



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09x325

School Name:

URBAN SCIENCE ACADEMY

Principal:

PATRICK F. KELLY

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Urban Science Academy School Number (DBN): 09x325
School Level: Middle Grades Served: 6 – 8
School Address: 1000 Teller Avenue, Bronx, New York 10456
Phone Number: 718.588.8221 Fax: 718.588.8263
School Contact Person: Ingrid Koehler Email Address: ikoehler2@schools.nyc.gov
Principal: Patrick F. Kelly
UFT Chapter Leader: Walquiris Garo-Marté
Parents' Association President: Magdalena Espinosa
School Leadership Team
Chairperson: Gloria Juliano
Student Representative(s): _____

District Information

District: 9 Superintendent: Leticia Rosario
Superintendent's Office Address: 450 St. Paul Place, Bronx, New York 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718.579.7143 Fax: 718.410.7017

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 103 Network Leader: Yuet Chu

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patrick F. Kelly	*Principal or Designee	
Walquiris Garo-Martel	*UFT Chapter Leader or Designee	
Magdalena Espinosa	*PA/PTA President or Designated Co-President	
Eva Laureano	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Izabel Bardy	Member/ Teacher	
Gloria Juliano	Member/ Teacher	
	Member/	
Miguel A. Glos	Member/ Parent	
Ines Garcia	Member/ Parent	
Magdalena Espinosa	Member/ Parent	
Flor Ramirez	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Urban Science Academy serves students in grades six, seven and eight, in the poorest Congressional District in the nation. It is our goal as a Community School to accept and serve all families in our neighborhood without distinction, to lead children to be readers and writers, to develop into thoughtful, good human beings. Our academic goals are to prepare children to meet the rigors of the Common Core Standards, and to be prepared to succeed in high school and careers and college.

It is our school's special mission to serve recent arrivals – families largely from the Dominican Republic, but also from throughout the Hispanic world, as well as a growing population of children from West Africa. Our children come from fifteen nations and speak fourteen different languages. We have extended our service to our largest language subgroup – Spanish speakers – through collaboration with CUNY/NYSED Initiative on Emergent Bilinguals. This collaboration has led us to establish a Dual Language program, with on-going professional development support from CUNY professors, which this year has focused on the refinement of Language Objectives. This is our third year of collaboration with CUNY/NYSIEB. 33% of our children are ELLs, so in addition to this program, we provide an TBE program as well as a SIFE program for students (8% of our student body) , both of which aim to accelerate these children's gains in language development.

Given the mobility of families in this neighborhood, our school serves the community by taking in students throughout the year. Between September 15, 2013 and June 15, 2014, we admitted 71 students into our program, filling an important need for our neighborhood and District Nine.

Our school also serves a significant proportion of students with IEPs, and to this end we carry two self-contained classes with a 12:1:1 ratio, and have expanded our Integrated Co-Teaching capacity to five classes, including two ELL/ICT classes. Special Education students make up 22% of our student body. We serve these and all of our students with a mental health team of a Guidance Counselor, a School Social Worker, and two Social Work interns. In addition, this summer, six staff members were trained in the art of Restorative Circles, and with support from the Morningside Center, we are extending the practice of Circles throughout the school.

Urban Science is in year two of collaboration with the Department's Middle School Quality Initiative, a multi-phased approach to increasing Literacy gains for our students. With intensive and on-going professional development in Word Generation and Reciprocal Reading practices, we have extended the reach of this program to include grades six and seven, and will make it school wide next year.

In the Arts, we are a participant in the Centrally subsidized program to support an arts teacher, both financially and with professional development. To this end, we now provide full-time positions in Vocal Music and Visual Arts, and collaborate with DreamYard for afterschool and Saturday programs in Theater Arts and Dance. We also participate in an in-school Learning Technology program, funded through the NYSED and supported by teaching artists from GlobalWrites.

Our greatest challenge is moving our students towards proficiency in Literacy and Mathematics, while extending their experience of History, Science and the Arts. We start this year with 6% of students proficient in ELA, and 4% proficient in Math, based on the Spring 2014 NYSED Examinations, and this outcome exceeded our "Student Progress" goals. our focus remains fixed on improving teacher practice (Tenet 4) to create more engaging tasks, increasing and deepening student interaction with content. We also aim to increase our work in student social-emotional development (Tenet 5).

Our greatest progress last year was reflected in our Quality Review of March 2014, which showed gains from Developing to Proficient in the performance of curricular alignment and assessment practices (Tenet 3). As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

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

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

09X325 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	328 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	16	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	21	# Music	20 # Drama
# Foreign Language	15	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	73.2%	% Attendance Rate	89.8%
% Free Lunch	82.2%	% Reduced Lunch	0.3%
% Limited English Proficient	33.3%	% Students with Disabilities	23.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	30.7%
% Hispanic or Latino	67.7%	% Asian or Native Hawaiian/Pacific Islander	1.0%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.67	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	9.24
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	6.2%	Mathematics Performance at levels 3 & 4	2.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	13.9%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	50.0%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

09X325 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	328	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	16	# SETSS	N/A	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	20	# Drama	N/A
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.2%	% Attendance Rate		89.8%	
% Free Lunch	82.2%	% Reduced Lunch		0.3%	
% Limited English Proficient	33.3%	% Students with Disabilities		23.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		30.7%	
% Hispanic or Latino	67.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.67	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.24	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.2%	Mathematics Performance at levels 3 & 4		2.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.9%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		50.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

09X325 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	328	SIG Recipient	N/A

Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	16	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	21	# Music	20	# Drama
# Foreign Language	15	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	73.2%	% Attendance Rate		89.8%
% Free Lunch	82.2%	% Reduced Lunch		0.3%
% Limited English Proficient	33.3%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		30.7%
% Hispanic or Latino	67.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.67	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.2%	Mathematics Performance at levels 3 & 4		2.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school has made significant improvement in the alignment of curricula aligned to the CCLS. However, the variety of subgroups among our students continues to challenge our progress in driving student achievement. Our priority need is to develop a data-driven culture based on student needs. We are exploiting the new time opportunity afforded by the new UFT contract to have teachers work in cohorts around their student subgroups, to know the NYSED and formative testing data, and to share successful practices with colleagues of the same students.

