sustainable South Bronx, Wave Hill Gardens, Grow NYC, The Broadway Malls Association, The Nature Conservancy, The US Forest Service, The Association for Energy Affordability, Steven Winter Associates, ConEdison, and Turner Construction.

The overall data from our fourth year, School Year 2012-13, highlighted the performance and progress challenges resulting from the prior leadership, and the incoherent and ever-shifting instructional program. The lack of a coherent instructional model from years 1 – 4 of the school led low student performance data. With the leadership change in the summer before the 2013-14 school year, it was clear that the task at hand was to improve school culture and instruction to improve credit accumulation and Regents performance, and improve the overall graduation rate.

Data from the 2012-13 school year included:

7. June 2013 graduation rate: 39% of cohort
8. June 2013 ELA Regents pass rate: 26.6%
9. June 2013 Algebra Regents pass rate: 43.4%
10. June 2013 Living Environment Regents pass rate: 26.8%
11. Percent of students earning 10+ credits in 1<sup>st</sup> year: 70.1%
12. Percent of students in school's lowest third earning 10+ credits in 1<sup>st</sup> year: 47.1%
13. Percent of students earning 10+ credits in 2<sup>nd</sup> year: 67.7%
14. Percent of students in school's lowest third earning 10+ credits in 2<sup>nd</sup> year: 54.8%
15. Percent of students earning 10+ credits in 3<sup>rd</sup> year: 53.2%
16. Percent of students in school's lowest third earning 10+ credits in 3<sup>rd</sup> year: 50.0%

During the 2013-14 school year, Principal Kerry Decker implemented Learning Cultures, a robust teacher professional development, curriculum, pedagogy, and student support model to target identified needs for improvement.

As a result of the implementation of Learning Cultures to lead a school-wide reform of instruction, performance and community tone/student behavior, the results of the 2013-14 SY demonstrated a significant gain over the previous school year on all but two performance measures. These results include:

1. June 2014 graduation rate: 50% of cohort (11% increase)
2. June 2014 ELA Regents pass rate: 63.8% (January 2014: 89.5%) (~100% increase)
3. June 2014 Algebra Regents pass rate: 53.4% (increase of 10 percentage points)
4. June 2014 Living Environment Regents pass rate: 54.5% (~100% increase)
5. Percent of students earning 10+ credits in 1<sup>st</sup> year: 87.8% (17.7% increase)
6. Percent of students in school's lowest third earning 10+ credits in 1<sup>st</sup> year: 75.8% (28.7% increase)
7. Percent of students earning 10+ credits in 2<sup>nd</sup> year: 60.0% (7.7% decrease)
8. Percent of students in school's lowest third earning 10+ credits in 2<sup>nd</sup> year: 34.3% (20.5% decrease)
9. Percent of students earning 10+ credits in 3<sup>rd</sup> year: 70.8% (17.6% increase)
10. Percent of students in school's lowest third earning 10+ credits in 3<sup>rd</sup> year: 56.7% (6.7% increase)

Based on a comparison of school performance data from SY 2012-13 to SY 2013-14, it is clear that our efforts of applying strategic and targeted supports have had their desired impact. For SY 2014-15, we need to continue and expand our internal structure for teacher professional development, and our myriad interventions, instructional,

academic and behavioral, for our students. Additionally, we need to increase our supports for the 10<sup>th</sup> grade, the only grade that demonstrated a performance decrease. Early analysis of the performance of our current 12<sup>th</sup> grade indicates that our June 2015 graduation rate will be between 62.9% - 85.48%. This performance range is largely the result of our students' need to pass their social studies Regents. This is a result of course sequencing during the first four years at UAGC; the Global Regents was sequenced as the final Regents for students to complete. To improve students' ability to pass this test prior to their senior year, we offered Global 3 and 4 as an optional summer school course during the 2014 summer session. Of our 63 12<sup>th</sup> graders, 37 opted to take the summer course, and 13 passed the Global Regents in August 2014. With such a high percentage of 12<sup>th</sup> graders still needing to pass their Global Regents, Principal Decker conducted a 3-week Principal Residency in our 12<sup>th</sup> Grade Social Studies teacher's course, and has taken a direct role in the focus and work of the Social Studies Department Team.

## 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

1. 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).
2. 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 priority needs are

- Raising the NY State Regents Pass Rates in Living Environment, Global and U.S. History
- Credit accumulation for the 10<sup>th</sup> grade
- Raising student’s literacy levels.
- Effective instruction that yields students producing high level work products as per the School Quality Review 2014.
- Increase the percentage of post-college readiness.

In 2014, Regents Pass Rates in Global and U.S. History did not meet targets. English, Math and Living Environment approached targets in 2014 achieving remarkable gains in one year. Growth in these exams measured 10% in Math, 100% in Living Environment, and 100% in English, respectively.

Credit Accumulation: 87% of 9<sup>th</sup> grade students earned 10+ credits in their first year in 2014, up from 60% in 2013; a major improvement. The credit accumulation for 10<sup>th</sup> grade in 2014 didn’t sustain the same success, achieving only a 60% pass rate. This is largely due to the fact that this cohort of students had a 60% pass rate their 9<sup>th</sup> grade year.

The 8<sup>th</sup> grade ELA State Exam pass rates and the Degrees of Reading Power (DRP) assessment show that students entering our school are far below State Standards. The next two graduation cohorts of students (cohort Q-2015 and cohort R-2016) entered Green Careers with a 17.1% and a 15.1% pass rate on the New York State 8<sup>th</sup> grade ELA exam, respectively. In addition to State Measures, we administer the DRP, a nationally normed-referenced reading comprehension test, three times a year to inform our progress towards raising students’ literacy levels. Students have made statistically significant gains in reading as measured by the *Degrees of Reading Power Averages*. On average, students at our school have an average 50 DRP level; a 3<sup>rd</sup> grade reading level. Despite the gains, on average, students are still entering our school six years below grade level according to the DRP.

