



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X366

School Name:

URBAN ASSEMBLY ACADEMY OF CIVIC ENGAGEMENT

Principal:

MARY-ANNE SHEPPARD

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly Academy of Civic Engagement School Number (DBN): 08X366
School Level: Middle school Grades Served: 6-8
School Address: 650 Hollywood Ave, Bronx NY 10465
Phone Number: 718-822-0126 Fax: 718-822-1049
School Contact Person: Mary-Anne Sheppard Email Address: Msheppa3@schools.nyc.gov
Principal: Mary-Anne Sheppard
UFT Chapter Leader: George Cabezas
Parents' Association President: Maribel Martinez
School Leadership Team Chairperson: George Cabezas
Student Representative(s): _____

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Ave, Bronx NY 10462
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-5435 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 105 Network Leader: Shannon Curran

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Mary-Anne Sheppard	*Principal or Designee	
George Cabezas	*UFT Chapter Leader or Designee	
Maribel Martinez	*PA/PTA President or Designated Co-President	
Marisol Estevez	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	
Cristina Burgos	Member/ Parent	
Jorge Burgos	Member/ Parent	
Lisa Buckner	Member/ Parent	
Gloria Ansejo	Member/ Parent	
Christina Gavin	Member/ Teacher	
Dayniah Manderson	Member/ Teacher	
Melissa Razzore	Member/ Teacher	
	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:

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

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The 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.

MISSION STATEMENT: At the Urban Assembly Academy of Civic Engagement, we prepare Civic students to use knowledge of political and social matters from the past to take action in the immediate and distant future. Our students will understand that their involvement in the political process is central to making substantial changes in public situations and institutions, which is their obligation as community members. In addition to core academics, UAACE teaches five core values: commitment, communication, collaboration, creativity, and civic responsibility. By living and learning through these values, Civic students will see the connections that exist between themselves and others. This perspective will affect the way they interact with others and make decisions in the world.

As Civic begins its eighth year, we are committed to strengthening our school community, culture, curriculum, and instruction. We are focusing on developing a community of scholars who are prepared for college and 21st century careers. As a small school community, we strive to support, challenge, and nurture our students and each other. Our success depends on our capacity to motivate and engage each and every single one of our children.

At the forefront of our work this year will be a focus on attending to our children's social emotional needs and on Indicator 1.1 from the Quality Review rubric, "Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards". ***It is through this work that we will develop our capacity, as individuals and as a community, to help our students maximize their potential.***

In order to develop college and career ready scholars, we remain committed to developing:

- Independent learners
- Critical readers, writers, and thinkers
- Students who can identify their strengths, needs, and goals
- Students who are organized for success

In order to accomplish this work, we will cultivate classroom cultures and the habits of mind necessary for effective learning. We will continue to infuse literacy across all content areas, require students to engage in strategic and extended thinking, engage our students in learning conferences, and focus on our students' organizational skills.

Partnerships

In order to attend to the needs of the whole child, we have focused on increasing student opportunities and strengthening our advisory structure. Through the Schools Out NYC grant, we have partnered with East Side House to launch a comprehensive afterschool where students receive academic support and a variety of student opportunities, such as art, dance, robotics, multimedia, athletics, etc. Additionally, we were accepted as one of the city's community schools. This will allow us to deepen our work with East Side House and to provide wrap-around services to our students and their families. This will allow also us to deepen our students' understanding of community.

Additionally, we were selected by Office of Safety and Youth Development to launch community circles in our advisory. This partnership included summer training, the *Be the Change!* curriculum, and ongoing coaching. We also continue to support teacher leadership by continuing our work with the Teacher Incentive Fund. Both of these partnerships support our commitment to strengthening our school community, culture, curriculum, and instruction.

Strengths and Accomplishments

Sense of Community: Our school community is often referred to as a family, by staff, parents, and students. In all three areas on the Learning Environment Survey, we met or exceeded citywide satisfaction rates.

Instructional Core: 90% satisfaction (exceeded citywide satisfaction average)

Systems for Improvement: 87% satisfaction (met citywide satisfaction average)

School Culture: 86% satisfaction (met citywide satisfaction average)

These are some of the parent responses on the 2014 Learning Environment Survey:

- 98% said their child is safe at school.
- 98% said the school has teachers who are interested and attentive.
- 98% said they would recommend this school to other parents.
- 98% said the school is headed in the right direction.
- 97% were very satisfied or satisfied with the education their child received.
- 97% were very satisfied or satisfied with the overall quality of their child's teachers.
- 97% said they feel welcome.
- 94% said their child gets extra help when he or she needs it.

These are some of the teacher responses:

- 100% said they feel safe.
- 100% said the principal is an effective manager who makes the school run smoothly.
- 100% said the principal communicates a clear vision for the school.
- 100% feel supported by other teachers in the school and 100% trust each other.
- 100% said the professional staff believes that all children can learn.

These are some of the student responses:

- 96% said most adults know their name or who they are.
- 94% of students strongly agreed or agreed with "Most of the staff at my school helps me approach challenges by suggesting new strategies that I can use."
- 90% strongly agreed or agreed with "Most of the teaching staff at my school believe that all students can do well in school."
- 89% said there are clear consequences for breaking the rules.

Academic Effectiveness: Based on the Measures of Student Learning (MoSL) data, NYC teachers are rated ineffective, developing, effective, or highly effective. On the local MoSL, every Civic teacher scored Effective. On the state MoSL, 6% of teachers scored Highly Effective, while 96% scored Effective.

In the NYC MS Quality Snapshot, we scored excellent for how we are closing the achievement gap for our students with special needs. Additionally, we scored Good or Excellent in 3 out of the 4 Student Progress areas.

We also saw a 6% increase in students scoring a Level 2 or higher on the NYS Math Exam and a 8.6% increase in students scoring a Level 2 or higher on NYS ELA Exam.

Degrees of Reading Power (DRP) Assessment

Each year, we administer to DRP to our students in September, December, and May. This allows us to monitor our students' reading levels, communicate their progress to students and families, and identify appropriate interventions.