Part 2 – Annual Goal

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

By June 2015, 70% of students will meet or exceed gains of more than a year in a year’s time in ELA, as demonstrated by the American Reading Company’s Independent Reading Level Assessment (IRLA).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Teachers will administer a September benchmark assessment and provide on-going leveling conferences with students All ELA teachers received professional development from the American Reading Company in the use of the IRLA and in using the rubrics to identify next steps for students to increase their achievement level Representative Science and Social Studies teachers receive professional development in Reading Apprenticeship practices through MSQI and turn-key these practices in order to drive student gains in Literacy Monthly monitoring reports generated on-line by the IRLA are reviewed at Administrative Cabinet meetings, and shortfalls are addressed 	All Students	Sept - June	Teachers, Staff Developers, Literacy Coach, Assistant Principal
<ul style="list-style-type: none"> Teacher teams meet every other week and report on student progress SIT meets weekly to review teacher reports of students who are falling behind or making insufficient progress, and make recommendations as to additional interventions (e.g. in school or after school program interventions, Reciprocal Teaching, Wilson, Just Words) Student review meetings are conducted on an as-need basis 	SWDs, ELLs, students at risk	Sept - June	SIT, Academic Cabinet, Teacher Teams, Data Specialist, Administration
<ul style="list-style-type: none"> Frequent communication with families to inform them of their child's progress available through on-line monitoring of report card progress Teachers provide students with practices to provide student-led report card conferences, which take place three times this year IEP and Service Providers submit progress reports four times a year Teachers exploit the contractual weekly time for parent/guardian meetings, newsletters, progress reports An academic component (CCLS, test preparation, school initiatives in Literacy, curricular reviews) are a 	Parents/Guardians and students	Sept - June	Teachers, Coach, Administrators and Parent Coordinator

component of monthly Parent Workshops			
<ul style="list-style-type: none"> To support a culture of trust, the school will ensure that respectful exchanges and dialogue among all constituent groups remains a hallmark of our school 			

Part 4 – Resources Needed

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

Additions to classroom libraries with high interest texts, Expository Texts to align to new Social Studies curriculum, Per Diem/Substitute coverage for teachers to attend 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	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
---	-----------------	---	----------------------	---	------------------------	--	------------------	--	------------------	---	----------------------	--	---------------

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

Part 6 – Progress Monitoring

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

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

In addition to on-going monitoring, a mid-year review of the status of the entire school will take place on Jan 15, 2015, showing that 75% of students are on track for a year or more growth by June. Students identified as not on track to achieve gains of more than one year in a year’s time will be sorted into targeted intervention groups.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The 2013-14 School Survey revealed an 80% satisfaction rate in the area of school culture, indicating a shortfall in our goal that culture goals are widespread and articulated. However, results from the 2014 Quality Review indicated a rating of Proficient in establishing a culture for learning that communicates high expectations to staff, students and families. MS 325 believes in educating and supporting all aspects of the development of adolescent youth, including their physical, artistic and emotional growth. The school’s strength is shown in our long-standing relationships with DreamYard, Lincoln Center and newly established relationships with the Mindset group, with Claremont Village and the South Street Seaport’s Schooner *Pioneer*. In addition, we have undertaken to further develop a healthier culture through participation in Restorative Circles, while continuing our practice of monthly grade-level celebration assemblies, and developing student leadership through weekly meetings of our Student Council. Our priority need is to have all constituent groups be able to articulate how the school environment fosters student agency in their own learning, leading to greater student outcomes.

Part 2 – Annual Goal

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

By June 2015, 75% of classes will participate in weekly Restorative Circles, that will support our students in developing a healthy and positive self-awareness and awareness of others.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • In summer 2014, staff attended a week-long professional development series led by the Morningside Center in Restorative Circles • Book study and practice of Circles by self-selecting faculty with already trained staff • On-going training by a professional developer from Morningside Center • Additional training of School Guidance Counselor • Extension of practice of Circles 	Selected classes	Sept Sept – Nov Dec – Jan Jan - June	Trained staff
<ul style="list-style-type: none"> • Classes serving students with IEPs and ELLs have been included in the practice of Circles from the start 	SWD/ELLs	Sept	Trained staff
<ul style="list-style-type: none"> • Families have been notified of our work in Circles from the start • Parents/Guardians will be invited to participate in a Parent/Guardian Circle 	Parents/Guardians	Jan Feb	Trained staff
<ul style="list-style-type: none"> • To support a culture of trust, the school will ensure that respectful exchanges and dialogue among all constituent groups remains a hallmark of our school • 	Parents/Guardians, Students, Teachers	Sept – June	All leaders

Part 4 – Resources Needed

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

Additional Professional Development from Morningside Center, purchase of professional literature around Circles, Per Diem/Substitute coverage for teachers to attend 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	Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.										

Part 6 – Progress Monitoring

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

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

In January 2015, the Circles team will identify and support new classes for participation in weekly practice, with the aim of having 60% of classes conducting weekly Circles by February 15, 2015.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school received a rating of Proficient in indicator 4.2 on the 2014 Quality Review, indicating that teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student achievement. Collaborative team work is a strength of our school. The school is committed to using teacher teams to continue to work on meeting our goal of aligning and refining units and lesson plans with the Common Core Learning Standards and to have this work reflected in formative and summative assessments.

Part 2 – Annual Goal

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

By June, 75% of teachers will demonstrate "Effective" practices in meeting the needs of all learners as measured by Danielson Domain 3D (Using Assessment in Instruction).