### 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.

QR 1.2 Coherent Curriculum and High Quality Student Work  
 Increase Regents Pass Rates by 30% on all Living Environment, Global and US History by August 2015.  
 90% of the 9<sup>th</sup> and 10<sup>th</sup> grade students accumulate 10+ credits  
 Increase student’s post-secondary college readiness 10%

### 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</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Implement a small group learning structure called Regents Based-Responsibility Teams across all classrooms in Science and Social Studies. Re-create a curriculum and pedagogy for CTE courses 9-12 that focuses on career and college skills needed for a career in Green Buildings and Horticulture.	All students in 9-12th	Sept-June 2015	Kerry Decker Luke Janka Maddie Sage-EL Brent Chamberlain, Curriculum Lead
Implement student Work Out Plans, Promise Cards, and Keeper of the Culture Meetings for students in the bottom 1/3 of the grade as part of the already established Academic and Behavior Interventions that result in each student having a Personal Education Plan we call, "Work Out Plan". Teachers will meet in teams a total of 140 minutes a week for a total of over 5,000 minutes of collaborative planning time/year to look at student work using the LASW protocol to create student Work Out plans, and to determine instructional implications for curriculum and teaching.	Bottom 1/3, overage/under-credited, SIFE, grade 13+, students with severe emotional disabilities, ELL, & SPED.	Sept-June 2015	Kerry Decker Donna McKenna (Code Blue Lead), Luke Janka, Maddie Sage-EL
Create a double literacy block so that all students have 3 X 70 minutes/week in Reading and 3x 70 minutes/week in Writing. In addition, students in all subjects will participate in a 15-minute Unison Reading session each class period. This schedule will also provide teachers 140 minutes of common planning time per week.	All grades/All students	Yearly commitment	Kerry Decker
Provide additional support to families by hiring an additional AP to allow for an increase in parent involvement, improved safety protocols, youth development structures, Special Education, and coaching. Parent involvement will include increasing the amount of Academic Interventions, attendance team phone calls, behavior and college counseling sessions with parents.	Special Education, Overage, ELLs and College Bound.	Start Date August 2014	Maddie Sage-El Luke Janka

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>SBO requiring 70-minute block schedule so students have Work Time to learn, meet in collaborative groups, and in small reading groups.</p> <p>Hire 2 writing teachers for the literacy blocks.</p> <p>Hire an AP to focus on instructional coaching to teachers in high needs classrooms, manage student’s Personal Education Plans for the Special Education, ELL and Overage students and include more parents in this process.</p> <p>10 Coaching days purchased for consultant on the implementation of Responsibility Teams, Work Out plans and refining observation and feedback practices for teachers (inter-visitation and administrators).</p>

**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		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:

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

January Regents Scores: Students will take a January Regents exam.

March Mock Regents: Students will take a mock Regents in March.

Degrees of Reading Power in English September, December and May/June.

Curriculum Based Measures (measuring background abilities in Math and English) will be given every 3 weeks.

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

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

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## 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

3. 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).
4. 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 priority needs in this domain include:

- Norming students to the rules of our school and creating an environment for learning.
- Improving our day-to-day and period-by-period attendance.
- Improving engagement and work products of all students; most notably the students in the lowest 1/3 and highest 1/3 of our school (over-age, ELL, SPED, and College Bound).

In 2013-2014, the Learning Environment Survey measured that 82% of students feel they are in a safe environment in the classrooms, hallways, locker rooms and cafeteria. In 2014, 53% of the students responded that students at the school treat each other with respect, a sharp increase from 2013 rated at 38%. This can be attributed to the myriad strategies we employ within our Social Norms system is a major cause of the increase. We achieve this goal by teaching students how to change their behavior in the classroom. Through a series of strategies, the student is encouraged by their teacher, group and peers to change their behavior and stay in the group. This year we will add more supports (Work Out Plans and Keeper of the Culture meetings) to reduce the amount of Principal Referrals. Although we are aware of the progress made in just one year, we are cognizant that 25% of Gen. Ed. students in cohort P dropped out of school. 18.5% of those students who dropped out were students with an Individual Education Plan. In addition, although our attendance rate for 2014 was an average of 82% and just .01 percent away from meeting the Citywide target, we know that the actual period-by-period attendance of students is much lower. Students in the top and bottom 1/3 of our school are challenged when they engage with the curriculum. Since Learning Cultures is not a didactic curriculum, teaching students self-responsibility, accountability and purpose is the curriculum is the challenge. Therefore, this year teachers’ planning and preparation time focuses on developing teachers’ ability to create structures for a positive learning environment that yields high quality student work.

### 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.

Attendance rate of 83% and a Graduation Rate of 60% by August 2015.

Reduce the amount of Principal Referrals and Level 3 discipline infractions 15% by June 2015.

Teachers will log more than 5,000 minutes of collaborative planning time, which is 140 minutes per week developing Work Out Plans for students.

### 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:

5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
6. Strategies to address the needs of students with disabilities,

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>All classrooms will function using the Responsibility Based Cognitive Control Discipline program. Establish a teacher On-Call system to provide push-in support to teachers experiencing problems with student behavior as well as sweep the hallways/stairwells to make sure kids are in class. On-Call teachers will average 1-2 calls per period. Keepers of the Culture will meet with one student per week, totaling 35 meetings for the school year. Establish a classroom response system the help of students that includes a “call home” response.</p>	All students	Sept-June	Kerry Decker and Maddie Sage-EL
<p>Administration and Grade Teams will conduct a total of 50 academic or behavior interventions. Create Work Out Plans via academic and behavior interventions for students in the lowest 1/2 (overage, ELL, Sped, behavior). Each teacher will have two-three students to coach, serving 70 students with Work Out plans. Parents are part of these two hour meetings.</p>	Over age, ELL, Sped, Behavior	Nov-June	Kerry Decker and Maddie Sage-EL, Luke Janka and grade team leads
<p>Establish the teacher assist program so that all classes have two teachers to provide small group and one-one instruction. Principal and AP will conduct residencies in underperforming classrooms to establish norms. Lastly, Decker, Janka, and Sage-EL conduct numerous academic and behavior interventions and run the Keeper of the Cultures meetings with students and families on a weekly basis. Decker also rolls out the Social Norms system by going into each classroom during the first three weeks of school to create the Discipline Response Ladder with students.</p>	Over-age, ELL, Sped, Behavior	Sept-June	Kerry Decker, Maddie Sage-EL, Luke Janka, Alex Toribio
<p>Establish a shelter class for ELL students in 11<sup>th</sup> and 12<sup>th</sup> grade for literacy. Students will work on fluency, comprehension and sub-skills in small group and one-one instruction. Each student will have a two-week Work Out plan that will change based on assessment data (CBM-fluency and Comprehension test).</p>	Over-age, ELL, Sped and behavior	Sept-June	Kerry Decker and Donna McKenna

**Part 4 – Resources Needed**

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

AP of Operations, Instruction, Youth Development and Intervention Services  
 On-Call schedule and teacher assist program as per a school SBO.  
 Re-organization of management responsibilities (Assistant Principals and Counselors)  
 Hire a specialized counselor to do Junior and Senior Guidance Counseling to conduct college and post-secondary counseling

**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:

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

January Regents Scores: Students will take a January Regents exam.  
 March Mock Regents: Students will take a mock Regents in March.  
 Degrees of Reading Power in English September, December and May/June.  
 OORs data review in January  
 Curriculum Based Measures (measuring background abilities in Math and English) will be given every 3 weeks.  
 State of the School Address in January: Attendance data, Reading progress, Regents progress and Social Emotional Data.  
 Social Emotional Survey will be given 3x a year to measure the social emotional health of the school  
 Social Emotional Responsibility Team Survey will provide feedback for each student as determined by their group.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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

13. 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).
14. 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.

