



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

12X372

School Name:

URBAN ASSEMBLY SCHOOL FOR WILDLIFE CONSERVATION

Principal:

LATIR K. PRIMUS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly School For Wildlife Conservation School Number (DBN): 12x372
School Level: 6-12 Grades Served: 6,7,8,9,10,11,12
School Address: 2024 Mohegan Avenue
Phone Number: 7188234130 Fax: 7188234135
School Contact Person: Latir K. Primus Email Address: Lprimus2@schools.nyc.gov
Principal: Latir K. Primus
UFT Chapter Leader: Carl Abend
Parents' Association President: Yenny Fortunato
School Leadership Team Chairperson: Melissa Thomas
Student Representative(s): Nicholas Bickram, Sienna Diaz

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 01 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)
Latir K. Primus	*Principal or Designee	
Carl Abend	*UFT Chapter Leader or Designee	
Yenny Fortunato	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nicholas Bickram	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mike Gianokokos	CBO Representative, if applicable	
Cadidad Caro	Assistant Principal	
Cynthia Turnquest Jones	Assistant Principal	
Devon Barber	Teacher	
Melissa Thomas	Teacher	
Rosalyn Valoy	Parent	
Bridget Gail	Parent	
Valicia Adderly	Parent	
Ahliya Bickram	Parent	
Sienna Diaz	Student Representative	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Through targeted instruction and staff development UASWC was able to achieve significant gains in ELA and Math according to the NYS 6th-8th exams. In Math we went from 4.9 % proficiency to 14.7% and ELA we went from 9.8 % to 17.4% This was made possible by the use of the Danielson Effective Teaching framework, increased classroom observations, examinations of student work and strategic alignment with our partners Turnaround For Children.

The strength of our SCEP was its focus on the citywide instructional expectations, the Danielson Effective Teaching Framework, and the Common Core Standards. By interweaving all three of these major changes throughout the goals UASWC was able to effectively begin to implement these new systems. All three initiatives were started and every teacher gained a solid understanding of the expectations for each, while beginning to develop their own practice towards those expectations. Our goals centered around us improving instruction through the Danielson Rubric and increased student engagement, curriculum alignment and conceptual understanding of the Common Core. Last year we really focused on developing a coherent instructional core will solidify by unifying CCLS standard and assessment with the Danielson Effective Teaching Framework while simultaneously providing a structure of high supports – both academic and social/emotional for our students who are predominately entering with low proficiency levels and high poverty levels. These supports include an Advisory Program at every grade level, an enhanced Guidance Office with additional personnel and training provided by two key partners: Turnaround for Children and Phipps CDC, in addition to a 5 day after school program funded through Phipps CDC.

In addition we used the SCEP to guide our work around professional development program for staff, maximizing in school time for instruction and professional time for instruction, as well as utilizing outside partner organizations to provide greater social emotional support for students and families. The Professional Development Plan is derived from data from teacher surveys, classroom observations, and Department/Grade Team Meetings. A great deal of emphasis was put on the development of our professional learning community's ability to move teacher practice and incorporate our unique theme and partnership with the Bronx Zoo.

Our commitment to our schools mission towards developing students into high level thinkers has helped us pass our desired benchmarks in the areas of middle school math, ELA and science. The school partners with a wide array of community-based organizations to engage students in various programs on- and off-site that promote social and academic improvements. The school has partnered with a community-based organization that has social workers working with teachers and students during school hours providing students with counseling and social behavioral supports. Group meetings on topics relevant to students, such as bereavement, family, gender issues and cyberbullying, have improved student behavior and engagement in school life as evidenced in the increased number of students attending after school academic and college and career programs. The school is strategically partnered with the Wildlife Conservation Society at the Bronx Zoo that promotes career and college readiness experiences. For example, all students attend science, conservation and career workshops at the Bronx Zoo throughout the year. Some experiences include hands on work with the animals from determining how much to feed the animals using scientific, mathematical and computer tools. Also, students learn about varied wildlife careers by meeting and working with the wide array of professionals engaged in wildlife preservation. The school has low incidents of behavioral problems as evident in their suspension data and the tone and climate in the classrooms, halls and student areas. As a result, students concur that the school supports their academic and social growth by the challenging tasks offered in classes, supports from their social workers, and the wide variety of extra and co-curricular activities, such as the photo pen-pal collaboration with a school in Uganda, students express strong belief that all adults care for their welfare and academic success which motivates them to improve academic and student behaviors.

Across all content areas teacher teams align unit and benchmark assessments and include performance-based questions to meet the Common Core Learning Standards and Regents goals. As a result, compared to last year, the data shows that a majority of students were able to respond to more performance based questions in the Living Environment and Integrated Algebra assessments, which resulted in a significant passing rate on these tests. In the middle school, benchmark assessments indicate an increase in reading levels, English and math, as well as in core subject unit exams, which result in improved student achievement. The school, teachers and teacher teams strategically use assessment data to provide feedback to students regarding their goals and next steps to meet them. Students reflect on their work and peer review using rubrics to guide their thinking and questions. This results in meaningful peer conversations and individualized self-assessment, which guides students to improve their work products.

12X372 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		79.9%	% Attendance Rate	82.4%
% Free Lunch		73.9%	% Reduced Lunch	0.5%
% Limited English Proficient		10.9%	% Students with Disabilities	21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	22.1%
% Hispanic or Latino		71.6%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White		2.7%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.21	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.1%	Average Teacher Absences (2013-14)	6.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.5%	Mathematics Performance at levels 3 & 4	14.7%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	54.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		65.5%	Mathematics Performance at levels 3 & 4	50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		75.5%	% of 2nd year students who earned 10+ credits	72.3%
% of 3rd year students who earned 10+ credits		83.7%	4 Year Graduation Rate	65.7%
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		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		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	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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School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	SIG Recipient
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# 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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
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School Composition (2013-14)				
% Title I Population	79.9%	% Attendance Rate		82.4%
% Free Lunch	73.9%	% Reduced Lunch		0.5%
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Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		22.1%
% Hispanic or Latino	71.6%	% Asian or Native Hawaiian/Pacific Islander		2.9%
% White	2.7%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		6.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.5%	Mathematics Performance at levels 3 & 4		14.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		54.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	65.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.5%	% of 2nd year students who earned 10+ credits		72.3%
% of 3rd year students who earned 10+ credits	83.7%	4 Year Graduation Rate		65.7%
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	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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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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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	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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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			