Part 3 – Action Plan

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

<ul style="list-style-type: none"> impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Professional development time will be employed by teacher teams to review assessment practices on each grade level during alternate weeks Professional development time for teacher team input on moving into standards-based report cards in September 2015, with attention given to charting shared Unit Standards across grade levels Teacher assessment team will research the variety of platforms for Standards-based reporting (Atlas, Jumpro.pe) and present recommendations to faculty and administration 	Teachers	Sept – June Jan - June Jan	Administrators, Teachers, PD Team Administrators, teacher teams Teacher teams
<ul style="list-style-type: none"> SWD teams and ELL teams will meet to determine which supplemental individualized standards might be employed for subgroups – targeted standards for new arrivals and SIFE students and for students with significant cognitive delays 	Teachers	Jan – June	Administrators, teacher teams
<ul style="list-style-type: none"> School leadership team will receive information and a parent/guardian workshop will be held in the late Spring of 2015 to roll out the new report card to families. Newsletters will further explain the shift to the new assessment system 	Administration and Parent Coordinator	April	Administrative staff
<ul style="list-style-type: none"> To support a culture of trust, the school will ensure that respectful exchanges and dialogue among all constituent groups remains a hallmark of our school 	Parents, Students, Teachers	Sept – June	All leaders

Part 4 – Resources Needed

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

The school will employ our Talent coach, Advance resources, Network support, teachers, school supervisors, and research and purchase a web-based summative assessment product.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

planning. In this part:

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

Teacher teams will be formed in January to select a product for standards based report card, making a final selection by January 16, 2015. Teacher teams will begin selection and input of key unit standards in each discipline from February – June 2015, so that the school is ready for rollout in September 2015.

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?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The school received a score of Developing in indicator 1.2, pointing to a lack of clarity in our shared beliefs and shared practices around how students learn (Tenet 2.2). It is our goal that there be greater evidence and articulation of our beliefs and shared practices around how students best learn. Also, the school has embarked on incorporating the practice of Restorative Circles, in order to better address the social-emotional needs of our community (Tenet 2.3). The school strength, as reflected in the past two Quality Reviews, is our system for conducting frequent and targeted observations.

Part 2 – Annual Goal

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

By June 2015, an average of 75% of teachers will indicate satisfaction on the leadership question in the 2015 school survey. Survey data will indicate a greater shared understanding around school goals from parents, students and teachers.

Part 3 – Action Plan

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

Part 6 – Progress Monitoring

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

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

An internal survey will be designed and administered by an UFT/Administrative team in February 2015. Ongoing monitoring will be acquired through artifacts from observations. Feedback and data in Advance will indicate progress via a midyear review in February 2015, with a goal that 75% of teachers and students can articulate the school’s beliefs around student learning.

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?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

97% of parents reported that they Agreed or Strongly Agreed that the school “makes me feel welcome,” and 94% report that the school is open to parent feedback (Tenet 6.2). The school communicates regularly with families using a variety of media – cloud based report cards, monthly newsletters and calendars, voice mail, text and email – in languages our families can understand. It is a school strength that we communicate information frequently with families.

In order to improve families’ awareness of student academic progress in real time, we have adopted the web based report card system GradeBook to better communicate with families (Tenet 6.5). It is a priority need and goal that we do a better job informing parents of their children’s progress in real time.

Part 2 – Annual Goal

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

By June 2015, 50% of our families access student information through GradeBook.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Collect email addresses from families and collate into a form suitable for uploading to database Schedule and deliver professional development sessions for parents/guardians on accessing the product 	Parents/Guardians	Oct – Dec	Parent Coordinator
<ul style="list-style-type: none"> Monthly parent/guardian workshops are held to inform families about school initiatives and to provide information of support from community resources in the areas of immigration, housing and employment Monthly parent/guardian workshops will also include information and practice on how to access student information from GradeBook 	Parents/Guardians	Sept – June	Parent Coordinator
<ul style="list-style-type: none"> To support a culture of trust, the school will ensure that respectful exchanges and dialogue among all constituent groups remains a hallmark of our school 	Parents/Guardians, Students, Teachers	Sept – June	Teachers and administrators

Part 4 – Resources Needed

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

Paper, space, dedicated personnel time to manage collection and data entry, coordination and scheduling of CBOs for parent workshops, preparation of content and scheduling of presentations.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
None													

Part 6 – Progress Monitoring

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

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

In January 2015, review progress toward the collection goal of 35% of email addresses received, review effectiveness of completed parent/guardian information session, plan agendas and gather resources for the remaining sessions.

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?

--

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Performance in NYSED exams and reading levels	MSQI, Hochman Basic Writing, Reciprocal Teaching, Wilson	Small group in class, pull out	During and after school
Mathematics	Performance in NYSED exam and classroom assessment	Exemplars, performance task and skills instruction	Small group in class, pull out	During and after school
Science	Performance in NYSED exams and classroom assessments	Strategic grouping, reading apprenticeship	Small groups in class	During school
Social Studies	Performance in NYSED exams and classroom assessments	Strategic grouping, reading apprenticeship	Small groups in class	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals by school staff	Counseling, direct instruction and guidance	Small groups in separate settings	During school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

Our recruitment efforts extend to teacher preparations and alternate certification programs that ensure our teachers are highly qualified. We have hired New York City Teaching Fellows as well as Teach for America (TFA) Fellows, although, owing to high rates of attrition, we have ended our reliance on TFA. We also work with Lehman College and other universities to recruit student teachers and aggressively recruit qualified candidates through the Department website and hiring fairs.

We offer non-tenured teachers support through our relationship with the New Teacher Center (NTC), now in year three. This year, NTC is working with all of District Nine. The NTC supports our teachers in developing the leadership of two master Mentor Teachers, both of whom are in their third year of training as mentors. NTC also supports administrators with on-going professional development around effectively using the Danielson Framework.

We have three teachers who scored a Developing or Ineffective score on the Framework in 2013-14, and they have been assigned to a Mentor and dedicated time in their schedule is assigned for weekly meetings, observations and debriefing. Teacher Improvement Plans (TIPs) have been created collaboratively with these teachers and the Principal, who is their primary evaluator.

Finally, as a result of our efforts, the opening of the school in September 2014 found no brand new teachers at Urban Science, and for the first time in our ten year history, no rookies came into service.