The majority of of the teaching staff is untenured. At the start of the 2013-2014 school year, the majority of classrooms were developing in the Fall and by June 2014, the majority of classroom teaching practices were rated effective. To accomplish this transformation from developing to effective teaching practices, we immediately started the first phase of the Framework for Professional Development (FPD). Principal Decker, and our staff developer, Professor McCallister, taught in classrooms and hosting lab-sites (Decker/McCallister models teaching practices in classrooms called, ‘Principal Residencies’ and Decker/McCallister hosts lab-sites ) with high potential teachers who could be developed into coaches in 2014-2015. These teachers now host lab-sites, do residencies and inter-visitations with other teachers. The first phase of the FPD was a success because the majority of teachers rated effective by June 2014; only 14% of teachers started this school year 2014-2015 rated developing. In addition, by the summer of 2014, seven teachers, 20% of the teaching staff, were approved to serve as coaches. With 20% of teachers approved as coaches with effective and highly effective teaching practices, we launched Phase II of the FPD, which includes offering weekly residencies, lab-sites and teacher-to-teacher inter-visitations in their classrooms. In the spirit of continuous improvement, the Leads also provide and receive professional development at other LC schools through a series of ten lead days across the school year. Observation data and teacher surveys indicate that teachers want frequent feedback and opportunities to learn from each other in the classroom. Therefore, our main priority in 2014-2015 is to develop the capacity of teachers to observe each other and give actionable and time-bound feedback. A major tenant of the teacher inter-visitations will be the teacher’s responsibility to tune their own process by deciding on common actions at the end of each visit. In addition to all of this, as stated above, teachers have 140 minutes built into their teaching program (as part of their C6) common planning time per week to plan coherent instruction by looking at student work and making weekly goals for implementing modifications for curriculum and instruction. Teachers also have free access to a monthly after-school professional learning community, and an on-line Learning Cultures course. With all of this in place coupled with improving our recruiting and hiring process by requiring teachers to teach in our classrooms before accepting a position, we hope to retain teachers.

### 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.

100% teacher participation in the Framework for Professional Development by June 2014 as measured by the feedback documentation and outcomes based goals established after every lab-site, inter-visitation or residency.

14 classrooms designated as a Lead Teacher classroom by June 2015. This year, we will double the number of teacher leads, from 7 to 14, whose classrooms can serve as a model to develop teachers through the FPD program.

### 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:

15. Research-based instructional programs, professional development, and/or systems and structures needed to

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Professional Development Leads established a protocol for teacher-to-teacher inter-visitations and feedback.	Teaching Community	July	Leads: Whitney Fink, Brent Chamberlain, and Eric Viets
PD lead organizes weekly lab-sites, inter-visitations, and debriefs.	Teaching community	Sept-June	Whitney Fink
PD Lead establishes and implements an accountability system to show participation and growth.	Teaching community	Sept-June	Whitney Fink
Lead provide training to parents (during the parent orientation in September 2014) and during weekly whole staff PD meetings. The Leads also meet with the principal weekly to determine which classrooms can serve as lab-sites.	Teaching community and parents	Sept.	ALL Leads-Eric Viets, Donna McKenna, Whitney Fink, Brent Chamberlain, Rosie Orenge and Dan Grenell.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PD Lead per session Debrief per session Coverage pay Lead stipend for cross school PD

#### **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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Urban Assembly received a grant from the Petri Fund to implement Learning Cultures across High Schools in the Urban Assembly network over three years. We are in the third year of implementation. Each lead will receive \$2,000 stipend from this grant.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.
We will average teachers’ Advance ratings at the mid-year point and compare their mid-point average ratings to last year’s end of the year rating. A PD spreadsheet indicates all the coaching and inter-visitation outcomes for each PD and Coaching session. Teacher will take three PD surveys to inform us on the impact the PD has had on their development.
<b>Part 6b.</b> Complete in <b>February 2015.</b>

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	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

- |     |  |
|-----|--|
| 23. | 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). |
| 24. | 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.   |

Following the 2012-2013 SY, UA Green Careers was rated an F-rated school in the bottom 1% of the NYC school system. Students entering in our 9<sup>th</sup> grade (cohorts Q and R) average 15% & 17% pass rates on their 8<sup>th</sup> grade ELA exams respectively. When I took over the school in September 2013, a coherent vision and action plan to reform and guide the curriculum, pedagogy and behavior management needed immediate implementation. With the school failing and such a large number of students carrying this achievement gap, in the first year of reform, I knew I had to simultaneously take on curriculum, pedagogical and behavior reform. In order to do this turn around work in one year, I had to quickly develop staff by implementing a robust distributive leadership system so that everyone could make decisions and do the work of reform. I trained teachers to provide leadership in the critical areas of assessment, evaluation, professional development, student intervention services, behavior and curriculum. The dramatic results of our turn around last year can be attributed in large part to the teacher distributed leadership structure. This year, we have expanded the Lead Teacher responsibilities. There are five lead positions (assessment, professional development, curriculum, behavior and community) and two official DOE lead teachers. They now all lead a team of people, make policies with the principal, and are responsible for implementing new policies approved by the principal. I meet with each lead teacher for a one-one meeting weekly to follow-up on their key actions and priorities, to coach and develop their leadership. In addition to conducting over seventy observations, the principal, Decker, and the Assistant Principals, Luke Janka and Maddie Sage-EL (IA) lead by example and nurture teachers growth by conducting principal residencies and lab-sites in lead teacher classrooms to ramp up teacher practice to the next level, or in classrooms where teachers need help securing the Formats.

### 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.

Double the amount of staff who can apply for the teacher lead position equaling 14 teachers by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. 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).			
27. Strategies to increase parent involvement and			

engagement 28. Activities that address the Capacity Framework element of Trust			
Hire Lead Teachers in behavior, assessment, evaluation, curriculum, professional development and student intervention (we call Code Blue). Hire two DOE Lead Teachers to provide coaching to new teachers.	All staff	School Year 2014-2015	Decker/Viets/McKenna
Decker meets with each lead for a one-to-one weekly and the lead must prepare a one-to-one document before those meetings to itemize priorities and actions. Each lead has a team of teachers that implements practices. For example, the curriculum lead meets with the Department Team Leads to implement the department teams Looking At Student Work Protocol, and to monitor curriculum and teaching modifications.	Leads	School year 2014-2015	Decker/The Leads
Principal Residencies totaling 2 (minimum) per semester Principal Labsites totaling 6 per semester Lead Teacher one-one meetings totaling 150 hours per year Interventions (academic/behavior/Keeper of the Culture) totaling 300 hours per year –Parents are involved in these meetings. Roll out the social norms talk to every student in the school	Decker	School year 2014-2015	Decker
To build trust and help staff follow through on short-term and long-term goals, Decker writes a weekly PNEWS to staff with contributions from the Leads.	Decker/Leads	School Year 2014-2015	Decker/Leads

#### **Part 4 – Resources Needed**

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

APO Maddie Sage-EL  
Lead Teacher per-session-22,000\$  
DOE Lead Teacher stipend-20,000\$

#### **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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Urban Assembly received a grant from the Petri Fund to implement Learning Cultures across High Schools in the Urban Assembly network over three years. We are in the third year of implementation. Each lead will receive \$2,000 stipend from this grant.