12X372 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.9%	% Attendance Rate		82.4%
% Free Lunch	73.9%	% Reduced Lunch		0.5%
% Limited English Proficient	10.9%	% Students with Disabilities		21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		22.1%
% Hispanic or Latino	71.6%	% Asian or Native Hawaiian/Pacific Islander		2.9%
% White	2.7%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		6.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.5%	Mathematics Performance at levels 3 & 4		14.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		54.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	65.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.5%	% of 2nd year students who earned 10+ credits		72.3%
% of 3rd year students who earned 10+ credits	83.7%	4 Year Graduation Rate		65.7%
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	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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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			

12X372 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		79.9%	% Attendance Rate	82.4%
% Free Lunch		73.9%	% Reduced Lunch	0.5%
% Limited English Proficient		10.9%	% Students with Disabilities	21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	22.1%
% Hispanic or Latino		71.6%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White		2.7%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.21	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.1%	Average Teacher Absences (2013-14)	6.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.5%	Mathematics Performance at levels 3 & 4	14.7%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	54.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		65.5%	Mathematics Performance at levels 3 & 4	50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		75.5%	% of 2nd year students who earned 10+ credits	72.3%
% of 3rd year students who earned 10+ credits		83.7%	4 Year Graduation Rate	65.7%
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		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		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	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		

12X372 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.9%	% Attendance Rate		82.4%
% Free Lunch	73.9%	% Reduced Lunch		0.5%
% Limited English Proficient	10.9%	% Students with Disabilities		21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		22.1%
% Hispanic or Latino	71.6%	% Asian or Native Hawaiian/Pacific Islander		2.9%
% White	2.7%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		6.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.5%	Mathematics Performance at levels 3 & 4		14.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		54.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	65.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.5%	% of 2nd year students who earned 10+ credits		72.3%
% of 3rd year students who earned 10+ credits	83.7%	4 Year Graduation Rate		65.7%
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	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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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			

12X372 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		79.9%	% Attendance Rate	82.4%
% Free Lunch		73.9%	% Reduced Lunch	0.5%
% Limited English Proficient		10.9%	% Students with Disabilities	21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	22.1%
% Hispanic or Latino		71.6%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White		2.7%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.21	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.1%	Average Teacher Absences (2013-14)	6.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.5%	Mathematics Performance at levels 3 & 4	14.7%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	54.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		65.5%	Mathematics Performance at levels 3 & 4	50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		75.5%	% of 2nd year students who earned 10+ credits	72.3%
% of 3rd year students who earned 10+ credits		83.7%	4 Year Graduation Rate	65.7%
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		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		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	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		

12X372 School Information Sheet

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		79.9%	% Attendance Rate		82.4%
% Free Lunch		73.9%	% Reduced Lunch		0.5%
% Limited English Proficient		10.9%	% Students with Disabilities		21.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.2%	% Black or African American		22.1%
% Hispanic or Latino		71.6%	% Asian or Native Hawaiian/Pacific Islander		2.9%
% White		2.7%	% Multi-Racial		0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.1%	Average Teacher Absences (2013-14)		6.94
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		17.5%	Mathematics Performance at levels 3 & 4		14.7%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		54.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		65.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		75.5%	% of 2nd year students who earned 10+ credits		72.3%
% of 3rd year students who earned 10+ credits		83.7%	4 Year Graduation Rate		65.7%
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		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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	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.

Despite 86% of our teachers earning a rating of effective, our school has a significant amount of work towards developing and implementing rigor within classrooms. The area of concern at UASWC is how to increase academic achievement of many of our students, as measured by results on State standardized assessments. The New York State tests in 2014 show that approximately 17.4% of our students are proficient in ELA. The 2014 test results show a median adjust growth percentile of 77.4% in ELA. The academic performance of special education and English language learners is a major concern for our community, as both groups represent disproportionately high percentage of students performing at level 1 in ELA

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, the median adjusted growth percentile for grades 6-8 will increase to 85 % as measured by the State ELA Assessment and the NYC School Quality Snapshot.

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>
Provide 90 minute reading and writing block almost daily, which includes explicit and demonstrative mini lessons with independent reading, read aloud, popcorn reading, shared reading, open ended discussion, student responses to higher order thinking questions, one on one reading conferences, small group instruction in	ELL's and SWD along with students receiving a level 2 or below on NYS ELA assessments	September, 2014- June, 2015	Literacy Coach, Teachers, Assistant Principals, Principal, Network staff, Teacher Development coaches
Provide differentiated PD in areas of small group, talk, decoding, fluency, pacing, recall and how to provide student feedback in efforts to grow their skill set.	Teachers and students.	September 2014-June, 2015	Literacy Coach, Teachers Assistant Principal,Principal, Network staff, Teacher Development coaches
Maintain collaboration program Turnaround for children and The Urban Assembly staff to utilize support coaches to increase rigor in ELA classrooms	Teachers and students	September 2014-June 2015	Literacy Coach, Teachers, Assistant Principal, Principal,Networkstaff, Turnaround For Children CBO
Offer native language, ELL and ESL instruction provided by certified teachers with support from lightsail reading program and ready program	ELL's, Former ELL's	September 2014-June 2015	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will need to create a responsive block schedule for reading and writing classes to increase engagement. Grade level ELA department meetings for collaborative planning, Grade level ELA department meetings for collaborative planning , content area (science, social studies, and Art)

Part 5 – Budget and Resource Alignment

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

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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.

The Degrees of Reading Power diagnostic will be administered three times a year (Fall, Winter and Spring) to track students' progress, reading level and insights on student skills in decoding and fluency. By February 2015 we expect to a 4% gain in student DRP scores.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	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.

Our learning environments survey from 2013-14 indicates that 60% of students agree or strongly agree that students treat each other with respect. In moving towards 2014-15 school year school culture is a focus that we are looking to improve and create more teacher buy in and accountability we have increased the expectations around student advisors to take more proactive stances in diffusing student to student, student to teacher conflicts.

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.

As evidenced in the learning environment survey for 2013-2014, the number of students who agree or strongly agree that students treat each other with respect will increase from 60 % to 80% %.