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).

Under the new contract, teachers move through a cycle of professional development activities according to a schedule that is informed both by teacher choice and by administrative decision. Before the school year began, the UFT voted to front-load the professional development periods into blocks on Monday, Tuesday and Wednesday mornings. Our school has a standard 8:55 am start time (in response to research about adolescent sleep needs) and this decision also allowed us a standard dismissal at 3:15 pm, Monday through Friday, allowing teachers to be consistently available to serve in after school programs and allowing students and families to benefit from consistent program hours.

On Mondays, teachers have worked in understanding school goals and in learning about their students through data

team meetings. To begin the year, whole faculty sessions focused on the alignment between the Department's, the District's and our school's instructional focus. The entire faculty also focused upon the Danielson Framework, and reviewed the rubrics describing the performance objectives for students and teachers leading to Effective and Highly Effective ratings. These points have been repeatedly focused upon during subsequent formal and informal observations.

Teacher teams have been created based upon teacher cohorts: everyone who teaches a particular class meets together to learn about their students using state test data, report card performance and attendance trends. Teachers shift on subsequent weeks and meet in teams around grade levels and departments, reviewing data, going over item analysis from last year's NYSED instruments, looking at student work. Each meeting ends with a discussion where teachers each share a "what works" insight with the colleagues. Other teacher teams are scheduled throughout the week during common preps, and focus on Unit Development.

On-site support is provided by our Assistant Principal for PD, a part-time Literacy Coach, a part time MSQI coach, and outside staff developers from the Department and contracted through the Department. Exceptionally capable Network Coaches support teachers in on-site and offsite workshops, and support leaders in all matters of school administration.

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.).

NA

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.

During opening professional development sessions in September 2014, time was dedicated for teachers and administrators to discuss multiple assessment options. The local school committee responsible for recommending the school's Measures of Student Learning (MoSL) selection also met and presented to the faculty the issues surrounding this choice. Review of data from last year's school-wide and state-wide measures also informed the conversation, as well as the implications of curricular decisions already faced by the school. Special attention was given to the sixth and seventh grades, who share common products through the MSQI program.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$278,318	X	12, 14, 17, 20, 23
Title I School Improvement 1003(a)	Federal	NA	-	-
Title I Priority and Focus School Improvement Funds	Federal	\$67,368	X	12, 14, 17, 20, 23
Title II, Part A	Federal	NA	-	-
Title III, Part A	Federal	\$16,188	X	12, 14, 17, 20, 23
Title III, Immigrant	Federal	\$20,157	X	23
Tax Levy (FSF)	Local	\$2,177,349	X	12, 14, 17, 20, 23

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Urban Science Academy**, 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. **The Urban Science Academy** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 9	Borough Bronx	School Number 325
School Name Urban Science Academy		

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 Patrick Kelly	Assistant Principal Kerin Hoffman
Coach Anna Herrera	Coach Mandy Ehrlich
ESL Teacher Lindsey Corcoran,	Guidance Counselor David Summerville
Teacher/Subject Area Jeannette Consoro, Science	Parent type here
Teacher/Subject Area Elvis Vasquez, Math	Parent Coordinator Luis Gratereaux
Related Service Provider Michele Morris, Speech	Other type here
Network Leader(Only if working with the LAP team) Yuet Chu	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	384	Total number of ELLs	123	ELLs as share of total student population (%)	32.03%
--	------------	----------------------	------------	---	---------------

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	21
SIFE	36	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	26

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	27	7	0	8	1	2	12	0	3	47
ESL	43	22	11	18	0	7	15	0	8	76

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	70	29	11	26	1	9	27	0	11	123
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish													10	8	12	9	20	6	42	23
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	10	8	12	9	20	6	42	23											

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>66</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>66</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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							15	22	27					64
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic								1						1
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							6	1	6					13
TOTAL	0	0	0	0	0	0	23	24	35	0	0	0	0	82

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)							6	11	13					30
Intermediate(I)							8	11	14					33
Advanced (A)							13	6	17					36
Total	0	0	0	0	0	0	27	28	44	0	0	0	0	99

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	3	0	0	25
7	16	2	0	0	18
8	31	2	0	0	33
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	23		2		1				26
7	27		1						28
8	41		1						42
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		9		6		2		25
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.
For the past six years, we have used American Reading Company's IRLA (Independent Reading Level Assessment) to assess our whole school first in September than on a rolling basis throughout the year. At present, the average reading level in the school, for all populations, is fourth grade. For ELLs, the average reading level is 3rd grade, although the range is much greater, from Kindergarten

for newcomers to 8th grade for some Advanced students. This data helps us to decide class placement, Extended Day groupings and book and material orders. During Common Planning meetings, ESL teachers work with ELA teachers to plan rigorous curriculum for all students, and assist each other in differentiation. Because our 2013 NYS CCS exam data placed our students overwhelmingly in Level 1, this personalized reading data which we've gathered over the years has become even more crucial. We also collect baseline writing data in house, baseline math data via SchoolNet, and have introduced the Word Generation MSQI program in the 6th grade to target our lowest reading 6th graders as early as possible. This last data set has yielded two Wilson Reading groups, one comprised of beginner ELLs with 2-4 years in the country.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On the LAB-R, 90% of newcomers with any home language are unable to answer any of the English questions. Most Spanish-speaking newcomers score below a 50% on the Spanish LAB. Across grades, students are generally spread evenly among the proficiency groups, due to our large amount of newcomers every year.
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](#))

Paste response to question here:

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

In our Dual Language program, students' native language reading and writing levels continue to be lower than their English levels. We have not yet administered this years' ELL Periodic Assessments

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our Dual Language program was opened last school year specifically to address the needs of our many ELLs, former ELLs and general education students with moderate to high Spanish language proficiency, both those who have an interest in improving their Native Language literacy and those who we believed would acquire English literacy faster if we improved their literacy in Spanish. We have seen a large growth particularly in the Spanish writing, spelling and grammar skills of our DL students in 7th and 8th grade who are currently in the second year of the program. In all programs, we encourage students to translanguage at any time, confer with teachers or peers in their native language, etc.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

EP students are assessed in Spanish, starting this Spring, using the Spanish version of American Reading Company's IRLA. We estimate at this point that Spanish language reading levels are on average 1-2 years below English levels.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our programs based on baseline and endline reading levels, writing samples and math assessments. Our newcomer ESL and DL teachers, because they follow students in those small programs year to year, maintain work samples over two years as well. We evaluate success based on growth as seen by these instruments.