#### **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:

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

All one-one meetings, lab-sites, and residencies are documented in our Google Drive so that we can monitor input and the output of our results. In January, Decker will evaluate the effectiveness of the lead work to make personnel changes or strategic priority changes to the 2<sup>nd</sup> semester based on the 1<sup>st</sup> semester roll out successes and/or challenges.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe		Yes		No
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specified?				
32. 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

33. 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).
34. 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.

In an effort to enhance our school’s identity within the community, as not just a school within the community, but, rather, a school for the community, we have begun a close collaboration with the office of local council member Helen Rosenthal. With financial support from Helen Rosenthal’s office in the form of two major capital improvement grants, we are able to refurbish our school garden located on the corner of 84<sup>th</sup> and Amsterdam Avenue. Targeted removal of non-native, and dead or dying plant and tree species to enable the creation of a multi-type garden, including a shade garden, pollinator garden and vegetable garden is the goal of one of the capital improvement grants. Garden refurbishment will begin in December 2014, with the goal for planting in Spring 2015, and an opening of the garden to UAGC parents/guardians and to the neighborhood community and UAGC Industry Partners and Advisory Board Members in Spring/Summer 2015. The second capital improvement grant will be used to interior-scape within the Brandeis campus – UAGC and the School Construction Authority will build a green wall within the building for UAGC Horticulture students to maintain throughout the year as an ongoing garden and greening project. Once completed, UAGC parents/guardians, neighbors and community members and Industry Partners and Advisory Board Members will be invited to the unveiling. These capital improvement grants will be used to enhance our students’ learning opportunities within our Horticulture pathway, by providing improved “laboratory” settings.

Improving instructional capacity and student performance have been the driving goals of UAGC since SY 2013-14. Moving into SY 2014-15, our goals are to maintain those efforts, and to expand our exposure within the immediate community. To that end, we have hosted an open house for prospective 9<sup>th</sup> graders and their parents/guidance counselors every Thursday from October 2, 2014 – November 20, 2014. We also sponsored a story about our school in a local online publication, and connected with the education committee of the local community board. Additionally, Assistant Principal Janka has reached out to all of the Middle Schools within CSD 3 in an effort to further establish UAGC as a school both within and for the immediate community.

Continued growth of our current students’ credit accumulation, Regents pass rates and graduation will serve as a demonstration to the families within the community that UAGC is a school that will provide their children with a rigorous core academic and technical science curriculum.

### 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.

Improve parent satisfaction with UAGC as measured by the annual Learning Environment Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
This year, in accordance with DOE goals for increasing parent involvement, we hosted a Curriculum Night for the Sept Open School Night. Parents were invited in, and provided with individualized plans for how to meet each of their children’s teachers, and participate in LC workshops to learn how their children learn in their academic classes.	ALL	Sept 2014- June 2015	Luke Janka (AP)
Additionally, Assistant Principal Luke Janka began writing a monthly newsletter highlighting various successes, programs, events and experiences, teachers and community collaborations. This newsletter is mailed out to entire parent community, and to all of our local and industry partners, in both English and Spanish editions.	ALL	Sept 2014- 2015	Luke Janka (AP)
Parents are strategically invited in to participate in both student academic or behavior interventions conducted by both the grade teams as well as school leadership. This effort is conducted to foster stronger relationships between parents and school staff for a more full support system for struggling students.	ALL	Sept 2014- 2015	Luke Janka (AP)

**Part 4 – Resources Needed**

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

**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		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Cost of printing newsletter and fliers for recruiting fairs: \$5,000.00									

**Part 6 – Progress Monitoring**

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

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	DRP/CBM	B-Block Intervention Adopting students- Work Out Plans	Small Group/One- One	During school day
<b>Mathematics</b>	CBM	B-Block Intervention Adopting students- Work Out Plans	Small Group/One- One	During School day
<b>Science</b>	Regents based pre- post tests	B-Block Intervention Adopting students- Work Out Plans	Small Group/One- One	During School day
<b>Social Studies</b>	Regents-based pre- Post tests	B-Block Intervention- Adopting students- Work Out plans After school Regents Prep	Small Group/One-one	During School day and After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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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.

#### **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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **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).

### 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.).

**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.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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:

2. 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.
3. 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.

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

4. **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).
5. **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.
6. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
7. **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.
8. **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.
9. **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:

10. **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.
11. **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.

12. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
13. **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.

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### 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>402</b>
School Name <b>Urban Assembly School for Green Careers</b>		

### 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 <b>Kerry Decker</b>	Assistant Principal <b>Luke Janka</b>
Coach	Coach
ESL Teacher <b>Donna McKenna</b>	Guidance Counselor
Teacher/Subject Area <b>Rosario Orengo</b>	Parent <b>Maria Gonzalez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Maria Soto</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>402</b>	Total number of ELLs	<b>91</b>	ELLs as share of total student population (%)	<b>22.64%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										7	6	6	7	26
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	6	6	7	26

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	17
SIFE	14	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	31

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	40	6		16	5		34	3	17	90

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>40</b>	<b>6</b>	<b>0</b>	<b>16</b>	<b>5</b>	<b>0</b>	<b>34</b>	<b>3</b>	<b>17</b>	<b>90</b>
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
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**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										20	17	16	28	81
Chinese													1	1
Russian														0
Bengali										1				1
Urdu													1	1
Arabic											1	1		2
Haitian													1	1
French										2	1			3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>24</b>	<b>19</b>	<b>17</b>	<b>31</b>	<b>91</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	3	5	8	19
Intermediate(I)										11	11	8	10	40
Advanced (A)										10	6	6	9	31
Total	<b>0</b>	<b>24</b>	<b>20</b>	<b>19</b>	<b>27</b>	<b>90</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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.  
Our school uses the DRP to assess the reading levels of all students three times per year in September, January, and June. We also perform running records and other Curriculum Based Measures during more regular individual student conferences. For our SIFE students we also plan to use the new LENS assessment. The data shows that our ELLs typically read far below grade level and, as a

result, we provide time for small group reading instruction in every content class every day, not just in English. In this way, we provide students with multiple opportunities to practice literacy skills and learn discipline-specific language in a meaningful context. We provide ESL support in two ways; through co-taught content classes, where a content-certified teacher and an ESL-certified teacher instructs a class mixed with ELLs and English Proficient students; as well as freestanding ESL classes where a heterogeneous mix of ELLs get additional opportunities to practice this academic language with each other through our literacy instructional model. In this way, ELLs of different levels can support and learn from each other.