Below is the average growth for each grade during the 2013 – 2014 school year.

Grade 6	6.6	National average for annual growth is 4 points.
Grade 7	5.1	National average for annual growth is 3 points.
Grade 8	5.7	National average for annual growth is 2 points.

Additionally, we saw the percentage of students reading at or above grade level more than double from Fall 2013 to Spring 2014 (17% to 39%).

NYC Quality Review:

2011: Developing

2013: Proficient

2014 (Alternative QR): Proficient with well-developed features

Attendance:

2012 – 2013: 91.1%

2013 – 2014: 90.1%

2014 – 2015 (Year to date): 94.3%

Challenges

Each year, our students enter our school community performing below grade level. For example, our 2014 – 2015 Grade 6 incoming data is below.

Level	ELA	Math
Level 4	2.6%	2.7%
Level 3	10.5%	8%
Level 2	36.8%	56.7%
Level 1	50%	32%

Therefore, our challenge each year is to engage, support, and challenge each and every one of our students to meet the Common Core expectations. (Performance and Progress)

(In order to prepare the students for high school, we focus getting students to value not just passing a class, but demonstrating mastery by achieving an 85% or higher. In addition, many students struggle with the transition from elementary to middle school due to the increased expectation around personal organization. Both of these items result in a cultural shift that we work to engineer, as well as developing the academic habits necessary for success.)

Student Opportunities: Many of our families struggle to find high quality, low or no cost opportunities for their students to engage in. Therefore, in addition, to attending to our students’ academic needs, we also need to attend to their social emotional needs as well as their interests. In order to develop a community of scholars who are prepared for college and 21st century careers, we believe we must provide opportunities for the students to learn about art, music, technology, etc. in order to cultivate their passion and talents. Additionally, by attending to the students’ social emotional needs, we are developing the personal and academic habits they need to be successful.

The DTSDE Tenets of Greatest Growth

Tenet #6: Family and Community Engagement

Last year, we focused on how we are communicating academic expectations and progress to our students and their families, which resulted in the following responses on the Learning Environment Survey.

Survey Item	2012 – 2013	2013 - 2014
How satisfied are you with the education your child received?	87%	96%
My child’s school communicates to me and my child what we need to do to prepare my child for college, career, and success.	86%	94%
My child’s school keeps me informed about my child’s academic progress.	92%	99%

Tenet #4: Teacher Practices and Decisions

Last year, we focused on developing a normed understanding of effective teaching, using the Danielson Framework. Over the course of the year, we would watch a video of teacher practice and use a protocol to rate the practice using low-inference evidence. We would then engage in a clarifying discussion to norm our understanding of the Danielson Components. By the end of the year, each grade team was able to come to a consensus on the rating. Over the course of the year, all staff members demonstrated tremendous growth in the following areas:

1. Taking low-inference notes.
2. Using the rubric and the low-inference evidence to support ratings.
3. Developing actionable next steps for the teacher.

Key Areas of Focus for 2014 – 2015

1. Differentiating our curriculum and instruction to engage, support, and challenge all students
2. Strengthening our advisory program and student intervention protocols
3. Offering students a varied program, both during and after school, to teach to the whole child

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.

08X366 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	164 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	35	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	11	# Music	13 # Drama
# Foreign Language	N/A	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	75.5%	% Attendance Rate	90.1%
% Free Lunch	76.9%	% Reduced Lunch	8.8%
% Limited English Proficient	12.5%	% Students with Disabilities	34.4%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	21.9%
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander	2.5%
% White	4.4%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.25	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	15.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	6.04
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4	3.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	28.8%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
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	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
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		

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% American Indian or Alaska Native	N/A	% Black or African American			21.9%
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander			2.5%
% White	4.4%	% Multi-Racial			N/A
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Years Principal Assigned to School (2014-15)	2.25	# of Assistant Principals (2014-15)			N/A
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% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.04
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4			3.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
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			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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				

08X366 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	164	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	35	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	13	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.5%	% Attendance Rate		90.1%	
% Free Lunch	76.9%	% Reduced Lunch		8.8%	
% Limited English Proficient	12.5%	% Students with Disabilities		34.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		21.9%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	4.4%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.25	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.04	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.6%	Mathematics Performance at levels 3 & 4		3.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
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		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
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.	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.

- In order to provide our students with instruction that is customized, inclusive, motivating, and aligned to the Common Core, we have done the following:
 - Hired a music teacher to allow all students to receive a semester of music and a semester of visual arts.
 - Programmed all students for a technology elective so they are learning how to use technology effectively
 - Developed templates for curriculum maps, unit maps, lesson plans, and syllabi that teachers use to align their curriculum to the Common Core standards
 - Engage department teams in peer curriculum feedback on a weekly basis
 - Programmed all students for 4-27 minute periods of academic support and 1-27 minute period of advisory
 - Trained all staff in community circles (a restorative practice) and the Be the Change! advisory curriculum
- In our School Quality Guide Summary, we attained the following:
 - Quality Review: Proficient
 - Student Progress: Meeting Target
 - Student Performance: Approaching Target
 - Each year, our students arrive far below grade level. This year, our incoming Grade 6 consists of 86.8% Levels 1 or 2 (ELA) and 88.7% Levels 1 or 2 (Math). However, the following data shows we are supporting our students’ growth:

	Growth Percentile	Percent of City Range
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ELA Median Growth Percentile	64.0	52.1%
ELA Median Growth Percentile – Lowest Third	86.0	83.2%
Math Median Growth Percentile	59.0	44.1%
Math Median Growth Percentile – Lowest Third	78.0	65%

-School Environment: Meeting Target

-Closing the Achievement Gap: Approaching Target (Scored a 37.4, needed a 38 to Meet Target)

3. In our School Quality Snapshot, we attained the following:

-Improvement on ELA exam (all students): Good

-Improvement on ELA exam (lowest performing students): Excellent

-Improvement on Math exam (all students): Fair

Improvement on Math exam (lowest performing students): Good

4. In 2014, 9% of our students met the state standards on the ELA exam and 3% met the state standards on the math exam.

5. Our students are progressing, but we need to challenge and support them to progress even more, so we can close the achievement gap. Therefore, we continue to focus on how we are using the academic support periods to engage, support, and challenge each of our 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, all students will have participated in four cycles of academic support (small group targeted to individual needs for two hours each week), which will result in 10% of our students meeting the state standards on the 2015 math and ELA exams.