Part 3 – Action Plan

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

impact change <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Create administrative structure with two assistant principals for both middle school and high school. Two of our assistant principals will receive DOE training in Respect For All Initiatives.	Assistant Principals, Students	September, 2014-June, 2015	Principal, Assistant Principals
100% of students will receive Respect for All Anti-Bullying curriculum in Advisory program	All Students	September, 2014-June, 2015	Assistant Principals, Teachers
Update and maintain the family handbook in Spanish, English and Arabic to share school policies and empower families.	All Students, Parents	September, 2014-June, 2015	Principal, Parent Coordinator, Assistant Principals
. Our middle school will host six after school anti-bullying nights with workshops for students and families (three-per semester). Peer Mediation program with New York City Mediation created and implemented.	All Students, Parents	September, 2014-June, 2015	Assistant Principals, Turnaround For Children (CBO)

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Newsletter, school calendar, school website, skedula, professional development for staff on parent outreach and involvement, parent workshops. School Open house, community day at the Bronx Zoo

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		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<p>By February 2015 we should see 75% completion and participation rate with the following:</p> <ul style="list-style-type: none"> Parent surveys and feedback NYCDOE School Survey Skedula Parent log ins Number of parents chaperoning trips, Parent attendance at IEP meetings, parent attendance at workshops and school events, Teacher contact logs throughout 2014-15 school year. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe 		Yes		No

specified?				
<ul style="list-style-type: none">• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

All departments will hold high academic expectations, but there was less evidence that all teachers consistently make room in their lessons for personalized, higher level tasks that allow students to develop thinking routines that lead to content mastery across all grade level. This was demonstrated in middle school classrooms by rote tasks that did not differentiate for multiple performance levels. Focusing on tasks that demonstrate student thinking and then adjusting units to allow all learners, including students with disabilities and English language learners more opportunities to explore content, will ensure continued high performance on all types of assessments’.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers and administrators will possess a normed understanding of Domains 1 and Domain 3 of the Danielson Framework for Teaching as a means to strengthen lesson design, assessment, grouping and maximization of instructional time to improve pedagogical delivery. Students particularly struggling students, ELL and SWD students’ will receive extra support through Saturday Academy program designed to provide increased differentiations with higher order tasks allowing students to increase exploration of content.

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>
Teachers will engage in monthly subject area based inquiry teams to analyze student work, create and or refine unites, performance tasks within the curriculum.	Teachers	September 2014-June 2015	Principal, Assistant Principal, Department heads,
Departments will develop monthly CCLS aligned interim assessments	Teachers,	September 2014-June 2015	Department heads, assistant principal, principal
Two full days PD's led by Turnaround for Children focused on increased student engagement through Kagan Cooperative Learning	Teachers	September 2014-June 2015	Turnaround For Children, Principal, Assistant Principal, Department heads,
Parent Involvement component of Saturday Academy with a series of 5 workshops as well as a family college trip.	Students, Teacher	September 2014-June 2015	Teachers, Assistant Principal, Principals

Part 4 – Resources Needed

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

One weekly scheduled professional period as department meeting. One weekly scheduled professional period as department meetings, Turnaround for children partnership, \$4,220.53 in supervisor per session , barrons regents prep books, SAT prep Books, and differentiated workbooks.

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

Part 6 – Progress Monitoring

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

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

Teachers will administer 3 benchmarks per year in their respective subjects.

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).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	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.

Although there is much evidence across departments of teachers supported in improving their practice through actionable feedback received along a common teaching framework, there is less evidence that all teachers are held accountable to their own progress. By ensuring methods that have proven successful with newer teachers are applied to those with more experience, the school ensures the continued growth of all teachers and an increase in student achievement.

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, feedback resulting from our Peer Observation process will include clear expectations for teacher practice for all teachers. Consequently, 100% of teachers will be held accountable for implementing actionable next steps, which will be monitored in each subsequent observation, and used to create the school's Professional Development plan as a means to support teacher development.

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>
Peer Observation protocols and expectations will be established by school administrators and teacher leaders.	Teachers	September 2014-June 2015	Teachers, Assistant Principal, instructional coaches, Turnaround for Children (this partnership provides an instructional coach)
Peer Observation protocols and schedules will be shared with the entire faculty to norm our school's understanding of the intent of the process, the desired outcomes and expectations, and the various opportunities to implement promising practices across departments	Teachers	September 2014-June 2015	Teachers, Assistant Principal, instructional coaches, Turnaround for Children (this partnership provides an instructional coach)
A schedule of Peer Observations will be created to ensure every teacher is observed at least three times by their colleagues.	Teachers	September 2014-June 2015	Teachers, Assistant Principal, instructional coaches, Turnaround for Children (this partnership provides an instructional coach)
Weekly and Monthly Professional Development will focus on the identified areas of need resulting from Peer Observations, with the success and impact of our PD offerings being evaluated in future peer observations and formal observations from administrators. Teachers will be asked to turnkey successful practices from their classrooms with colleagues as part of the PD plan.	Teachers	September 2014-June 2015	Teachers, Assistant Principal, instructional coaches, Turnaround for Children (this partnership provides an instructional coach)

Part 4 – Resources Needed

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

Use/adaptation of proven, research-based protocols including tools and templates from the National School Reform Faculty (NSRF) to create a meaningful process for our school community. 100% of teachers will be included in the schedule and, as much as possible, in the process of establishing the protocols/processes. 100% of faculty will understand this as a process of developmental rather than judgment and understand the various means by which they can receive professional supports, including from their peers. 100% of faculty will understand the process of gathering low inference evidence as a means to generate meaningful feedback to their colleagues, as evidenced in

their completed peer observation templates. 100% of teachers will be able to use evidence from observations to craft feedback that is actionable, meaningful, and aligned to the Danielson Framework for Teaching, as evidenced in their feedback to colleagues.

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	X	Title III		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.

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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.

Each teacher must have conducted three rounds of peer observations by February 2015 in order to complete six for the entire year.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

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

A significant area of concern within our school community has historically been our low level of parent involvement. Its imperative that we continue to nurture and develop this relationship with our parents to best tackle the social-emotional and academic needs of our student body. Analyzed the school annual learning survey across three years and focused on parent data. Found that the areas of safety, expectations, communication and academic expectations could be improved over the year with targeted intervention strategies.

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, parental satisfaction will increase by 3% in all areas as measured by responses on the NYC School Survey.

Part 3 – Action Plan

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

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
Inform all parents of school and district-wide activities, regulations and events via school calendars, students updates and monthly newsletter, updating and maintain the school website in English and Spanish as a means of communication with families and by using the phone master system to inform families of student absences, workshops, school events and class trips, plus the use of agenda notebooks, Skedula, IEP annuals and triannuals to increase parent communications	Students and families	September 2014- June 2015	Parent Coordinator, Assistant Principal, Assistant Principals, Teachers
Encourage family involvement through Parent’s Association, School Leadership Team, school and district committees, ESL classes, fitness and technology workshops	Students and families	September 2014- June 2015	Parent Coordinator, Assistant Principal, Assistant Principals, Teachers
Provide open house to families as a means of introducing families to their new teachers in September	Students and families	September 2014- June 2015	Parent Coordinator, Assistant Principal, Assistant Principals, Teachers
Implement family day at the Bronx Zoo to promote school community and encourage families to utilize the Bronx Zoo as a part of our mission.	Students and families	September 2014- June 2015	Parent Coordinator, Assistant Principal, Assistant Principals, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Newsletter, school calendar, school website, Skedula, professional development for staff on parent outreach and involvement, parent workshops. Parent teacher conferences’ twice a year, parents association, school leadership team meetings, ESL class’s fitness and technology classes. Family day is supported by our partnership with the Wildlife Conservation Society and the Bronx Zoo.