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](#).)
Upon enrollment guardians of new admits to the country complete the Home Language Identification Survey (HLIS) in English or their native language, assisted if necessary by a translator based on home language. The initial student screening is conducted by the assistant principal, Kerin Hoffman. The school secretary or parent coordinator will then conduct an informal interview of the parents and students and assists the parent in filling out the HLIS. Translation is provided for parents who speak another language other than English. Our school has a list of languages spoke by staff member, however if the language is not available at the school, we contact the Translation and Interpretation Unit at the NYC Dpartment of Education for assistance. Once it has been determined that the student may be an ELL the LAB-R is administered by the Dean and an initial reading assessment as administered by an ESL teacher. If the student is an ELL as determined by the LAB-R scores, an Entitlement Letter is sent home indicating the child has been identified as an ELL by the LAB-R test. The results of the test are included in this letter and an appoinment for a parent orientation is also included in this letter.
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.
At the parent orientation an ESL teacher (varies), the assistant Principal (Ms. Hoffman) and the Parent Coordinator (Mr. G) are present. During the orientation parents are informed of the rights as parents of students identified as ELLs, the process of identifying ELLs, and the three programs available for their ELL child. Parents will also be provided information about the core curriculum, learning standards, expectations for students, and assessment. In addition, parents are shown a video provided by NYCDOE which furthers explains the three programs available in NYC and a parent brochure. Parents are then instructed to fill out the Parent Program Selection form. This forms asks parent to choose the program they prefer their child to attend. Parents are provided with translated materials and interpreters when necessary. The process of administering the LAB-R and conducting the parent orientation are completed within 10 days of enrollment.
Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the ESL program. A running record is kept of parents selections, this data is revisited every time a new student is enrolled to determined whether or not the school has now the appropriate number of students in contiguous grades to open the requested program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Once the parent coordinator receives forms, the assistant principal enters them into ELPC and a school spreadsheet. Any missing forms are reported back to the parent coordinator or dean for follow up. The AP then fills out and mails entitlement letters. In June, ESL and bilingual teachers may make recommendations for program changes by students. In this case, the dean contacts parents over the summer to discuss possible benefits of a certain program, and parents sign updated forms giving permission to change from ESL to Dual Language, or vice versa. We also have parents come in during the school year to request a program change, and ask them to sign updated paperwork at that time as well.
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.
After students are administed the LAB-R and an in-house reading test, the assistant principal and an ESL teacher compare English and native langauge literacy ability (if possible, if the home langauge is spanish). If a students is above a 2nd grade reading level in English and has some Spanish language skills, we speak to the parent in English or Spanish (the AP as well as the parent coordinator, dean and secretary are bilingual) about placement in a Dual Language class in order to improve skills in both langauges. If a student has low native language skills and/or scores below a second grade reading level, we ask the parent if an ESL program to improve English literacy first is acceptable. If the students has an IEP, that student is first placed in the appropriate special education class, and ESL services are offered on a push in or pull out basis supplementally.
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.

A schoolwide schedule is created by the assistant principal to create three "testing days." On these days, the whole school is in a quiet testing mode and ELLs are organized by grade and teacher to take one of the three written parts each morning with an ESL teacher. The speaking exam is done by all teachers after training by the assistant principal. A spreadsheet is created for the AP to check in each modality as it is completed. Makeups are done by the dean or literacy coaches the next 1-2 days after administration.

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. [🔗](#)
- Parents of newcomers to the country are, the majority of the time, interested in ESL classes, as they are eager for students to begin learning English. Most of the students in our Dual Language classes are parent requests for 3-6 year, long-term or former ELLs, as students are often ready to , and benefit from, transferring knowledge between home and school languages. Our programming is aligned with parent requests. The opening of a Dual Language program during the 12-13 school year was in response to parents interested in a bilingual program as well as parents interested in increased native language literacy.

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])?

Our ESL program is split into four parts: Newcomer, Dual Language, self-contained ESL and Special Ed pullout.

 1. Our three DL classes, one on each grade level, are departmentalized, with one bilingual science teacher, one bilingual math teacher, and two bilingual/ESL teachers, as well as two NLA teachers. Students all speak Spanish as a native language, are grouped by grade. NYSESLAT proficiency levels are mixed.
 2. Our two newcomer classes serve students with 0-2 years of service in the country, are heterogenously grouped by grade (two 6-7-8 bridge classes). 701 is the newcomer tier, and when students reach a second grade reading level they move up to the second tier, 801. These classes are self-contained with an ESL teacher, ESL social studies teacher, bililngual science teacher and two math teachers. NYSESLAT proficiency levels are mixed, though most are taking it for the first time or scored Beginner in spring 2013.
 3. Our three self-contained ESL classes are grouped by grade, one on each grade level, and contain current ELLs, former ELLs, and general education students whose home language may not be English but passed the LAB in elementary school. NYSESLAT levels are mixed. This class is also departmentalized by subject and taught by an ESL teacher, math, science and social studies teachers.
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)?

Because of the number of ESL teachers on staff and the whole-class self contained models of ESL, we are able to deliver more than the minimum amount of ESL and ELA instruction. Newcomers receive a minimum 11-12 periods per week of ESL, all ELLs in Dual Language and self-contained ESL receive a minimum 9 periods per week of ESL as well as instruction from bilingual math and science teachers.

Instruction for ELLs follows these requirements:

 - 360 minutes per week for beginners
 - 360 minutes per week for intermediate
 - 180 minutes per week for advanced ELLs
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.