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

A significant percentage of our ELLs scored Advanced or Proficient in Listening and Speaking, but in Reading and Writing, the bulk of students scored Intermediate. This tells us that English literacy is a current area of need for our ELLs. This makes sense since a large portion of our ELLs are long-term ELLs.

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](#))

The patterns across NYSESLAT modalities indicate our students need more time to practice and develop their reading and writing in English. Our curriculum is fully aligned to the Common Core and provides students with ample time to develop academic writing in content areas. Using current data, we are also going to be implementing separate Reading and Writing classes, beginning in the 2013-2014 school year, to offer more time and instructional support for students to devote to each, so instead of 201 minutes a week of ELA, they will have 201 minutes of English Reading and 201 minutes of English Writing. Also, our most struggling students will receive additional ESL support through a heterogeneous supplemental ESL class.

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?

School leadership is using the data to determine additional supports for ELLs, such as providing additional time in heterogeneous freestanding ESL classes, and offering Regents prep classes outside of normal school hours. The freestanding ESL classes were created as a result of recent Regents scores, and will offer our lowest-performing ELLs an additional 201 minutes per week of English language instruction aimed at supporting their literacy in the content areas, especially Regents classes. In addition to this, the school is starting to mandate classroom time for students to learn content in their native language. In this way, the native language will be used to bolster student comprehension of content, as well as developing literacy skills that can then be transferred to the target language. The school has learned that ELLs should not be restricted from engaging in complex grade-level texts but, instead, supported and challenged to hone their literacy and language skills to tackle such texts.

Also, the school is learning that ELLs need more regular competency feedback in their academic performance which they can then use, and teachers need more frequently administered data, as well. Therefore, in addition to DRP tests three times a year, the school is also now implementing a more frequent data cycle that involves teachers implementing Curriculum Based Measures that teachers and students themselves can use to set individual work time goals and monitor their progress. These CBMs will be administered monthly, or biweekly, depending on student need.

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?

ESL-certified teachers are responsible for planning with content area teachers to make sure that the unique needs of each ELL sub-population are considered, whether it is key academic vocabulary, learning the linguistic demands of a particular content area and the relevant language functions, as well as planning lessons and activities that specifically target the particular language needs in the class. This can also include forms of scaffolding during and after lessons for SIFE or beginner ELLs, or targeted partnered activities where ELLs can work alongside advanced ELLs or EPs. We see every class as an opportunity for language learning and, essentially, every teacher as a language teacher. Additionally, since many of our students struggling in reading and writing, we are requiring every content class to include 15 minutes a day of Unison Reading, a small-group instructional model to develop literacy, and an increase in peer and teacher writing feedback in classes that have writing.

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 the success of our program and whether or not our ELLs met their AYP through the implementation of the DRP, which is offered three times, once in the beginning of the year, once mid-year and once at the end of the school year. We also use the NYSESLAT results.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- When a new student is enrolled, our ESL coordinator completes the Home Language Identification Survey with the parent to determine the child's home language, and they interview the parent and child. If, in HLIS Part I, one question in questions 1-4 and two questions in questions 5-8 indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English, then the ESL coordinator enters this information into ATS, and places the completed HLIS forms in the student's cumulative file. If the HLIS indicates that a language other than English is spoken in the home, an ESL teacher administers the LAB-R to determine the English proficiency level. All new entrants who have a home language of Spanish and score below proficiency on the LAB-R are then administered the Spanish LAB.

We then send an entitlement letter to the parents/guardians of each student who is eligible for ELL services, based on the LAB-R results.

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.
- Within the first week, our ESL teachers make phone calls home to newcomer students who have been identified as ELLs. We also send an entitlement letter home as soon as a newcomer enrolls. We invite the parents in to learn about the three program choices offered in New York City through parent orientations offered at times determined to be convenient with the parent. During this orientation, the parent views the Parent Orientation video and gets information on the Common Core State Standards, the Regents and NYSESLAT and other assessments.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Once the LAB-R determines that a child is an ELL, we mail home an entitlement letter and invite parents in to an orientation, as described above. At the conclusion of the orientation, we give parents the Parent Survey & Program Selection Form. Once that is completed, the ESL coordinator enters the parent's choice into the ELPC screen in ATS. The survey then goes into the student's cumulative folder, which is stored in a locked filing cabinet.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- Once the parent's preferred program is determined, the child is placed in our freestanding ESL program, if that is what the parent chooses. If a parent chooses a TBE or DL program, we then inform the parent that their choice is not available at our school, and we let them decide if the child is going to stay at our school in our offered program. If they choose to not keep the child in our school, we begin the process of transferring the child to a school that offers their chosen program. We service them until they are placed in the new school. We make every effort to make sure that parents complete the Parent Survey & Program Selection Form and service the child in our ESL program until that can happen and the appropriate placement can be made. If a form is not returned, we inform the parent of the fact that Transitional Bilingual is the child's default program, and we begin the search for a school in which the child can receive that program. All written communication is translated into the parents' native language. When available, we use translated documents and letters that the DOE provides. When needed, our Spanish-speaking ESL teachers can also communicate in person or over the phone with the parents. When a parent speaks a language our staff members are not able to speak, we rely on DOE translators so that parents are well-informed to make decisions regarding their child's education.

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.

When it is time to administer the NYSESLAT, our ESL teachers and ESL coordinator are responsible for planning and organizing the testing schedule and materials. Once the materials are received and stored in a secure location, we begin by testing the students in the Speaking subtest since students must be tested individually. One ESL teacher implements the test while a disinterested ESL teacher scores the responses. We test students in the Reading and Listening subtests in classrooms of no more than 25 students at a time, and the test is untimed. If absentees miss any subtest, we make sure to call home to inform the parents how important it is for their child to come to school and take the test. We then make sure our ESL teachers are notified as soon as the child returns to school so we can have them take the missing portion. Once we receive the Writing subtest, we again implement it in classrooms of no more than 25 students, and it is untimed. Two teachers are in the testing classrooms at all times. The ESL coordinator and ESL teacher makes sure that all tests are secured and placed in appropriately-marked envelopes so they can be returned properly.

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. 
- So far, parents of students who have entered our school as newcomers chose freestanding ESL, which we offer.