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		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

Progress will be monitored by attendance at various parent outreach events.

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	SWD, ELL's and students who scored lower than a level 2 on NYS state assessments	Common core close reading to text, literature circles of leveled text	Small group instruction and tutoring	Before/After School
Mathematics	SWD, ELL's and students who scored lower than a level 2 on NYS state assessments	Common core aligned intervention practice, re-teach groups, practice problem sets	Small group instruction and tutoring	Before/After School
Science	SWD, ELL's and students who scored lower than a level 2 on NYS state assessments	Common core close reading of non-fiction text, leveled text analysis	Small group instruction and tutoring	Before/After School
Social Studies	SWD, ELL's and students who failed a social studies regents	Common core close reading of non-fiction text, leveled text analysis	Small group instruction and tutoring	Before/After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Any student in danger of failing a state exam	Counseling, peer mediations	One-to-one and small group	Before/After School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
SBO for extended day allows for one weekly meeting per week for ongoing professional development focused on Danielson Framework, self-assessment and peer observations, as well as CCLS curriculum and assessment alignment. The school has instituted Department heads for both Middle School and High School subject areas to coordinate the work, as well as grade team leaders. Professional periods are devoted every day to professional development and team time.

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).
Professional Development is tied to Danielson Framework for effective teaching and teachers specific improvement plans.

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.

MOSL Committee met over the summer and in the fall to review MOSL options and make recommendations. Principal followed the recommendations of the committee that as comprised of elected and appointed representatives.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	436,862	X	19, 21,24
Title I Priority and Focus School Improvement Funds	Federal	104,687	X	16
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	19
Title III, Immigrant	Federal	1,261	X	19
Tax Levy (FSF)	Local	3,615,097	X	10,13,16,19,21

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 12X372

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. [12X372], 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. [12X372] 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) 12X372

[12X372], 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 12	Borough Bronx	School Number 372
School Name Urban Assembly School for Wildlife Conse		

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 Mark Ossenheimer	Assistant Principal Caridad Caro
Coach Violet Davenport	Coach Duane Wardally
ESL Teacher Rosa Dobles	Guidance Counselor Phil Cohen
Teacher/Subject Area type here	Parent Elizabeth Figueroa
Teacher/Subject Area type here	Parent Coordinator Lizzette Hill
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	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)	564	Total number of ELLs	63	ELLs as share of total student population (%)	11.17%
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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	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>							0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out							3	3	3					9
Discrete ESL class										1	1	1	1	4
Total	0	0	0	0	0	0	3	3	3	1	1	1	1	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	18
SIFE	3	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	18

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	0	0	24	3	9	18	0	0	63

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	21	0	0	24	3	9	18	0	0	63
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	0	0	0	0	0								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							10	9	7	14	8	4	2	54
Chinese														0
Russian														0
Bengali											2			2
Urdu														0
Arabic							1	2		1				4
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian									1			1		2
Other														0
TOTAL	0	0	0	0	0	0	12	11	8	15	10	5	2	63

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	2	3	1	0	0	12
Intermediate(I)							3	2	1	4	0	2	0	12
Advanced (A)							6	4	4	7	8	3	0	32
Total	0	0	0	0	0	0	12	9	7	14	9	5	0	56

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	5	1			6
7	6				6
8	4				4
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		5		1		1		7
7	2		2		2		0		6
8	6		1						7
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	0	0	0	0
Integrated Algebra	11	0	3	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	8	0	1	0
Physics	0	0	0	0
Global History and	5	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses Fountas and Pinnel Benchmark Assessment to assess reading skills of all students, including ELLs, as well as the DRP reading test. With these assessments, ESL and content teachers are able to identify the reading level, fluency and comprehension skill of every student. The results guide teachers in choosing the right kind of reading materials for students and help them identify the

- group of students who need a more rigorous instruction when it comes to fluency and comprehension.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELL students show consistent gains in Listening and Speaking skill performance throughout grade and proficiency levels in the LAB and LABR. Reading and writing skills are the educational focus for most ELL students. They are given extensive support from the ESL and literacy teachers through regular reading and writing challenges.
 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](#))
Unavailable
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. ELLs show similar patterns on the NYSESLAT and ELA exams, as the exam formats are similar. It is observed that ELLs in the beginning level across grade levels also score at the level one in ELA while the intermediate and advanced level students score at level 2 at most.
 - b. School leadership and teachers use the results of predictive assessments to monitor student progress and help build education strategies for ELLs. Predictive assessments help teachers modify curriculum and instruction in response to observed strengths and weaknesses of students.
 - c. From the results of the predictive assessment, teachers found out that ELLs need more opportunities to become familiar with academic language in all content areas. For this reason, a specific ELL strategy is employed schoolwide for 6 weeks and evaluated for its effectiveness. Teachers also need to put a high emphasis on test taking skills and strategies. Native language materials and support are used in conjunction with English content and lessons.
 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](#))
not applicable
 6. How do you make sure that a child's second language development is considered in instructional decisions?
All Teachers grades 6-12 work on discipline teams with common planning time devoted to SPED and ELL students. Within this structure, kidtalk, planning, curriculum development and task/assessment modification is jointly planned. Various data points and information are used, including the child's English Language skills, their educational history and background, to assess their current program, and instructional planning. Goals and differentiation are planned into daily lessons as well as long term unit plans.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?**not applicable**
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school mainly uses data from the NYSESLAT and DRP to evaluate ELLs progress. Evaluations are also done by looking at the academic performance and regents pass rate for ELLs, and whether they have acquired sufficient language proficiency to attain academic success.

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](#).)

Students with limited English language skills who have recently arrived in the United States or are newly enrolled in the school are formally screened to help determine whether or not the student is in need of ESL services. Initial assessment includes the completion of the Home Language Identification Survey form during enrollment by Rosa Dobles/ESL Teacher. Ms. Dobles, ESL teacher, also conducts an informal interview of both parents and students in English, Spanish. She is a native speaker, and in the case of another language such as Arabic uses the DOE phone translation service during the enrollment process. Then the LAB-R and the Spanish LAB are administered within 10 days of registration to determine their language proficiency level. The LAB-R is administered and scored by Rosa Dobles, ESL teacher. ESL students take the NYSESLAT every year to determine how well they are learning English. The ESL teacher, Ms Dobles administers the NYSESLAT. Students will continue to receive direct and indirect ESL services until their scores show that they have learned enough to participate in an English only class schedule.