In the ESL classes, content is delivered in English, with student-student or student-teacher translanguaging encouraged throughout the day. Teachers are encouraged to use grouping as the main instructional model rather than whole class delivery, in order to tier work products and assessments based on student YOS and literacy levels. All ESL teachers include vocabulary instruction daily, have word walls in their classroom, use visuals to support language development.

DL teachers follow the same set of expectations. Additionally, every other week the language of instruction is switched so that all content is learned in both languages. Assessment materials, word walls etc are provided in both languages.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In Spring 2014, we will begin using our IRLA reading level assessment in Spanish in order to assess the NLA levels of the students in our Dual Language classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our curriculum includes assessments involving speech and drama, essay-length writing and revision, and daily reading periods. Teachers employ a variety of methods for delivering class texts, including read alouds and text study to assist in listening comprehension.
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).

Our newcomers are placed in two dedicated classes until they reach a 3rd grade level in reading and English math skills. These homerooms are taught by an ESL teacher trained in ELL and elementary strategies in order to move students quickly. They also have content area courses with licensed content teachers in order to receive grade level content instruction and not fall further behind their peers.

ELLs with 3 or more YOS receive ESL instruction in either mixed ESL or DL classes. Strategies used by teachers include repetition, group work, graphic organizer and on-paper vocabulary scaffolds in each content area.

Differentiation also includes:

Reading mini-lessons to build independent reading skills

One to one and small group strategy conferences

Shared reading of grade level texts

Vocabulary instruction via ExCELL and Word Generation

Hochman writing systems and strategies

QTEL strategies

Phonics instruction/Wilson for students struggling at the K-2 reading levels

Access to the general education curriculum for LTEs and Advanced students

Extended Day courses in math and writing assist students needing remediation. Courses in music lyrics, art history, fiction genres also serve as vocabulary and content enrichment.

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?

Our staff meets weekly in integrated grade/subject teams (including ELL, Gen Ed and Special Ed) to discuss best practices and differentiation strategies. Data meetings monthly serve to keep teachers updated on current ELL, SWD and data status for all their students. Our special education teachers spend additional time in small group instruction and on the speaking and listening modalities. All supports listed above for beginner ELLs are also available for SWDs. Special Education teachers also receive additional training in Executive functioning, use of the Brigance Listening and Slosson assessments, and development of SMART goals to address specific language and memory needs. Additionally, all three of our 12:1:1 paraprofessionals are bilingual, allowing ELLs in special classes to use them for language support and translanguaging opportunities.

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

Our reading program, designed around students' individual levels, as well as Extended Day opportunities and carefully deployment of special education teachers and paraprofessionals allows us to tailor much of our curriculum to student needs.

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:	Spanish	Science	Spanish
Social Studies:	Spanish		
Math:	Spanish		
Science:			

Courses Taught in Languages Other than English 

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

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

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

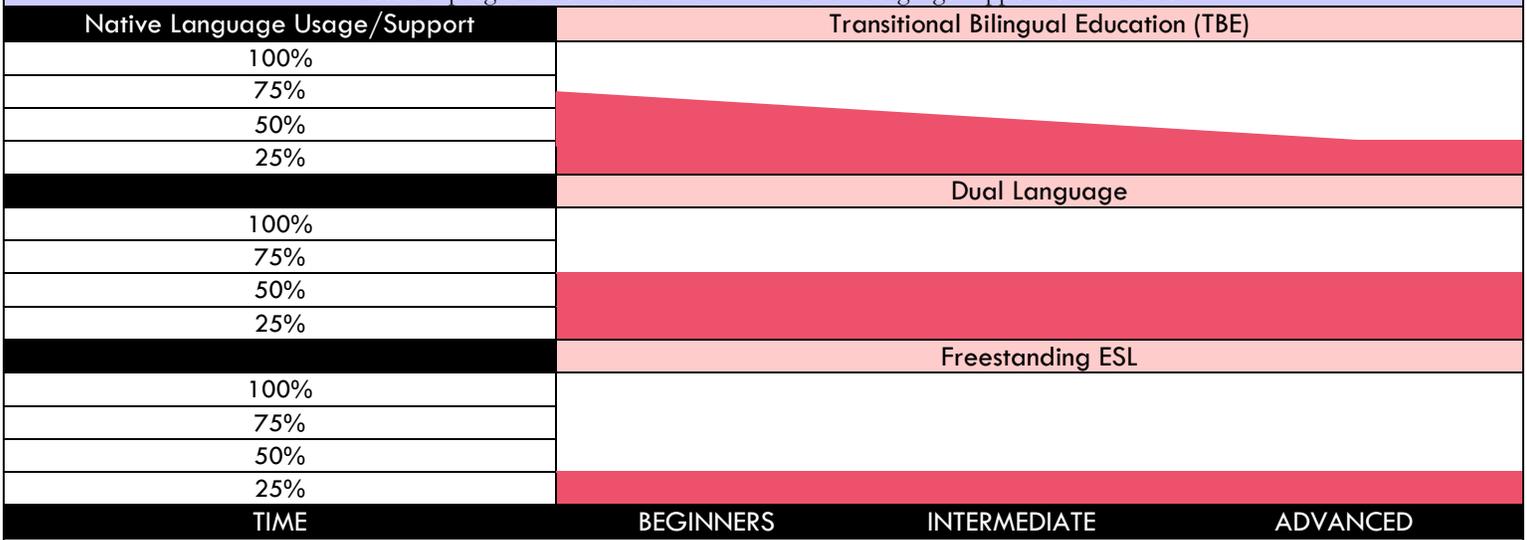
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our newcomer ELLs receive math instruction in both basic skills and grade level Common Core Standards. Dual Language ELLs receive all content instruction in 50% English and 50% Spanish from certified bilingual math and science teachers. Vocabulary instruction is delivered in each content area daily. Science and social studies teachers of all ELLs are also trained by the literacy coach in reading comprehension strategies, use of graphic organizers, Hochman writing strategies and thinking/processing strategies.
- Extended Day and after school (and Saturday school) opportunities are also in place to provide extra reading, speaking and listening support through the arts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program for newcomers has been effective in moving students quickly from K-1 grade levels to 3rd grade levels within two years of school. Our Dual Language program has greatly improved the skills of students who had not been moving from beginner to advanced or proficient NYSESLAT levels by developing literacy and skills in both native and second languages. Our program for Intermediate and Advanced students, where they are integrated with former ELLs and General Education students, has allowed them to integrate into a general education environment sooner and more smoothly than in previous years, where the transition was done as soon as they scored Proficient and students often struggled the entire year.
11. What new programs or improvements will be considered for the upcoming school year?
- Next year, we would like to give an ESL teacher additional time to see special education students as needed, beyond the requirement, to work on language skills. Additionally, we will send the content teachers of the mixed ESL/Former ELL/Gen Ed classes to QTEL trainings to improve their fluency in ELL strategies. We are also planning to expand MSQI to all grades next year.
12. What programs/services for ELLs will be discontinued and why?
- None. We will continue all of our current programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL teachers plan together with General Ed teachers and coaches in order to be included in decisions, discussions about resources and rigor, etc. ELL teachers have the same access to technology, resources, coaching etc as all teachers. Specific Title III programs after school and on Saturdays provide additional services.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school has a document projector in each classroom, every teacher is supplied with a laptop. We have two laptop carts and 60 iPads for student use in class. The school has our own iTunes account to assist teachers in finding and using educational games and videos.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL classes have 1-2 periods of Spanish class per week. Dual Language classes are taught in the 50/50 model, alternating by week, plus 5 periods per week of NLA. Where possible, teachers include vocabulary in French to assist the students who also speak French.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All instruction planned at 325 begins at grade level Common Core Standards. ELL teachers then differentiate text levels, groupings and lesson entry points based on student needs.
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.
- All ELL students are offered a parent/student orientation before the first day of school, run by the Parent Coordinator and Assistant Principal. The Parent Coordinator also offers tours of the building. Students who enter after the first day of school are met by the Parent Coordinator, Assistant Principal and the Dean before testing begins. Parents have the opportunity to see the classroom before enrollment. Additionally, school signs are in 2-3 languages, a list of languages spoken by students and teachers is posted and a map of the world has been created outside of the main office showing the countries represented by our students and staff.
18. What language electives are offered to ELLs?
- Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