## 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])?

Generally, in our current program, our students are served in heterogeneous classes of ELLs organized by grade levels. This has allowed students to have maximum interaction with English-proficient peers and the general education curriculum. ELLs are in heterogeneous, collaboratively co-taught Reading and Writing classes that are taught by an English-certified teacher and ESL-certified teacher. We also offer a supplemental heterogeneous ESL shelter class taught by an ESL teacher that can be ungraded.

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)?

All beginner ELLs receive 540 minutes a week of ESL. Intermediate ELLs receive a minimum of 360 minutes of ESL, and advanced ELLs receive a minimum of 180 minutes of ESL and 180 minutes of ELA. We achieve this by providing co-taught classes, and a supplemental sheltered ESL class. Although they travel in blocks, we do allow for flexible scheduling. As such, our advanced ELLs receive a minimum of 201 minutes of ESL in either the co-taught Reading or co-taught Writing class, or a co-taught content class. All intermediate ELLs receive 402 minutes per week of ESL instruction in heterogeneous Reading and Writing classes, which each meet three times a week for a total of 201 minutes each. The classes are collaboratively co-taught by an ELA-certified teacher and an ESL-certified teacher. The curriculum of the ELA/ESL course is identical to that of the Common Core-aligned general education course, but with additional support for the beginning, intermediate and advanced ESL students offered, as needed, via the ESL teacher's expertise and training. We also offer a supplemental sheltered ESL class for 201 minutes a week for beginner and intermediate students. These classes are as heterogeneous as possible and can be ungraded. As such, our beginner ELLs receive a total of 603 minutes of ESL.

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.

All academic classes implement an instructional model called Learning Cultures, which asks students in all content areas and Reading and Writing classes to engage in Unison Reading to discuss and develop shared comprehension of texts in heterogeneous, flexible, cooperative reading groups, as well as regularly scheduled individualized conferences, small groups, and shares in front of the whole class. These structures serve to provide students with multiple opportunities for speaking, listening and reading at grade level, with native speaker modeling and support. Unison Reading is a pedagogical format that involves a small group of less than five students in an oral, synchronized reading of a common text within an explicit set of rules and procedures. All group members read aloud, audibly, the same words at the same time, and breach when there is a confusion or reaction. This unique approach to reading instruction provides the opportunity for all group members to practice their reading skills as well as utilize their oral language to resolve confusions that arise whenever mistakes or anomalies occur in the reading.

Oral discussions that attempt to resolve these breaches necessarily turn to aspects of written language such as letter, word and syntactic properties as well as to issues of meaning and understanding. In this way, there is practice for students at different levels of Spanish or English acquisition to practice both written and spoken discourse in both their native and target language, alongside other learners or native speakers, since dialogue is used as a tool to mediate their comprehension of a written text.

Often, the text the student chooses for a Unison group is on grade level or at a level the student would not likely be able to read independently, thus raising the level of text complexity to which they are exposed. This, along with the development of meta-cognitive vocabulary and discussion, sets the expectation that students will increase their ability to grapple with challenging texts, and to become aware of their thought processes to articulate it to others, often having to defend their ideas with references to the text.

Learning Cultures also involves a writing curriculum called Genre Practice that requires students to consistently write in a wide range of genres which students choose to address a variety of audiences and purposes. To awaken their sense of purpose and their understanding of different genres, students spend time learning to annotate mentor texts for text features, which include domain-specific language, such as vocabulary and linguistic structures. In this way, students are exposed to a breadth of language functions and take part in context-heavy, meaningful discourse. This is particularly true in Writing classes, but is also applied in a discipline-specific manner in content classes, so that students come to learn how to analyze texts such as lab reports in science class,

and speeches or maps in History from this perspective, so they are learning content and academic language in a coherent way.

This increased access to challenging texts, and the added compulsion to use language in authentic, academic contexts, readily prepares students for the kind of text-based analyses required of them in the Regents, in careers, and in college. During teacher-facilitated Unison Reading groups, teachers take dictation of the conversation, noting the skills, processes, and strategies students use successfully, as well as the Common Core standard that gets addressed. Teachers then use these notes directly in their instruction, by using the student experiences for actual lessons. In this way, teachers will have opportunities to highlight strategies and processes students used to learn content through language, and learn a target language through engaging with content.

While, at the present time, all of our classes are taught in English, we do provide students with resources in their native language, and are seeking ways to increase the resources we have to do this. We also encourage students to grapple with content in their native language through the same structures described above, namely Unison Reading and small, student-led learning groups. Students are also supported during whole class shares to share in their native language and through scaffolding from peers or the teachers.

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

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Reading is assessed through Curriculum Based Measures such as running records, DRP tests given in the beginning, middle and end of the year; Unison Reading notes; as well as text-based assessments developed by the teachers. Speaking and listening are assessed informally through one-on-one conferences, whole class shares, lesson participation, and table shares which as a small-group structure for asking for and receiving feedback on their writing. To be competent in these structures, students are expected to respond to each other or to teachers through purposeful discourse. Beginner and low intermediate ELLs also have access to audio books which builds their listening comprehension and they are assessed through their comprehension of the text during conferences. Writing is assessed throughout all content areas that include writing, with on-demand writing, as well as formal edited writing that students are expected to complete at regular intervals.
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).

SIFE students are determined to be SIFE through available documentation provided by the parents, as well as conversations with the student and parents. If a student is believed to be SIFE, they will be given the LENS assessment which we then use to develop a course of action for learning and developing background abilities for the student to meet their own academic needs, as well as to be supported to learn alongside their peers. We differentiate for the needs of all students in a similar way; through conferences and assessments, such as previous LAB-R scores, DRP scores, or NYSESLAT scores, ESL teachers, in conjunction with content teachers and each student themselves, we set a course of action for learning. Students set personalized learning goals, using this data and the Common Core Standards addressed by the class, and these goals are met through the activity choices and resources in the classroom. Whether or not students meet their goals is determined through one-on-one conferences, but students are also taught to monitor their progress on these goals daily.

We differentiate for our subgroups through the frequent opportunities for individualized conferences with their teachers, and structures like Unison Reading, activity centers, and small, student-led learning groups. The way their needs are differentiated is through the individualized nature of these structures. In student-led learning groups, students themselves, in consultation with their teachers, determine a focus need and initiate the formation of a small group; the teacher does not predetermine the topic. In this way, students learn to take responsibility for their own learning and to get support from their peers. So, a long-term ELL may determine that sentences with multiple noun phrases and commas are challenging and they initiate a small group to analyze texts with that feature. Or, a newcomer ELL may realize, through discussions with their teachers or peers, that they need to develop their facility with consonant blends or pronouns, and can then form a group that studies this aspect of language. The teachers help to shape the focuses of these small groups through the expectations they establish for the class, which is the Common Core standards, including the Language standards. In addition to these structures, teachers also create activity centers which focus on key skills or understandings, and are aligned to the Common Core. These centers are developed as a result of looking at assessment data and needs of particular students, as well as through the conferences with students. This is yet another way through which the particular needs of our sub-groups are met.