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.

The school sends out an invitation letter to parents to attend the Parent Orientation held during the first week of school in September. During the orientation, parents are shown a video to give them a better understanding of the three program options (bilingual, dual, ESLO they have for their child. They attend a presentation led by Rosa Dobles, the ESL teacher and Caridad Caro, the Assistant Principal to receive a description of services offered through the DOE and at UASWC. They then complete a parent survey for their program choice and are offered a transfer option if necessary. Translators and transition services are provided to parents who speak a different language. Assigned school staff assist the parents during student placement if they have a different choice of program by emailing the office of student placement and the OELL transfer option service. All parent choice forms are stored in the main office in a locked file cabinet. The forms are used to develop programs for the following academic year within the ELL team of teachers and administrators. Should parents choose a different program, the availability of that program is announced through the last parent conferences of the year, in May and via outreach attempts by the Parent Coordinator, Lizzete Hill.

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 [\[see tool kit\]](#).)

Program selection forms are distributed to parents during orientation, by our Parent Coordinator Lizzete Hill. To ensure that all forms are returned, parents are called by the ESL teacher, Rosa Dobles and Parent Coordinator, Lizzete Hill. Some parents, who are initially unable to attend, will be given individual appointments to attend an orientation with Mrs. Rosa Dobles. Letters of entitlement/non-entitlement for ESL and Title III are sent out to parents once the results of their child's LAB-R, LAB and NYSITELL (beginning February 2013). Translations are provided. All returned letters, forms, including continued entitlement letters, and surveys are maintained by the Parent Coordinator, Lizzete Hill in a file in the main office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Scores from the students initial formal assement (LAB-R) and the data from the Home Language Survey form are used to determine the English Language Learners placement in the ESL program of the school. Forms are used in September and in May/June to develop future programs. The preference forms are used in conjunction with NYSESLAT results. The guidance department, SPED department are then emplyed to program and schedule students depending on their grade and proficiency level in pull-out/free standing ESL classes. Placement letters are distributed along with programs in September, and are recorded and maintained by the guidance counselor, Phil Cohen. The ELPC screen is then updated by the Parent Coordinator within 20 days of the start of school, Lizzete Hill, who collects and stores the parent choice letters. Programming for the following year is planned in accordance to the choices that our parents make in September. Continued entitlement letters are distributed along with orientation packets put together by the parent coordinator, Lizzete Hill, and a copy is on file.

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.

At the beginning of each, the RLER is consulted to establish the list of students eligible to take the NYSESLAT, the list of students who take the LAB and LABR is added to the roster. Rosa Dobles, is trained through PD on both exams, and is responsible for administering all three parts of the NYSELSAT. Three other pedagogues, the language teachers and a SPED teacher are responsible for scoring the exams, they are trained by Rosa Dobles.

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](#)

The ESL Program in the school is aligned with parents request by analyzing trends and academic needs of students as demonstrated on the LAB-R and NYSESLAT. The parent choice letters are reviewed periodically by the ESL teacher, trends in choice are analyzed

by incorporating the data into spreadsheets where trends can be tracked and planned for. The trend of the program choice shows that parents have consistently chosen to support the pull-out/push-in, free standing classes model offered by the school. ELLS continue to avail of the ESL services until the time they test out in the NYSESLAT.

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])?
- a. ESL services are mostly delivered through a free standing ESL model with a pull out content-based model for beginning, advanced and intermediate students in the 6th, 7th, and 8th grade during literacy and math periods, and as a stand alone period for grades 9-12th. The ESL teacher delivers instruction to a small group of students according to their proficiency level. Scaffolded support is given through a variety of teacher-generated materials. Each group is paced into a pull-out program for 72 minutes per day with the ESL teacher targeting specific language needs.
- b. ESL students are grouped homogenously in classes, with students from each level of proficiency for a period of time to receive targeted instruction. ELLS have the benefit of peer support in their seating arrangements and during group activities.
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)?

The school ensures that all ELLs receive services for the amount of time required by the state for students at their proficiency level. Classes are organized into ELA and Math blocks for the 6th, 7th and 8th, each of which are 72 minutes per day, and 9-12th of which are 45 minutes per day. Accumulating in 540 minutes for beginners, 360 for intermediate students and 180 minutes for advanced students. In the 6th through 8th grades, ESL instruction is delivered explicitly during literacy and math periods where the ESL teacher works to ensure comprehension and assess ELLs formally and informally during class periods. For grades 9-12th, students are programmed into stand alone classes, within a 9 period day, so as not to interfere with the core class credits required for graduation.

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.

The primary focus of the school is inquiry-based instruction, with curriculum focused on the Common Core Learning standards. Within this general umbrella, a variety of ESL methods are used including communicative methods, project-based instruction, Cognitive Academic Language Learning Approach (CALLA), Sheltered Instruction Observation Protocol (SIOP), and Wuality Techig for the English Language Learner (QTEL). We believe that by drawing from a variety of approaches, ELLs are able to receive instruction appropriate to the content and their learning needs.

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

Newcomers are given the LAB and LAB-R, as well as a review of the home language survey are taken into consideration. State exams and local assessments are provided in student's native language when deemed appropriate and permissible. ELLs are evaluated every marking quarter in their own native language using software available through their ESL teacher, Mrs. Rosa Dobles.

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

The ELL instructor utilizes a variety of assessments both formal and informal to evaluate second language acquisition in all four modalities taking into account the various learning styles of students. Visual learners will benefit from the use of graphic organizers and PPT presentations. To assess these learners we can utilize image prompts for writing, games on the projector (i.e. matching, memory, hangman). Auditory learners are assisted in the learning process through song, rhymes, and lectures. To assess these learners the ELL instructor utilizes song writing, poems and writing round tables. Tactile learners are assisted in the learning process by incorporating note taking skills, drawing and sorting flash cards into categories. The ELL instructor assesses these learners by having them create art that depict different aspects of a story or by creating flash cards for vocabulary words. Kinesthetic learners benefit from activities that allow them freedom to move around and expand energy. These learners are assessed with the use of plays and pantomimes. The DRP exams are used to measure comprehension in reading 3 times a year in December, March and June.