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 			
Program all students for 4-27 minute periods of academic support. These periods will focus on math, ELA, ESL, or developing academic habits, such as organization.	All students	9/10/14 – 6/19/14	Principal, Grade team leaders (Ms. Lasky, Ms. Coulon, and Mr. DiTomaso),

			Instructional Coach (Ms. Sheehan)
At the beginning of each quarter, grade teams will meet to review student data (course pass rates, benchmark assessments, DRP scores, etc.) to group students for the next cycle.	All students	Week of 8/25/14, 11/3/14, 1/20/15, and 4/1/15	Principal and Grade team leaders (Ms. Lasky, Ms. Coulon, and Mr. DiTomaso),
Share benchmark assessment results and DRP results with families throughout the year, so parents can monitor student progress.	All students	10/1/14 – 6/26/14	Parent Coordinator (Ms. Cuevas)
Representatives from the Math and ELA department will conduct presentations on how to read the assessment reports and how to support their child towards success.	All parents	1/8/15 – ELA Presentation 2/5/15 – Math Presentation	ELA teacher (Ms. Coulon) and Math teacher (Mr. Martin)

Part 4 – Resources Needed

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

Principal
Grade Team Leaders
Teachers – Regular Grades
Peer Instructional Coach (Ms. Sheehan) – Funded by our partnership with the Teacher Incentive Fund
Math Achievement Coach (Ms. Rossi) – Funded by our network, Urban Assembly

Teachers – Summer Per Session for Civic Staff Retreat **(\$9,137 – GP48H Rollover T1 Cor 91)**
Guidance Counselor – Summer Per Session for Civic Staff Retreat **(\$992 – GPXGK Fair Student Funding)**

NY Ready Instruction and Practice workbooks for Math and ELA **(\$3,291.60 – PIPK Title I Priority/ Focus Funding)**

Study Halls for teacher collaboration, support, and feedback – 20 hours of Regular Grades Per Session **(\$1011 – GPY5 Title I Priority/ Focus Funding)**

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

Fair Student Funding
Rollover Title 1 Cor 91
Teacher Incentive Funding
P/F Set-aside
Title 1 priority/ Focus funding

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:

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

-Week of February 23, 2015 – 75% of students will have increased the reading level based on the DRP data. The math course pass rate will increase by 10% from the first marking period to the second marking period.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(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.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

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

Each year, our Learning Environment Survey reveals improvement in our efforts to develop and maintain a supportive classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Our parents, students, and staff speak of our school community as a family where they feel welcome and are listened to.

However, our parent and teacher scores are dramatically higher than our student scores. Therefore, we need to focus on how are students are interacting with each other, what social emotional challenges they might be facing, and developing their skills to mitigate these challenges.

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, all students will have engaged in community circles and the Be the Change! curriculum, so that we observe a 10% reduction in OORS occurrences.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <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 	<i>Who will be targeted?</i>	<i>the start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>We are implementing a new advisory curriculum using funding from the NYCDOE’s Office of Safety and Youth Development. This funding provided summer training (7/21/14 – 7/25/14) to key staff who were able to turnkey the community circle approach with the rest of the staff during a summer retreat (8/25/14 – 8/26/14). Additionally, this funding provided us with a curriculum and ongoing training from Morningside Center for Teaching Social Responsibility.</p>	All students are programmed for weekly advisory.	9/4/14 – 6/26/15	Principal, Grade team leaders (Ms. Lasky, Ms. Coulon, and Mr. DiTomaso)
<p>All teachers are programmed for a weekly house (grade) meeting where they use Kid Talk to identify students of concern and actionable interventions.</p>	All teachers and students at risk	9/9/14 – 6/16/15)	Principal, Grade team leaders (Ms. Lasky, Ms. Coulon, and Mr. DiTomaso)
<p>All special education teachers are programmed for a weekly Student Intervention Team meeting with the Special Education Coordinator.</p>	Students at risk of referral and students currently receiving special education services .	9/10/14 – 6/17/15	Special education coordinator (Ms. Evelyn) and teachers (Ms. Lasky, Mr. Martin, Ms. Gavin, Ms. Gropper, and Ms. Sceusa)
<p>House leaders will supervise the implementation of the advisory curriculum by checking in with their colleagues, providing support, and developing additional curriculum materials that are responsive to our students’ needs.</p>	All students	9/9/14 – 6/26/15	Principal, Grade team leaders (Ms. Lasky, Ms. Coulon, and Mr. DiTomaso)
<p>All advisors will complete the DESSA (an inventory of students’ social emotional learning needs). These results will be used to identify the bottom 5% of students for at-risk counseling and other interventions. Additionally, the guidance counselor will use the DESSA results to monitor students’ changing social emotional needs.</p>	Bottom 5% students, based on DESSA	11/1/14 – 6/26/15	Guidance counselor (Ms. Evelyn), Urban Assembly Director for Social Emotional Learning
<p>As a community school, our Resource Coordinator will work with our most at-risk students and their families to mitigate academic, behavioral, and social emotional challenges.</p>	12 students, based on identification by house teams	1/5/15 – 6/26/15	Principal, Resource Coordinator

Part 4 – Resources Needed

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

Principal
 House (Grade) Team Leaders
 Teachers – Regular Grades
 Director of Social Emotional Learning (Mr. Adams) – Funded by our network, Urban Assembly
 Grant funding from NYCDOE OSYD

Teachers – Summer Per Session for Civic Staff Retreat (**\$9,137 – GP48H Rollover T1 Cor 91**)
 Guidance Counselor – Summer Per Session for Civic Staff Retreat (**\$992 – GPXGK Fair Student Funding**)

Teachers – Per session for House leaders and dean (**\$9,393 – GQS7W Title I Priority/ Focus Funding**)
 3 house leaders x 40 hours each = 120 hours
 Dean – Per session 66 hours

Guidance Counselor – Per session (**\$2,170 – GQS07 Title 1 Priority/ Focus SWP**)
 Coaching from Morningside Center for Teaching Social Responsibility (**10,800 – P4QD TL Safe School**)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	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:
 6. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 7. Specify a timeframe for mid-point progress monitoring activities.