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?

Paste response to question here:

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?

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

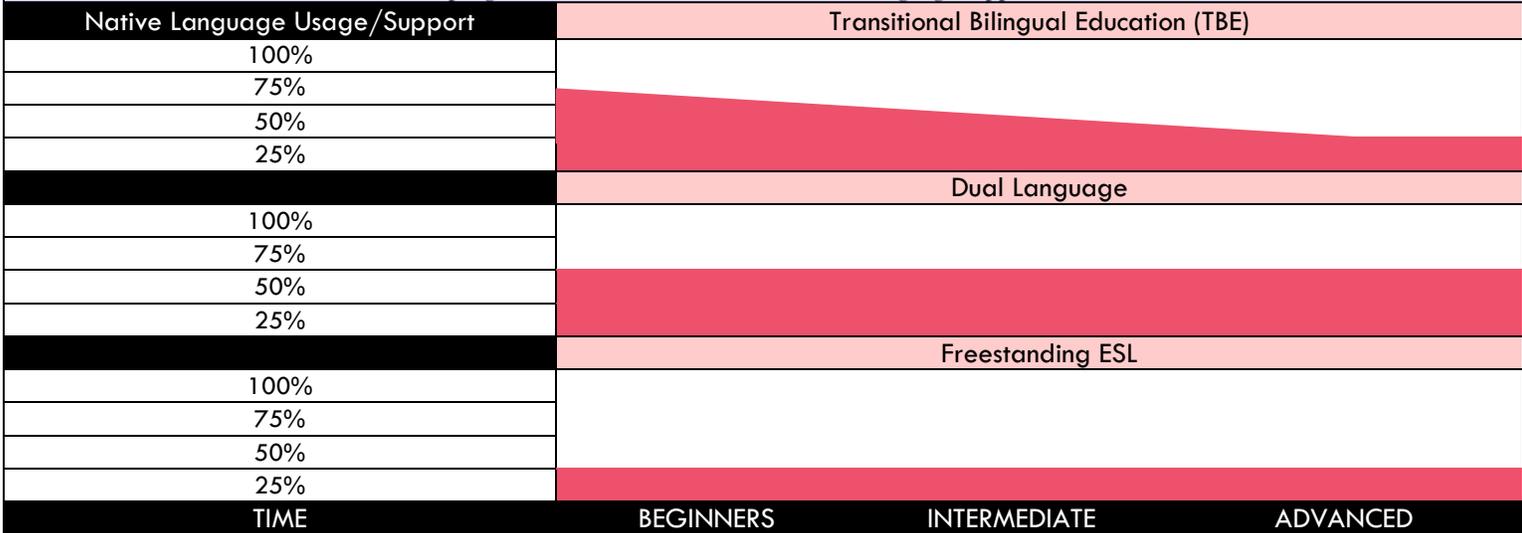
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

In all grades, we target interventions and support through co-teaching, the ESL support course, and tutoring/study skills to students based on identified need, including 8th grade grades and test scores for 9th grade students and 9th and 10th Regents and NYSESLAT scores. Students with the greatest need (regardless of ELL status or NYSESLAT scores) are added to additional sections of co-taught classes in math, social studies and science. In addition, weekly regents preparatory classes are offered to all students but targeted towards ELL in math, science, and social studies. These are offered in English with native language support, when necessary. ESL teachers meet weekly with the Principal to review student achievement data and make adjustments to student interventions and services. Because our ESL instruction is delivered in a heterogeneous classroom environment, ELLs who are transitioning out of ESL class can and should be part of the general population of the Reading and Writing classes. Besides the 201 minute/week self-contained ESL support class for Beginner and Intermediate ELLs, all other ESL services are offered in heterogeneous groups with English proficient peers. Former ELLs make up a majority of the English-proficient peers in these courses and so can continue to benefit from the ESL methodology. Native language support remains available to these students in the content areas through the involvement of the bilingual ESL teachers in planning in those areas. Regents support classes are also offered after school, open to all students, but targeting the ELLs.

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

Paste response to question here:

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

For the upcoming school year, we are creating a supplemental ESL class that will offer sheltered ESL instruction for our ELLs who most need it, as determined by Regents and NYSESLAT data. We are also going to be putting a greater emphasis on native language support and mandating class time for students to be allowed to work in their native language, with support materials in those languages, focusing on our most dominant language group, Spanish.

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

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.

Professional development will include sending teachers to relevant sessions provided by the Office of ELLs. All teachers of ELLs will also receive peer coaching that focuses on how language instruction is being incorporated, including native language supports. We will also offer study groups, and inter-visitations at schools that have a similar ELL population and manner of instruction. Certain classes in our school will be utilized as lab sites, including one led by our lead teacher, who is entering her seventh year as an ESL instructor. As lead teacher, she will be spending 50% of her time as a coach in our classrooms. The purpose of these structures is to provide teachers with both theoretical and practical supports in serving our ELLs.

### D. Parental Involvement

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

Parents are involved through conversations with advisors that take place at least once per month, twice annual parent/teacher/student conferences, which are held both on the mandated evenings but also through individually scheduled appointments, and the PTA and SLT. We provide translation for all of these events via in school staff and DOE translation services for major language groups, in our case Spanish. Our school has a parent coordinator who is bilingual in Spanish and can explain the features of our program to the parents of ELLs as well as assist in communication between parents and school staff. The parents of ELLs are some of the most highly engaged parents on the PTA. We gather information from parents via individual conversations with advisors and through the PTA leadership and plan on tailoring our activities to this feedback. We do not currently partner to provide specific programs for ELLs, though our in school health clinic provides services for students who have just entered the country, including mental health and immunization services. All students who are new to the school are enrolled in the St. Luke's Roosevelt clinic upon their arrival at the school through the consent of their parents. The clinic provides a social worker who works with families to assist them in finding health care and other resources if they are new to the city or country. It also provides mental health, physicals, and immunization services free of charge to all students, including ELLs.

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kerry Decker	Principal		1/1/01
Luke Janka	Assistant Principal		1/1/01
Maria Soto	Parent Coordinator		1/1/01
Donna McKenna	ESL Teacher		1/1/01
	Parent		1/1/01
Rosario Orengo	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **03M402** School Name: **UA School for Green Careers**

Cluster: \_\_\_\_\_ Network: \_\_\_\_\_

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

**Part A: Needs Assessment Findings**

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

All students are given a Home Language Identification Survey upon entrance into the New York City Department of Education schools and this information is available through ATS for us to mine and identify the language needs of students' families. We also administer a survey to both parents and students (available in English and most common native languages based on HLIS) during the summer and first week of school asking for additional preferences in terms of both written and oral communication.

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.