Our program is split into 50% English and 50% Spanish for all three grades and all students enrolled. EPs and ELLs are integrated throughout the day in a self-contained class. Math, Science and Social Studies are taught in both languages. Instruction is separated by content area, each taught by a teacher holding that license, and following the Common Core and NYC curriculums.

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.

ELL teachers are trained in QTEL, MSQI word generation (grade 6), American Reading Company Independent Reading Level Assessment, Wilson (Newcomer ESL teacher), conflict management, Executive Functioning (Special Education teachers), Translanguaging (through the NYSED-NYSIEB CUNY Grant), and weekly coaching from math and literacy coaches.

Our teachers are expected to employ many of the same teaching strategies - word walls, turn and talk, guided groups, manipulatives - as students were used to in Elementary school. Our classrooms are expected to be print rich, clean, colorful places full of process charts, words, students work, etc to foster learning in a comfortable environment. Our guidance counselor assists newcomer and long term ELLs in applying to high schools that will best suit their needs, as we have developed partnerships with both types.

Assistant Principal and math and literacy coaches attend planning meetings and run sessions weekly to analyze standards and curriculum and ensure ELL strategies are being deployed. An analysis of NYSESLAT scores is done upon release from the state to inform differentiation and attention to modalities. Vocabulary strategies, test prep strategies and engagement strategies are stressed throughout the year.

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 of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2013-14. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our Academic Cabinet, guidance counselor, assistant principal of instruction, and dean to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked. Parents are also encouraged to attend field trips, school wide incentive celebrations and displays of student work.

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:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x325 School Name: Urban Science Academy

Cluster: 1 Network: 103

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

Part A: Needs Assessment Findings

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

We utilize the Home Language survey and existing ATS and ARIS data to determine translation needs. For students who's parents are from Africa, multiple languages are often spoken, and we always attempt to ascertain that information as well during registration.

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.

Over 50% of our parents consider Spanish their primary language. Both Assistant Principals, the Dean, the secretary and 40% of the staff speak Spanish. One assistant principal and one teacher speak French as well and are often called to communicate with French-speaking students or families. Outside the main office, the secretary maintains a list of languages spoken by students and staff and a map of the world denoting our heritage as a school. Before the beginning of the school year, additionally, teachers were given a Home Language and Place of Birth report from ATS and given time to analyze the report for their classes.

Part B: Strategies and Activities

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

All documents sent home are in English and Spanish, including school calendars, ELL documents, Special Education notices. ELL notices are also available in French.

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.

Parents who come into school can speak to a secretary in English or Spanish, or the AP can be called if French is needed. During parent conferences, IEP conferences, etc a translator is provided if necessary. Parents who need translation in other languages are assisted in calling the DOE translation hotline.

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>.

Parents' home languages are determined at registration and updated in ATS as necessary. Translation and interpretation is provided in writing and speech by school staff whenever necessary and in all documents sent home. Due to the large amount of staff fluent in our primary home language, Spanish, we are able to provide translation at any time during meetings, parent teacher conferences, IEP conferences, phone calls, etc. During parent association or parent meetings, or events such as graduation, are attended by the parent coordinator wearing a simultaneous translation device, and parents are offered headsets to hear the translation.



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.

Part A: School Information	
Name of School: <u>Urban Science Academy MS</u>	DBN: <u>09X325</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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: 4
of content area teachers: 0

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: We propose a Saturday Academy, which will be divided into three different Saturday programs: Newcomer and Dual Language Program, SIFE Program, and Long Term ELLs program. The program will run for 25 sessions for four hours every Saturday from November 1st through June 6th, from 9:00 am to 1:00 pm. Three licensed ESL teachers and one Bilingual licensed teacher will be hire to work this program.