January 2015 – OORS occurrences will have been reduced by 50% when compared to year to date data from 2013 – 2014..

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 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.	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.

During 2012 – 2013 and 2013 – 2014, we developed and revised a Common Core-aligned curriculum. This year, our focus is on closing the gap between student performance and the expectations of the Common Core. As mentioned previously, on the School Quality Guide, we were “meeting the target” for student progress, but “approaching the target” for student performance. Therefore, we are focusing on the following three questions while revising our curriculum.

1. What does effective assessment look like and how should it inform instruction?
2. What does it mean to cognitively and meta-cognitively engage the students?
3. How can we support and challenge all of our students?

By differentiating our professional development and systematizing how we provide teachers with feedback on their curriculum, we will develop our teacher's capacity to meet the diverse learning needs in their classrooms.

Part 2 – Annual Goal

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

By June 2015, each teacher will have received feedback on a unit map, lesson plan, and a unit exam from their colleagues using the Danielson Framework for Effective Teaching Domain I and/ or a standards gap analysis protocol, so that 75% of teachers are rated effective or higher on Component 1e: Designing Coherent 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: <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>
Each department team will be programmed for a weekly meeting to conduct inquiry work, provide curriculum feedback to each other, and share effective practices. Department chairs will lead the inquiry cycle and provide curriculum feedback.	All teachers	9/8/14 6/22/15	A department chair has been identified for each department (Ms. Lasky, Mr. Martin, Ms. Buchanan, and Ms. Sheehan). These teacher leaders are supervised by the principal.
Each teacher leader is programmed for a weekly Cabinet meeting with the principal. At these meetings, the principal models the inquiry cycle, norms our understanding of effective curriculum design and feedback, and facilitates the meetings to reflect on school data and determine next steps.	Teacher leaders	9/9/14 6/16/15	Principal
All teachers have been assigned to an Action Study Group to attend to their instructional needs or to attend to a school need. This reflects a differentiated, responsive, and action-based approach to professional development.	All teachers	Launched in October. Action Study Groups meet at least once per month.	Professional Development Committee
The Cabinet will conduct quarterly Learning Walks to reflect on the curriculum and instruction at the school level and to determine our school's next steps. This work, coupled with teacher observations, will inform future professional development and teacher team work.	Whole school	Quarterly	Principal
The staff will engage in community circles during our summer retreat and one Monday afternoon each month to open lines of communication, develop a shared sense of purpose, and strengthen our community.	All staff	8/25/14 – 8/26/14 and one Monday each month	Principal

Part 4 – Resources Needed

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

Principal

Department Chairs

Teachers – Regular Grades

Peer Instructional Coach (Ms. Sheehan) – Funded by our partnership with the Teacher Incentive Fund

Teachers – Per session for Department Chairs

4 Department Chairs x 40 hours each = 160 hours (**\$8,081 – GQTDK Title I Priority/ Focus SWP**)

Teachers – Summer School Per Session for Civic Staff Retreat (**\$9,137 – GP48H Rollover T1 Cor 91**)

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, the principal will review ADVANCE observation data to assess whether 50% of teachers have received an effective or highly effective rating on Component 1e – Designing Coherent Instruction.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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).	HE
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.	HE
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.	HE

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.

At Civic, distributed leadership and teacher teams have been integral to our work. Approximately one-third of our teachers play a leadership role in our school community and all teachers attend weekly department and house team meeting. Each spring, the principal and teacher leaders develop a Theory of Action document to communicate the vision and instructional focus for the upcoming school year. This is done to ensure clear expectations, a cohesive approach to professional development, and a shared vision among all leaders in our community. This Theory of Action is then shared with all stakeholders at the beginning of the school year.

One need that has arisen is for differentiated professional development, as our teachers range with their experience, their years at Civic, and their needs. As a result, we have launched Action Study Groups. The Professional Development Committee identified 3 staff needs and 2 school needs. Based on teacher observations, teachers and paraprofessionals were assigned to a group. During the fall semester, each Action Study Group will meet four times. In between each meeting, teachers identify a new practice they will implement and reflect on it’s effectiveness.

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, all teachers will have participated in two rounds of Action Study Groups, so that 70% of teachers score an overall MOTP rating of effective or highly effective. Action Study Groups will meet at least once a month to study resources and pedagogical literature, identify a change strategy to try, and bring evidence to review the effectiveness of the strategy (i.e. – inquiry work).

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: <ol style="list-style-type: none"> 4. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 5. 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). 6. Strategies to increase parent involvement and engagement 7. 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>
Fall semester: The Professional Development Committee will identify the needs of the staff to create a list of 5 Action Study Groups. Based on observations conducted by the principal and the peer instructional coach, teachers will be assigned to a specific Action Study Group. Our five Action Study Groups focused on Classroom Management, Lesson Planning, Close Reading of Text, Checking for Understanding, and The Work of a Paraprofessional. The groups analyzed lesson plans, read articles and case studies, watched videos of teacher practice, and implemented and monitored new instructional strategies.	All teachers	October 2014 – January 2015)	Principal and members of the Professional Development Committee (Ms. Sheehan and Ms. Manderson)
Spring semester: The Professional Development Committee will identify a menu of Action Study Groups for the teachers to select their preferences from. The process will be the same as above.	All teachers	February 2015 – June 2015)	Principal and members of the Professional Development Committee (Ms. Sheehan and Ms. Manderson)
The staff will engage in community circles during our summer retreat and one Monday afternoon each month to open lines of communication, develop a shared sense of purpose, open lines of communication, and strengthen our community.	All staff	8/25/14 – 8/26/14 and one Monday per month	Principal

Part 4 – Resources Needed

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

Principal
 Teachers – Regular Grades
 Peer Instructional Coach (Ms. Sheehan) – Funded by our partnership with the Teacher Incentive Fund

Teachers – Summer School Per Session for Civic Staff Retreat (**\$9,137 – GP48H Rollover T1 Cor 91**)

Teachers – Per session for teachers who facilitate an Action Study Group or sit on the Professional Development Committee: 30 hours **(1,517 – GQTD M Title I Priority/ Focus SWP)**
 Supplies – **(\$1,000.00 – PGBD Title I Priority/ Focus SWP)**

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February, 2015, the principal will review ADVANCE observation data to determine, based on Measures of Teacher Practice data, that 50% of teachers are receiving an overall MoTP rating of effective or highly effective.