6. How do you differentiate instruction for ELL subgroups?

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

a. This student receives the mandated units of study during regular school hours. The ESL instructor will supplement ESL strategies for these students through extended day or after school programming. To bridge the gap in the skill base, the ESL teacher can give individualized or small group instruction to these students in addition to content area instruction.

b. Newcomers receive the state mandated number of ESL services in the form of pull out classes. They are given instruction that focuses on developing their literacy and math skills in both English and their native language. Instruction is consistent with New York State and New York City performance standards and are supported with supplementary materials such as leveled books, bilingual dictionaries, visual aids, and audio-video materials. During a pull out class, the ESL teacher sits with newcomers and beginning students during instructional delivery and provides additional support to assist them with comprehension. The ESL instructor reteaches content when needed and supports it with ESL modified materials and resources.

c. Students who are ELLs and receiving services between 4-6 years, are mandated to extended day services and Saturday academy to receive support instruction from both the ESL teacher and content area teachers. Differentiation for these students is developed and implemented for each individual student based on assessments in their core and ESL classes.

d. Long term ELL students are mandated to extended day and Saturday academy to receive support instruction and academic intervention from both the ESL teacher and content area teachers. Long term ELLs are also assessed on a monthly basis to monitor and review interventions executed during content specific classes.

e. Former ELLs are provided with access to the ESL extended day program, and are provided with testing accommodations such as extended time and the use of bilingual dictionaries as permitted by state regulations. Throughout the instructional day differentiation strategies, content and products are provided by the ESL teacher in conjunction with the core content teachers.

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?

The ELL teacher is supplied with counterpart textbooks purchased by the school which describe and outline the implementation of ESL strategies to be incorporated into their lesson, they receive indirect support from the ESL teacher who works in conjunction with the special education department. Each grade level material is available to the ESL teacher to use for science, social studies, english and math.

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?

Flexibility is given to the schedule of the ESL teacher in order to give indirect and direct support to teachers and students within the general education setting. There is a push in program and schedule as well as allotted time for the ESL teacher to work with students in small groups or individually. All ESL students are programmed into all classes with their non-disabled peers for their core classes, and are programmed for ESL classes only during their elective periods. ICT class placement is a decision made during annual IEP meetings.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

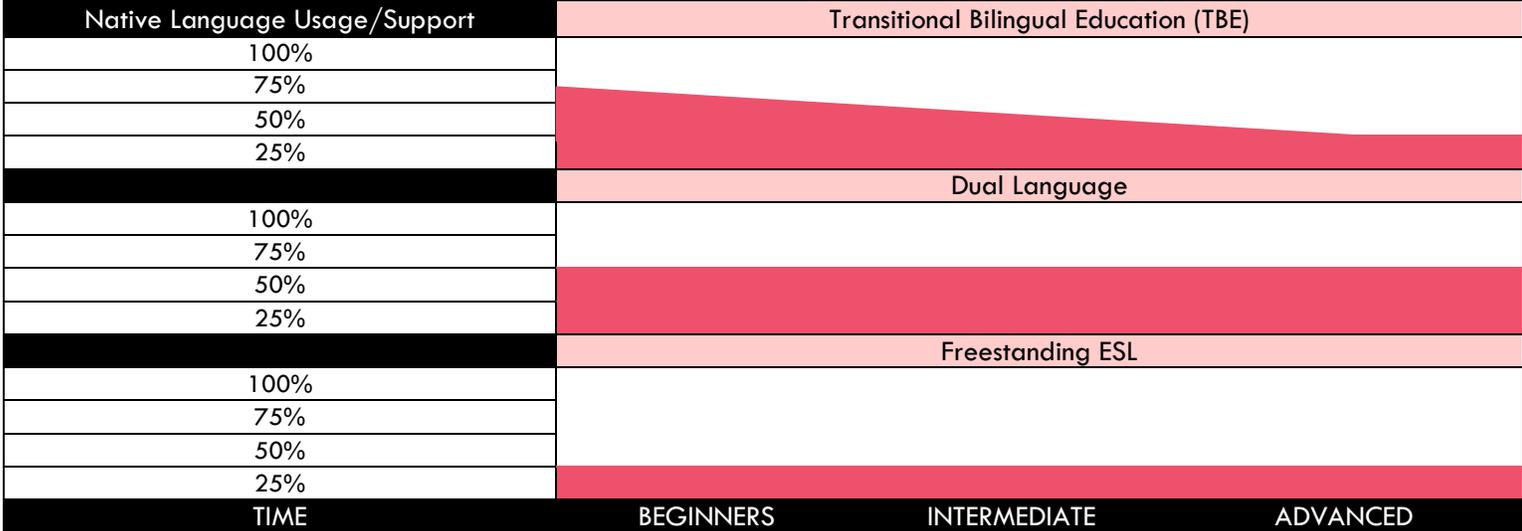
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention programs for ELLs in ELA, Math and other content areas include tutoring opportunities before school, at lunch, and extended day. Beginner, intermediate and advanced subgroups are supported in homogeneous groups for each of these programs, with targeted interventions in science and math. Content teachers and ESL staff assist ELLs with skill building activities and specific comprehension issues. Content is retaught when needed and supported through L1 support and translations, so students have access to content in their own native languages.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- DRP reading assessments show that ELL learners literacy is growing at a compatible rate as their English speaking counterparts, including SWD ELL students. NYSESLAT data shows movement from beginning to intermediate, and intermediate to advanced levels on a consistent basis, with some students passing the NYSESLAT at a rate of 1 out of 12 students. 44% of students move. All general education teachers are made aware of the ELL, SWD, and ELL/SWD students at the beginning of the year with indicators on their rosters. ELL student pass rates in ELA, math, science and social studies are comparative to their non-ELL peers.
11. What new programs or improvements will be considered for the upcoming school year?
- We have added the Tell Me More software curriculum to our pull out classes for this coming year.
12. What programs/services for ELLs will be discontinued and why?
- Currently there are no programs or services for ELLs that will be discontinued, and we will be adding software such as the Tell me more program to our current list of resources.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are given the opportunity to participate in the full academic program of the school, which includes a great deal of experiential learning. This includes arts instruction and frequent field trips. Supplemental services are offered to all ELLs in the form of after school tutoring and Saturday Academy. During these periods, ELLs are exposed to more skill building activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support all ELLs in content areas include leveled books, books translated in languages, visuals, smartboard, audio-video materials. ESL materials include newcomer textbook and workbooks, bilingual dictionaries and glossaries, language manipulatives, instructional games, graphic novels, and flash cards.
15. How is native language support delivered in each program model (IBE, Dual Language, and ESL)?
- Native language is delivered through content-specific scaffolding strategies and bilingual worksheets, content-specific bilingual materials. Students are encouraged to maintain and develop their native language efforts of content teachers and bilingual staff during tutoring periods.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The school ensures that service support and resources correspond to ELLs ages and grade levels by following the state-mandated number of minutes for instruction and by using age appropriate materials and activities that will promote cognitive and linguistic development. These supports are age and grade specific, grouping students by ability and age for tutoring and extra academic support.
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.
- To assist newly enrolled ELL students, the school holds an orientation for parents and students before the school year begins. These activities include an orientation to school procedures and rules, as well as help in understanding their program. They are paired with bilingual students who mentor them through their first days at school. A parents' conference is held in the fall and in the spring to inform parents of their child's progress in school.
18. What language electives are offered to ELLs?
- Currently, Spanish is the only language class given.
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)?