Program 1: Saturday School Support for newcomers and newcomer Dual Language students

This year we have three Dual Language classes, which include students reading at or near grade level in either English or Spanish. The newcomer Spanish-speaking students in the class - currently 7 students in two classes - receive elementary level ESL support during the day as well as content instruction in Spanish through small group instruction and differentiated materials. These students as well as the newcomers in the dedicated beginner class - currently 13 below a 1.0 grade level in reading - require extra instructional time in English after school to improve their expressive language skills, using the principles of translanguaging, so that they can contribute to class discussions in English as well as express their knowledge in writing. These 20 students attend after-school programs on Saturday with a licensed ESL and a licensed bilingual teacher every Saturday. The program will utilize Spanish and English books, and technology such as iPads, laptops and listening centers to practice sight words, listening skills, spelling and writing.

Program 2: Saturday SIFE/Beginner Classes

This year we have two full-time SIFE, newcomer and beginner ESL sections. Students are placed in these sections full-time when they arrive at school and demonstrate no communication skills in English (reading, writing, listening, speaking). Student's ranges from grades 6-8 based on age, and are placed in this section regardless of home language (of the currently 42students, 8 home languages are represented). The class has a dedicated ELA/ESL/reading/social studies teacher as well as push-in math and science teachers. Language of instruction is primarily in English. Students enter the class at a kindergarten reading level, and exit to return to the beginner/intermediate grade level ESL sections when they read level 2 or 3, depending on the rest of their English communication skills. Approximately 40% of the class enters with no and little written communication skills in any language. The class requires a significant amount of early elementary reading materials, and early elementary workbooks for handwriting and letter construction. For that reason, most students in the class attend will attend the Saturday program with ESL teachers in order to improve these skills using high interest low-referenced books, iPads, laptops, listening centers and books on tape, and guided reading book sets.

Program 3: Saturday School ESL for Long Term ELLs

Part B: Direct Instruction Supplemental Program Information

In grades 6-8, 45 ELLs have been identified as Long Term ELLs who scored Intermediate or Advanced proficiency level on the 2012 NYSESLAT exam scored a level 1 or 2 on the NYS ELA exam. Students who scored level 1 on the ELA exam will be targeted. We will open the Saturday school program to target these students' receptive and expressive language skills, particularly in the areas of writing to persuade, reading for critical interpretation and reading non-fiction informational texts, in order to improve their ELA scores. Fifteen students will be enrolled on the Saturday Program with a licensed ESL teacher, using non-fiction short texts, newspaper articles, and extension activities based on ELA lessons for that week.

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: Additional Resources for Dedicated SIFE/Beginner Class

The ESL/ELA, math and science teachers will receive professional development texts and coaching on strategies for ELLs as well as early elementary reading strategy coaching from our reading coach, literacy coach, math coach and assistant principal (Sheela Rao, Mandy Ehrlich, Ross Linegar) on a weekly basis, every wednesday (excepting Sheela Rao, twice monthly) for the duration of the school year. Coach will work with teachers on strategies by demonstrating strategy while teacher (s) observe- 1st Wednesday of the month, teacher will plan with coach - 2nd Wednesday, coach observes teacher - 3rd Wednesday and the last Wednesday of the teacher and coach debrief lesson.

Dual Language and SIFE/Newcomer literacy teachers will receive additional support from reading and literacy coaches on using low elementary level texts in English to support students' development of literacy skills. Books include "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons, "Learning to Learn in a Second Language" by Pauline Gibbons, and "Making Content Comprehensible for English Learners: The SIOP Model. This professional development takes place during the professional development time (8:15am - 8:55am). Every other Monday, one of the 8 components of the SIOP Model is discussed and a set of strategies demonstrated. The SIOP Model will run for 10 weeks from September 22nd through February 13th. The other two books will be read and discuss through a book study format session led by literacy coach. These book study will run from March 1st through June 22nd every other Monday during professional development time.

Additionally, our new partnership with the CUNY-NYSIEB study on emergent bilinguals provides a team of two research partners to work with our Dual Language team for 4 hours per month on lesson planning and translanguaging strategies. In addition, our network ELL liason works at our school once per week using the observation/feedback cycle in all ELL classrooms. Discussed texts also include "Teaching in Two Languages" by Sharon Reyes, "Dual Language Essentials for Teachers and Administrators" by Yvonne Freeman, "The Two-Way Immersion Toolkit" developed by the Center for Applied Linguistics (CAL) and "Translanguaging: A CUNY-NYSIEB Guide for Educators."

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: In order to celebrate and therefore support student achievement, parents and guardians will be invited to attend an event, which will be held on the last Saturday of our program (June 6th). Each student will participate in an academic presentation of his or her culminating project. Student work will include video presentations (short films, e.g. news reports) as well as more traditional written reports. Title III funds will be used to print color posters to display around our school, to duplicate event program and materials, and purchase refreshments for families. Parents and guardians are further engaged through Spring Adult ESL classes held on Saturday mornings (3/7/2015 through 5/30/2015, from 9:30 am - 12:30 pm), presented at school by a certified ESL teacher. These classes will not be funded with Title III money. Notification of these events will take place through flyers, phone call invitations, the school's monthly calendar and newsletter, and at monthly Parent Association meetings and workshops. The school's Parent Coordinator, who provides simultaneous translation through a shortwave microphone-to-headphone system, provides Spanish translation. Translators are contracted for other language needs. In addition, ESL teachers will receive support from the Parent Coordinator (Luis Grateraux) with parent outreach and contact.

Parents are invited to quarterly meetings with principal (Mr. Kelly), assistant principal (Ms. Ambrose), and parent coordinator (Mr. Grateraux) to discuss school's instructional initiatives and expectations, students' progress, and parents' concerns. These meetings take place on the third Thursday of the months of September, December, March, and June. Topics include Instructional Expectations (Sept.), Understanding CCSS and Standardized Tests, High School Application (Dec.), Testing Guidelines for ELLs, NYSESLAT Components (March), Bullying, and ARIS parent link (June).

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____