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

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

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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.	HE
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.	HE
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.

Our Learning Environment Survey data reveals that our parents are satisfied with the education their child is receiving, the response they get when they contact the school, the direction of the school, and the ongoing information and communication they receive.

However, we have a small group of students and families who require more supports. Therefore, we wrote the RFP to become a community school and ultimately, we were selected as one of NYC’s brand new community schools. After interviewing three possible community based organizations, we selected East Side House as our CBO partner. Through this partnership, we will hire a full time resource coordinator and provide our students and parents with the wrap around services they need at this 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, we will have assessed the needs of our community with the resource coordinator to identify the services our students and families require, so that our attendance will exceed 92%.

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>
7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust			
In partnership with East Side House and UIM, we will fill the full time resource coordinator position. This coordinator will assess the needs of all students and their families to identify 2-3 critical areas of need.	All students and their families	December 2014 – January 2015	Principal, SLT, and PTA President
The resource coordinator will participate in weekly student success summit meetings with the attendance team, using the AIDP agenda/ approach provided by The United Way.	All students	January – June 2015	Principal, Resource Coordinator, and Attendance Committee
The resource coordinator will attend training with the NYCDOE and United Way to learn about intervention methods and wrap around services that are proven to be effective. These methods and services will be implemented, monitored for their effectiveness, and revised, as needed.	All students	January – June 2015	Principal and Resource Coordinator
Office staff will coordinate the printing and distribution of assessment reports, report cards, and progress reports.	All students and their families	October 2014 – June 2015	Principal, Secretary
We will host three community celebrations in order to welcome our families into the school throughout the year.	All families	December 2014, February 2015, and June 2015	Principal and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal Parent Coordinator Community Resource Coordinator Student Success Committee (Consists of Principal, Parent Coordinator, Community Resource Coordinator, and School Aides) Peak Load Secretary – 46 hours of per session (\$1190.02 – GQTFD Title 1 Priority/ Focus SWP) Non-contractual services (1,214 – PHTP Priority/ Focus Parent Engagement)

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.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		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.

By the first week of February 2015, the needs of our school community will have been assessed by the community resource coordinator, so that our attendance is above 92%. the resource coordinator will have been hired and will have completed the needs assessment for the community.

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Due to the high number of students who enter our school with a Level 1 or 2, all students receive two periods of ELA Academic Support. Test sophistication and readiness	Guided reading, close reading of texts, and skills-based instruction	Small group instruction One on one conferencing	Two-27 minute periods during the day Homework Help: 4-30 minute periods afterschool
Mathematics	Due to the high number of students who enter our school with a Level 1 or 2, all students receive two periods of Math Academic Support. Test sophistication and readiness	Intensive skill remediation on number sense, operations, and numerical fluency.	Small group instruction One on one conferencing	Two-27 minute periods during the day Homework Help: 4-30 minute periods afterschool
Science	Small group instruction One on one conferencing Test sophistication and readiness	Scientific method remediation MoSL preparation and remediation	Small group instruction One on one conferencing	During the school day Homework Help: 4-30 minute periods afterschool
Social Studies	Small group instruction One on one conferencing Test sophistication and readiness	Historical concept remediation MoSL preparation and remediation	Small group instruction One on one conferencing	During the school day Homework Help: 4-30 minute periods afterschool
At-risk services (e.g. provided by the Guidance Counselor,	Group and individual counseling	Conflict resolution Social emotional	Small group and one-to-one	During the school day and afterschool on Thursdays

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>Mental health counseling</p> <p>Young Men and Young Women's groups</p> <p>Provided by the guidance counselor, community school coordinator, social worker, and dean.</p>	<p>health and strategies</p>		
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Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

Strategies for Recruitment

Each spring, the Principal reaches out to local colleges and universities with teacher education programs asking the deans to refer promising teacher candidates. In addition, current teachers are asked to constantly be looking for highly qualified colleagues that would be a good fit at Civic Engagement. We also use all available DOE resources as well as some non-DOE resources to advertise vacancies.

Retention

Teacher leadership roles have been developed to support the growth of our stronger, more experienced teachers and to ensure that their voice is a part of the decision-making process. This work has been supported greatly by our new involvement with the Teacher Incentive Fund. First year teachers are provided with a mentor as well as coaching in the following areas: literacy-based instruction, classroom management, and/ or the Danielson competencies. Several activities are planned throughout the year to celebrate teacher successes and to show our appreciation of their dedication.

Assignments

Assignments are made based on a teacher's capacity to meet the needs of their students and to work collaboratively with their colleagues.

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).

Support

Professional development is provided every Monday and also through the department meetings. In addition, school leaders conduct frequent cycles of observations to provide teachers with support and actionable next steps. Other strategies, such as school intervisitations, peer intervisitations, collaborative lesson planning, curriculum feedback sessions, and modeling of lessons, are also utilized.

Action Study groups – differentiated

External PD

UA coaches

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Instructional Cabinet – All department chairs and instructional leaders sit on the Instructional Cabinet. The Cabinet analyzes student and school data to develop the school’s theory of action, professional development plan, and to determine the school’s next steps.

MoSL Committee

Staff workshops and team meetings are also used to elicit ideas, strategies, areas of concern, and next steps.