The majority of our students and their families speak Spanish in their homes. Our families who speak French, have told us they are comfortable communicating in English. This information is distributed via Jumprope, a software program we use for maintaining student data internally, and is available on ARIS throughout the year.

## Part B: Strategies and Activities

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

All materials that are sent home via mass parent mailings are automatically translated into Spanish. This is done predominantly through the work of in house staff – the school’s secretary and community associate can all act as translators for printed materials. Larger, longer term projects and translation of critical documents into French will be translated via the NYC DOE’s Office of Translation Services.

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

Oral interpretation services will be provided into Spanish at all meetings of parents, including PTA, SLT, Parent/Teacher Conferences, and IEP meetings. Legal Interpreting services will be contracted for large group meetings to provide simultaneous interpretation. In house staff, including the school secretary, community coordinator, and school dean can provide translation for smaller meetings into Spanish. Over the phone translation from DOE’s Office of Translation Services will be used during Parent/Teacher Conferences, when multiple translators are needed simultaneously or to translate into French.

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

The “Parent Bill of Rights and Responsibilities” will be distributed to families via mail each year and be made available at large meetings of parents – parent/teacher conferences, PTA, curriculum night, etc. The translation services posters are posted prominently in the main office of the school for all visitors to see upon entry into the school’s space. We will work in conjunction with the other schools on the Brandeis Campus to include translation service provisions in our school’s safety plan.



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

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

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

<b>Part A: School Information</b>	
Name of School: The Urban Assembly School for	DBN: 03M402
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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
Total # of ELLs to be served: 61
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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: Due to the underperformance of UAGC's ELLs on recent Regents exams, our direct instructional program will focus on closing the gap between ELLs' and our mainstream population's regents scores. We will accomplish this by continuing the after-school Regents prep intensive program we initiated last year, which we call "night school." The language of instruction will be English for those students choosing to take the regents in English, and Spanish for those who choose to take the regents in that language. The students served will be those in all grade levels identified by their classroom teachers as at risk for failing the Regents, but limited to those ELLs most likely to benefit from this program; the ones "on the cusp." A small number of former ELLs will likely also be selected if they fit the above criteria, but the focus will be on current ELLs. In keeping with our successful co-teaching model, after-school supplemental instruction will be co-planned and executed by two content teachers, determined by license, availability and interest, in conjunction with our two licensed, Spanish-speaking ESL teachers, Donna McKenna and Jonah Kaplan-Woolner. Tentatively, our Global History teacher Jeff Poccia will co-teach the social studies portion while Naina Vohra, our Living Environment teacher, will co-teach the science portion. Monday and Wednesday afternoons beginning tentatively on March 23rd (or in other words running the 12 weeks leading up to the June Regents), students will gather in small groups in classrooms in our school and collectively read content texts (textbooks, journal articles, relevant fiction etc.) and watch videos related to the content. We will channel some of our Title III money towards a subscription to the online toolkit Education Portal, which combines visually enriched videos with quizzes and tracking mechanisms to deliver content in a variety of ELL-accessible modalities. We will also purchase picture dictionaries and ELL-facing cobuild dictionaries such as Collins Cobuild Intermediate Dictionary of American English (ShopDOE #901107700) to scaffold ELLs' comprehension of content. The rest of the direct instruction funds will be used to pay per-session to teachers who staff the classes. Night school will run from 4:00 pm to 6:30 pm.

Complementing this will be a series of ELL-focused field trips that tie into material covered in the students' Regents classes. For example, ELLs preparing for the Living Environment Regents Exam will be taken to the Museum of Natural History to observe, write about and discuss the exhibits on the Hall of Biodiversity. Students preparing for the US Government and History exam will be lead through educational programs at the New York Historical Society, which costs \$75 for a group of our size, and the Tenement Museum, which is free, among others. These field trips will run during the time set aside for

### Part B: Direct Instruction Supplemental Program Information

night school.

Secondly, we will address the problem of ELL disengagement in the culture of the school by creating spaces where they can celebrate their unique cultural and linguistic offerings and take pride in the diversity they bring to the school. Anecdotal data we have gathered from a number of one-on-one interventions with academically struggling ELLs have revealed an underlying cause common to many of our ELLs: a disconnect from the culture of the school, a feeling of rootlessness, of being passive pawns subject to external forces. We hope to deconstruct this narrative by offering a space where ELLs can create and fulfill their own goals. In keeping with the student agency-based philosophy we teach under and with the support of our Student Council, we will endow an annual Multicultural Festival where ELLs and their families can take pride in the language, music, food, arts and histories of both their first and second cultures.

### 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: We teach under a highly organized teaching model called Learning Cultures, developed to increase student agency. It can serve ELLs effectively, but only if implemented carefully. Given our co-teaching model and integrated ESL program, all teachers serve our ELLs for at least some portion of their teaching time. Thus, our Title III professional development funds will continue to be put towards paying for coverages so that all staff will be free to visit ESL teachers' classrooms and participate in lab sites there. However, special emphasis will be placed on training the teachers leading the supplemental instruction program described in part B. Those teachers will have an opportunity to have their class covered by a substitute once a month in order to observe our shelter ESL reading and writing class and sections of Global History taught by a tenured ESL-licensed Lead Teacher, and a section of Earth Science specifically for ELLs that will be used as lab sites to intentionally examine teacher practices with ELLs in general ed and sheltered settings. We use a debrief protocol after labsites to examine teacher practices according to Danielson frameworks and internal Learning Cultures rubrics. This training will run continuously for the duration of the school year. Teachers trained by participating in lab sites will then in turn share their knowledge and commitment to practice when they serve as the hosts of future lab sites.

Additionally, ESL teachers Jonah Kaplan-Woolner and Donna McKenna will attend relevant professional development trainings offered by the Department of English Language Learners and Student Support (dates TBA) and turnkey that training to the general staff, especially the teachers teaching night school as described in part B, during weekly Tuesday afternoon staff meetings.

**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: We have already experienced success initiating a parent/family ESL class targeting the non-English-dominant and bilingual families of our school community. Although no interested families will be turned away, the population directly targeted are the parents, gaurdians and families of ELLs in our school, along with the ELL students themselves. We will use Title III funds to beef up publicity, purchase innovative new materials such as Rosetta Stone software and adult-appropriate textbooks, and use a small amount (\$250 or less) for refreshments. The class will continue to meet Thursday evenings from 6:00 to 7:00 pm (unless the participants request a different night to better accommodate their schedules) and serve all interested families. Topics covered will include asking questions, making appointments, literacy in school documents such as progress reports, PTA minutes and letters home. The provider will continue to be ESL teacher Jonah Kaplan-Woolner. Parents will be notified through bilingual flyers mailed home and backpacked, through personal phone calls made by advisors and a pre-recorded robocall.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____