Not applicable

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 instructor and literacy teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars. PD occurs every Wednesday of every week, with whole staff.

2. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas, specifically in aligning CCLS instruction to ELL student needs. For ELLs who transition from middle to high school, the Parent Coordinator, the Guidance Counselor, and the ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. Guidance counselors attend network training sessions in order to assist ELLs as they transition.

3. We are a 6-12 school, transition from middle school to high school is seamless. For ELLs who transition from middle school to high school, the Parent Coordinator, Guidance counselor and ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. School leadership meets with guidance and ESL staff to plan transition activities and dates.

4. Content area staff will be exposed to a minimum of 7.5 hours of ESL strategy training during the 2013-2014 school year during Wednesday PD session and Chancellor Day workshops. These workshops and PD will cover best practices, ELL strategies for gened teachers to execute and assessment analysis of ELL student progress. A record of these workshops and PD are kept with attendance and agenda sheets.

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. The UASWC ESL program and larger school community create consistent opportunities for parental involvement through family conferences November, February, and June; formal and informal advisory calls and meetings, and an open school policy in relation to parental visits. The PTA holds monthly meetings in which two are devoted to literacy strategies for the home in a workshop format. These are led by humanities teachers and supported by ESL teacher. The SPED department in conjunction with the ELL teacher, conducts specified workshops for ELLs with IEPs twice a year, such as "reading the high school transcript" in the fall and Spring. Translations services are provided by native language speaking pedagogues.
 2. The school is currently partnered with PHIPPS Community Development (PCD). PCD attends Back to School night in September to inform and describe all of their programs available to parents that includes English Language classes, computer classes, and GED programs. These programs and activities help to increase language acquisition, job opportunities, and aid in attaining a high school diploma.
 3. The school evaluates parents' needs from the data they supplied in questionnaires and interviews. A questionnaire surveys the social, academic and financial needs of families, which helps determine the type of workshops and classes the school and PCD make available. The parent coordinator, Lizette Hill, distributes the surveys at the beginning of each school year.
 4. Parents of ELLs also need to be proficient enough in the English language to be able to help their child improve their own literacy skills. The ESL evening classes offered by PHIPPS is a great tool to overcome the problem of the language barrier. These classes are given on a weekly basis, depending on parent schedules. Attending the parent conferences also help them keep track of their child's academic progress in school. Translators are offered in Spanish and Russian for the family conferences, or arrangements are made for DOE phone-based translation services.

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.

ESL is included in the SIT team and in SPED, discipline department meetings to ensure the ESL student needs are met at various access points.

Part VI: LAP Assurances

School Name: UASWC

School DBN: 12x372

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Ossenheimer	Principal		11/7/13
Caridad Caro	Assistant Principal		11/7/13
Lizzette Hill	Parent Coordinator		11/7/13
Rosa Dobles	ESL Teacher		11/7/13
Elizabeth Figueroa	Parent		11/1/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
Violet Davenport	Coach		1/1/01
Phil Cohen	Guidance Counselor		11/7/13
Shannon Curran	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: 12x372 School Name: Urban Assembly School for Wildlife

Cluster: 1 Network: 5

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 home language survey is used to identify family needs in translation and interpretation. Parent conferences, interviews and outreach confirm the needs of families. We have five families who require translation services in Spanish and one is Arabic. Written translation is provided through our in school program of Skedula and Pedagogues who speak the language provide oral translations when necessary. These findings are shared with the staff during grade team meetings, especially prior to parent conferences.

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.

Non-English speaking families are provided with documents in their native language and a staff member who speaks their native language during conferences, meetings and assemblies. When a staff member is not available to translate, or one is not available in a particular language, the school uses the over the phone translation service provided through the DOE.

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.

Our in school system allows for progress reports and report cards to be printed in the language identified on the survey, and all of our parent information documents are translated into Spanish, Albanian, Arabic, and Bengali, as per our population by Google translate or staff members fluent in those languages, or by the interpretation unit of the DOE through formal requests.

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.

Translation and interpretation needs are met through staff and parent volunteers, coordinated by the Parent Coordinator, Lizzette Hill. Otherwise, the over the phone translation service is used.

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>.

Parent's Bill of Rights are provided in alternative language at orientation, open school night and during parent conferences. A sign in the main office, in various languages indicates the translation services that are available to parents. Information on how to reach the school, for non-English speakers, is indicated on the Student Handbook, as per the safety plan.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

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

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: UA School for Wildlife Conserv	DBN: 12x372
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 52
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 1
of content area teachers: 7

Describe the direct instruction supplemental program here and include the

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

Begin description here: All ELLS in middle school and high school receive supplemental Title III enrichment ELA/ESL instruction twice a week for 60 minutes from an ESL teacher who team teaches with an ELA teacher. Student scores on the ELA and NYSESLAT exams indicate that our ELL students need support to increase their achievement. This will help accelerate student achievement and development in academic achievement. Our program stretches between November and May. There are two programs, the Title III afterschool enrichment program and the Saturday literacy enrichment program. The ESL and ELA teachers teach 6-8 on Mondays and Wednesdays, 4-5, and grades 9-11 on Tuesdays and Fridays from 4-5. The Saturday program is scheduled to occur for 6 Saturdays a semester, 3 days of which are dedicated to middle school and 3 which are dedicated to Highschool. 6 days are held between November and January, the other 6 are held between the months of April to early June. Expected outcomes are to achieve higher levels on the NYSESLAT and within content areas. Students also have access to technology such as smartboard, computers, e-books and other interactive materials to support them in building vocabulary, achieve reading fluency, and improve reading comprehension across curriculum content.