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	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
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		Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	\$0		
Title I School Improvement 1003(a)	Federal	\$121,351	x	13-14, 18, 20, 23, and 26
Title I Priority and Focus School Improvement Funds	Federal	\$29,080	x	13-14, 18, 20, 23, and 26
Title II, Part A	Federal	\$0	x	
Title III, Part A	Federal	\$0	x	
Title III, Immigrant	Federal	\$0	x	
Tax Levy (FSF)	Local	\$1,106,296.00	x	13-14, 18, 20, 23, and 26

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) – Urban Assembly Academy of Civic Engagement

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 Assembly Academy for Civic Engagement, 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 Assembly Academy for Civic Engagement 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

The Urban Assembly Academy of Civic Engagement, 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 08	Borough Bronx	School Number 366
School Name Urban Assembly of Civic Engagement		

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 Mary-Anne Sheppard	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Soneya Bonetti	Guidance Counselor Shavon Evelyn
Teacher/Subject Area Megan Lasky	Parent Marisol Estevez
Teacher/Subject Area N/A	Parent Coordinator Johanna Cuevas
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	159	Total number of ELLs	18	ELLs as share of total student population (%)	11.32%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	7
SIFE	4	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12	4	2	4	0	4	2	0	1	18

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	12	4	2	4	0	4	2	0	1	18
Number of ELLs who have an alternate placement paraprofessional: <u>3</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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	7	7					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	7	7	0	0	0	0	18

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)							1	2	4					7
Intermediate(I)							1	3	1					5
Advanced (A)							2	2	2					6
Total	0	0	0	0	0	0	4	7	7	0	0	0	0	18

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	3				3
7	2				2
8	5				5
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	2		1						3
7	5								5
8	8								8
NYSAA Bilingual (SWD)									0

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The MoSL and DRP are two of the assessment tools used in assessing the early literacy skills of the ELL population. Data is analyzed to record growth in reading fluency, reading comprehension and articulation of comprehension in English.

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

The data patterns across proficiency levels on the LAB-R and NYSESLAT across the grades indicate little growth in academic language acquisition.

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 [AMAQ tool](#))

N/A modalities not available.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns across the proficiencies and grades for the ELL population shows little growth in all content areas. ELLs who are Spanish speaking are given textbooks options to take test in Native Language, the differences are minor.

4.b.c. Periodic Assessment not administered in previous year therefore no action has been taken.

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

N/A grades 6-8

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers differentiate to allow for an ELL's sometimes limited vocabulary by using simplified text or restating information. Additionally, subject area teachers deliver instruction and instructional materials designed for ELLs with use of cognates and visuals to make content comprehensible and build vocabulary in a meaningful way. Lastly, subject area teachers translate lessons and provide students with material in native language and English to make connections in English.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

ELLs are continuously evaluated using informal observation and assessments in class by ESL teacher. ELL's continued success is monitored as well using formal assessments such as the DRP for increased vocabulary and grammatical expression. Overall evaluation of the success of the program(s) available for the ELL population will be the growth of progress shown on NYSESLAT and ELA scores from previous years.

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](#).)

1. ELLs are identified initially in the main office upon registration by school secretary, if language other than English is indicated upon registration the ESL teacher Mrs. Bonetti is asked to administer the Home Language Survey. An informal oral interview is conducted with the assistance of a translator (either school staff or family member) during which The Home Language Survey (in their native language if preferred) is administered. If student is new to DOE, LAB-R and/or Spanish LAB are administered by the ESL teacher Mrs. Bonetti within 10 days of the student's admittance. Once eligibility has been identified a formal interview is requested during which Parents/Guardians

are asked to view the Parent Orientation Video and given the Parent Brochure (in their native language if preferred).

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.
2. If a student qualifies to take LAB-R and/or Spanish LAB, one or both tests are administered by the ESL teacher, Mrs. Bonetti within the first 10 days of the students first admit date. If student is taking Spanish LAB, school staff members serve to translate with the ESL teacher present. Once it is determined the student is eligible for ESL services the Parent Brochure, Entitlement and Parent Survey and Program Selection Form are mailed to the students home (in preferred language). Parents/Guardians are asked to meet with the ESL teacher for a formal interview to review options and view the Parent Orientation Video. Parents/guardians are advised that currently ESL services are available in our school and they will be notified by ESL teacher, Mrs. Bonetti and or Parent Coordinator Ms. Cuevas, as other programs become available, additionally they are notified of option to choose school that participates in chosen 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 [\[see tool kit\]](#).)

Entitlement letters and Parent Survey and Program Selection forms are mailed within 10 days of determining student's eligibility (LAB-R results) as an ELL by the ESL teacher, Mrs. Bonetti. Copies are kept on file with ESL teacher. Forms and letters are mailed in preferred language as indicated in ATS. Forms are requested to be returned to the parent coordinator, Ms Cuevas or ESL teacher, Mrs. Bonetti within subsequent 10 days by mail or in person. All forms are kept in main office and copies are kept with ESL teacher, Mrs. Bonetti. As per CR Part 154, students are enrolled in ESL program if forms are not returned.

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.
Entitlement letters and Parent Survey and Program Selection forms are mailed to parent/guardian within 10 schools days of determining identified ELLs. Students are immediately placed into the schools only current option, freestanding ESL program. Parents are asked to return completed Parent Selection Form and make an appointment with ESL teacher, Mrs. Bonetti and/or Parent Coordinator, Ms. Cuevas to view Parent Orientation Video and to review options. Copies of placement letters, Entitlement Letters and completed Parent Survey and Selection Forms are kept on file with ESL teacher, Mrs. Bonetti. The school secretary, Marisol Estevez updates the ELPC screen within 20 days of correspondence being mailed with parent choice or default option if response is not received. All correspondence is done in preferred language.
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.
The ATS report used to determine NYSESLAT eligibility is RLAT. The NYSESLAT is administered in accordance to the NYSDOE testing procedures, guidelines and timelines by the ESL teacher, Mrs. Bonetti.
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. **①**
Records containing trends in parental choice for past several years are not available. They were kept with previous ESL teacher and ELL coordinator, both of whom are no longer with the school. The new procedure is to keep a copy of completed and returned Parent Survey and Selection Forms on file in the Main Office and with the ESL Teacher, Mrs. Bonetti. Year to date no Parent Survey and Selection forms have been returned. As trends develop and program qualifications are met parents will be notified of program changes by ESL teacher, Ms. Bonetti or Parent Coordinator, Ms. Cuevas.

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])?

1. The organizational models for the ELL population is staggered; both push-in and pull-out methods are used. Discreet ESL instruction is given as Academic Support. The program models also vary depending on the model used. Academic support is an ungraded heterogeneous pull-out model, where as the heterogeneous block groupings are seen in using a push-in model.
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)?

2. ESL instruction is implemented in 2 methods of instruction. All students (Beginner, Intermediate and Advanced) receive 4 units of 30 minutes of pull-out ESL instruction per week. Beginner and Intermediate students also receive 4 units of 60 minutes of push-in ESL instruction in ELA classes per week. Advanced students receive 1 unit of 60 minutes of push-in ESL instruction in ELA classes per week. Additionally, all students receive 7 units of 60 minutes of ELA instruction per week.
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.
 3. All content areas are delivered in English. Instruction is made comprehensible for ELLs by providing materials duly in home language and English, the use of visuals, dictionaries and translation services are available as well.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Content instruction is delivered and evaluated using in-house translators, translation services and translation programs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Formal and informal assessments opportunities are provided throughout the year in each of the four modalities of English acquisition in the ESL pull-out model classes and in the ELA classes for each ELL.
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).

6. Instruction is differentiated throughout the year for each of the ELL subgroups. Differentiation is staggered depending on proficiency levels of each of the modalities of English acquisition, assignment pre-assessments and students' strengths and/or weaknesses.

 - 6.a. Instructional plan for SIFE students is making connections of background information to English vocabulary and grammatical rules in a receptive capacity.
 - 6.b. New (3 years and under) also benefit from connecting background information to use of English vocabulary and grammatical rules, however they are expected to produce, replicate and apply information orally and in written work.

6.c.d. ELLs receiving services for 4-6 years and long term ELLs, generally have BICS present; CALP is to be supported through varying modalities of instruction. Reading and writing strategies are to be revisited to ensure comprehension of instruction. Vocabulary of higher order thinking questions are to be dissected.

6.e. Former ELLs are to be aware of their testing accommodations. In addition they have the opportunity to make use of Academic Support ESL services.

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?

. Grade level ELA Reading Program is used to provide access to academic content. By rewording, deciphering meaning(s) and using of synonyms content is made comprehensible and English language is accelerated.

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?

By using both push-in and pull-out methods of instruction, modified instructional materials and an open curricular, ELLs-SWDs are provided with a non-restrictive environment thus ensuring they achieve their IEP and English acquisition goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

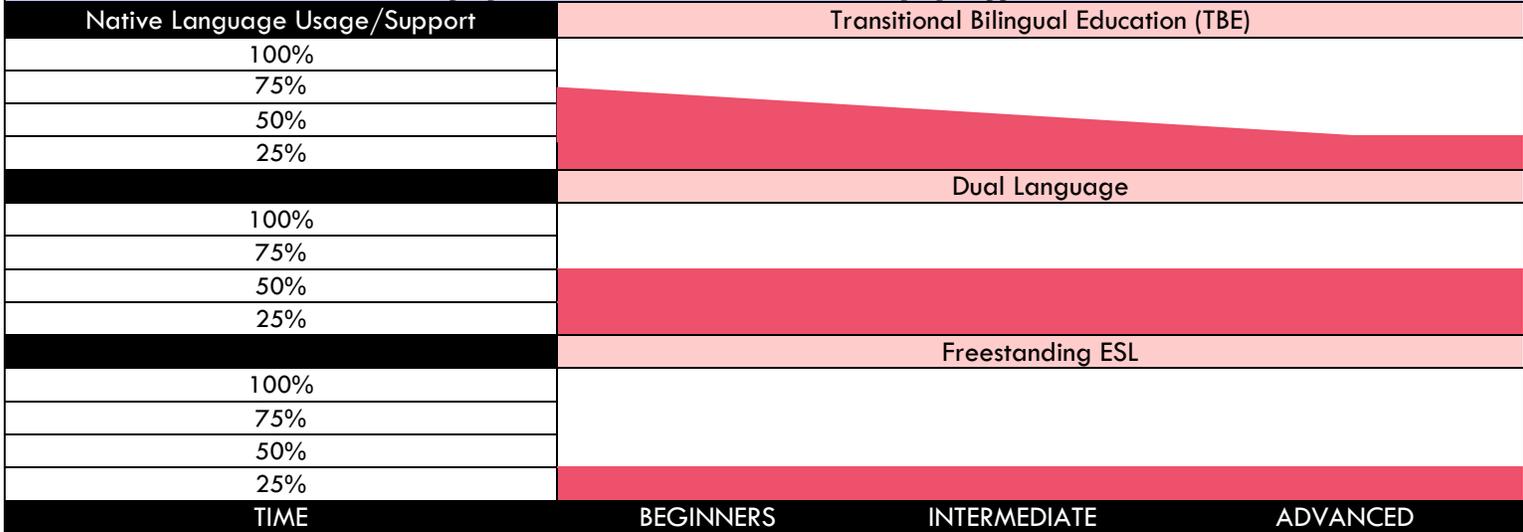
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Currently Freestanding ESL is the only program provided; the push in model of ESL instructions is delivered in ELA, math and the other content areas. Dictionaries are available in all native languages that are spoken in the school. Testing materials and textbooks are available for students in the Spanish language.

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 aligns with the Common Core State Learning Standards. Language development is increased by using the content areas as a medium, enhancing the learning goals in each area.

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

The school is considering the implementation of newer and enhanced software to translate lessons and testing materials to accurately assess content areas. ELA is considering the use of newer developed programming from the Wilson group.

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

No services for the ELL population are to be discontinued.

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

All ELL have access to any and all afterschool programs and services including sporting events and extra-curricular activities. Some of the current and previous activities include painting with Publicolor, Soccer club, afterschool ELA and Math support. ELLs are invited to events verbally in class, in English and in native language if necessary. Parents are made aware of events during Open House, Parent Teacher conferences, Parent Association meetings and by correspondence mailed home in English and native language.