Program: Title III Afterschool enrichment program

Students: Middle School ELLs – grades 6 – 8

Total number of ELLs: 30

Focus: Building vocabulary, fluency, and comprehension (Achieve 3000 and Words Their Way)

Rationale: Students are grouped according to NYS ELA proficiency level and DRP reading scores, years in the country

Schedule: 12 Sessions

- November 17th, 2014 -May 18th, 2015
- Mondays and Wednesdays from 4:00 to 5:00 PM

Name of Teacher & Certification:

Part B: Direct Instruction Supplemental Program Information

- ELA Teacher: Judy Murray 7-12 ELA
- ESL Teacher: Rosa Dobles 6-12 ESL

Program: Title III Afterschool enrichment program

Students: High School ELLs – grades 9 -12

Total number of ELLs: 26

Focus: Building vocabulary, fluency, and comprehension Achieve 3000, Words Their Way, Wilson

Rationale: Students are grouped according to language ability, home language, ELA and DRP reading assessments and NYSESLAT.

Schedule: 12 sessions

- November to May 11/18/2014-05/15/2015
- Tuesdays and Fridays from 4:00 to 5:00 PM

Name of Teacher & Certification:

- ELA Teacher: Veronica Cepellos 7-12 ELA
- ESL Teacher: Rosa Dobles 6-12 ESL

Program: Title III Saturday Literacy Enrichment Program

Students: Middle School – grades 6 – 8

Total number of ELLs: 15-30

Focus: Achieve 3000, ready gen, Words Their Way, Wilson

Rationale: Students are grouped according to language ability, home language, ELA and DRP reading assessments and NYSESLAT.

Schedule: total of six classes

- November to January and April to June 11/15, 1/10, 4/11,4/24, 6/6
- Saturday 9 AM- 12 PM

Name of Teacher & Certification:

- ELA Teacher: Victor Roman 7-12 ELA

Part B: Direct Instruction Supplemental Program Information

- ESL Teacher: Rosa Dobles 6-12 ESL

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ESL instructor and literacy teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars. PD occurs every Wednesday of every week, with whole staff. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas, specifically in aligning CCLS instruction to ELL student needs. For ELLs who transition from middle to high school, the Parent Coordinator, the Guidance Counselor, and the ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. Guidance counselors attend network training sessions in order to assist ELLs as they transition. We are a 6-12 school, transition from middle school to high school is seamless. For ELLs who transition from middle school to high school, the Parent Coordinator, Guidance counselor and ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. School leadership meets with guidance and ESL staff to plan transition activities and dates. Content area staff will be exposed to a minimum of 7.5 hours of ESL strategy training during the 2014-2015 school year during Wednesday PD session and Chancellor Day workshops. These workshops and PD will cover best practices, ELL strategies for gen ed teachers to execute and assessment analysis of ELL student progress. A record of these workshops and PD are kept with attendance and agenda sheets. A major focus of our PD series is intended to assist Gen Ed classroom teachers, bilingual teachers, and instructional personnel on how to implement Sheltered Content Instruction while teaching English language learners with diverse abilities. Teachers will learn how sheltered instruction signifies the teaching of content area knowledge and skills in a more understandable way. A portion of our weekly planning time devotes time for teachers to come together and read research based information and come to a shared understanding and thinking in regards to finding way to teach academic language on

Part C: Professional Development

the secondary school level. Through much professional development and through a balanced literacy program ELL students are an integral part of the classroom. Teachers will learn and use strategies such as grouping students who speak the same native language and English speaking students to partner with ELL students so that the English Language Learners have a conduit to both give and receive information in the classroom. Professional Development akin to an ICT structure will allow teachers to use best practices around using A push-in model also aids in the acceleration of the ELL students because they are active in the same instruction that all their classmates receive with additional assistance from ESL specialists with an increased emphasis on improving academic vocabulary.

Continued professional development will be provided by ESL teachers, outside sources and through teacher intervisitation so that classroom teachers know what strategies to use and what barriers to expect when teaching children in various levels of language acquisition. Books in students' native languages are helpful in supporting ELL students' transition from their native languages to English.

1. Welcoming English Language Learners. Conducted on November 06th, 2014 by Principal to ELA and ESL teachers from 7:00 AM- 8:00 AM. Audience: 8 ELA and ESL Teachers

Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

2. Environmental and Classroom Elements that Promote Acceptance. Conducted on November 13th, 2014 by Principal to ELA and ESL teachers from 7:00 AM-8:00 AM. Audience: 8 ELA and ESL Teachers

Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui. Audience: 8 ELA and ESL Teachers. Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

3. Nurturing Relationships with Families. Conducted on November 20th, 2014 by principal to ELA and ESL teachers from 7:00 AM-8:00 AM. Audience: 8 ELA and ESL Teachers. Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

4. Effective Classroom/ESL Strategies for Teaching English. Conducted on December 06th, 2014 from 7:00 AM-8:00 AM. Audience: (include number of teachers) 8 Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

5. Sheltered Instruction for teaching content area knowledge and skills in a more understandable way. Conducted on December 13th, 2014 from 7:00 AM- 8:00 AM. Audience: 8 ESL and ELA Teachers

Part C: Professional Development

Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

Part D: Parental Engagement Activities

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

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

Begin description here: A series of parent workshops will be conducted throughout the course of the year in school by our ESL coordinator, bilingual teachers, and the social worker on topics such as homework help, emotional and social issues that ELLs encounter at home, and other topics that would help parents assist their children's learning and maintain a good relationship with them.

Additional efforts have been made to connect parents with ESL classes through PHIPPS Community Development, one of the school's partners. PHIPPS came to one of the parents' meetings and described all of their programs available to parents and signed up a number for their various classes. Translation is provided by school staff who speak Spanish at parent-teacher conferences. For other languages, DOE translation services are used as needed. Because most of our ELL students are native Spanish speakers, this system allows for an automatic translation into Spanish of all information. In addition, have an ELL parent night once a month, our first was December 12th, 2014. We will continue to work on a plan to engage these parents during the school day since these parents tend to be the most disengaged from the school. Our ESL teachers, community partner Phipps and school administration will aid our parent coordinator in outreach in both english and the native languages of the ell students. Topics for workshops offered to parents to reinforce their understanding and support the learning of english for their children. Topics to be included will be the following:

1. What is ESL and ELL services (October 7th, 2014, 11:00 AM- 12:00 PM). Conducted by Parent Coordinator, AP, ELA and ESL Teachers. Audience: Parents of ELL's.
2. How can parents support Sheltered Instruction (November 18th, 11:00 AM- 12:00 PM). Conducted by Parent Coordinator, AP, ELA and ESL Teacher. Audience: Parent of ELL's
3. English classes for parents with limited english proficiency. (December 16th , 2014 11:00 AM- 12:00 PM). Conducted by Parent Coordinator, AP, ELA and ESL Teacher. Audience: Parents of ELL's

Part E: Budget

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

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