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

ELL have the use of Dictionaries in their native languages and Google translate available to support their content area and English language acquisition.

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

Native language is supported by peers, staff, testing materials, dictionaries and textbooks in the Freestanding ESL program that is available in our school.

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

All curricula corresponds to students' ages and grade levels, it is made comprehensible with the use of dictionaries, technology and ESL methodology used by teachers and paraprofessionals.

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.

Some of the activities that assist newly enrolled ELLs are parent orientation and curricular night.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The ESL teacher Mrs. Bonetti has participated and will continue to participate in Professional Development in all areas pertaining to ELLs. To date she has participated in the following DOE Professional Development Seminars:

- September 13, 2013 Nuts and Bolts Training: Preparing to Serve ELLs and their families
- October 7, 2013: Language Allocation Policy Technical Assistance
- (Scheduled) January 23, 2014: NYSITELL Training

Professional Development for all other teachers of ELL students are to commence the week of 01/13/14 on a weekly basis during House Meetings (dates and times varies by house). They will be conducted by ESL teacher Mrs. Bonetti and will include topics such as: "Making Content Comprehensible to ELLs", "Strategies and Methods to Support ELLs" and "Differentiating Instruction and Scaffolding Techniques for ELLs".

Guidance Counselor, Ms. Evelyn meets monthly The Urban Assembly Academy to discuss topics relating to Special Education Students and ELLs.

2. Additional DOE Professional Development opportunities particularly those relating to incorporating the Common Core Learning Standards in instruction of ELLs will be taken as they become available from the OELL.

3. School Leaders make available all recourses to assist ELLs and their families make the transition from Middle School to High School. ELLs and their families are provided directories and documents in home language by Guidance Councilor, Ms. Evelyn for High School Application. Schools specifically designed to assist ELLs are invited for Information Sessions. Brochures are distributed in English and in home language. Additionally ESL teacher Ms. Bonetti and Parent Coordinator, Ms. Cuevas in addition to the Guidance Counselor are available to meet with and discuss the High School Application process.

4. The weekly House Meetings will contain a minimum of 15minutes of ELL related topics for the remainder of the school year, ensuring a minimum of 6.5 hours of ELL training mandated as per Jose P. An additional Professional Development is being developed for March 2014, exact date to be determined. The House Meeting ELL training and Professional Development will be conducted by the ESL teacher Mrs. Bonetti.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents/guardians are invited to attend any and all school functions and committees, including Curriculum Night, Parent Teacher Conferences and The Parents-Teachers Association. Invitations are sent home in English and in home language. The Parent Teacher Coordinator, Ms. Cuevas conducts follow up phone calls to ensure ELLs and their parents understand the correspondence. School based staff members are available to translate, students who have a home language other than that spoken by staff member are asked to bring a family member/friend or translation services are offered.
 2. The school currently does not have partnerships with any Community Based Organizations that offer workshops or services to ELL parents.
 3. The Parent Coordinator, Ms. Cuevas helps to evaluate the needs of our ELL parents during informal discussions during school based events such as Parent Teacher Conferences. Additionally, calls are made to parents/guardians, by members of the school staff as situations arise to ensure parents of ELLs have recourses available to them. These calls made by school staff serving as interpretation, a family member/friend translating or translating services are offered.
 4. During Parent Orientation, Curriculum Night and Parent Teacher Conferences the school attempts to address the needs of the parents of ELLs as well as develop a ongoing dialogue to foster parental involvement.

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.

N/A

Part VI: LAP Assurances

School Name: Urban Assembly of Civic Engage

School DBN: BX366

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary-Anne Sheppard	Principal		1/14/14
	Assistant Principal		1/1/01
Johanna Cuevas	Parent Coordinator		1/14/14
Soneya Bonetti	ESL Teacher		1/14/14
Marisol Esteves	Parent		1/14/14
Megan Lasky	Teacher/Subject Area		1/14/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shavon Evelyn	Guidance Counselor		1/14/14
	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: 08X366 School Name: Urban Academy of Civic Engagement

Cluster: 1 Network: 105

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our schools written and oral interpretation needs for our ELL and their families include information gathered from ATS reports, HLS and initial or formal interviews given at time of admittance. Ongoing assessments to insure we are meeting needs include school leadership meetings, parent conferences where use of in house staff and parent volunteers are available to translate. Currently of the 18 ELLs, 17 are Spanish speaking and their interpretation needs are met in-house by School Staff, including Pedagogue. The remaining student speaks Arabic and has written and oral intpertation needs met through family members. All needs of ELLs and their families are discussed during weekly House Meetings and conveyd to ESL teacher, Parent Coordinator and Guidance Counselor.

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.

Most of our ELL population and their families receiving their translation and interpretation needs met through in house support staff and faculty. Translation and interpretation services that cannot be addressed with the services we have available are accessed through DOE recourses. This information is made available to the school community by our parent coordinator, our initial support staff upon registration and through the faculty throughout the year at all school based events.

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 required by the DOE to ELL and their families are sent in students preferred language through the downloaded through the DOE website in accordance with the regulated timelines. All informational, educational and general correspondence is translated in house by school staff, faculty or parent coordinator provided or by use of online translation programs and websites. Forms and school correspondence will be translated through the DOE Translation and Interpretation Unit.

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

Oral Interpretation is offered to all families of ELLs, this information is made available continually throughout the school year. All school based events have school personnel available to translate. If language other than those spoken by school personnel is required, the Parent Coordinator, ESL teacher and/or Guidance Counselor call parents/guardians to offer translation services. To date all students of languages that require outside translation services have had family/friends who volunteer to serve as translator. If such an occurrence where school/family cannot provide translations services they will be requested through the DOE translation and Interpretation Unit.

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

The school will fulfill Section VII of Chancellor's regulations A-663 regarding parental notification requirements for translation and interpretation services by distributing "Parental Bill of Rights and Responsibilities" in students' home languages and use of multilingual signs and posters visible to all students and their families, including hallways and main offices.