



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

13K350

School Name:

URBAN ASSEMBLY HIGH SCHOOL OF MUSIC AND ART

Principal:

PAUL THOMPSON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly School of Music and Art School Number (DBN): 13K350
Grades Served: 9 - 12
School Address: 49 Flatbush Ext. Brooklyn, New York 11201
Phone Number: 718.858.0249 Fax: 718-858-0492
School Contact Person: Alma Encarnacion Email Address: aencarnacion5@schools.nyc.gov
Principal: Paul J. Thompson
UFT Chapter Leader: Augustine Rodriguez
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Brooklyn, New York 11221
Superintendent's Email Address: KWatta@schools.nyc.gov
Phone Number: 718.455.4635 Fax: 718.455.4684

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Brooklyn, New York 11201
Director's Email Address: BFitzge@schools.nyc.gov
Phone Number: 718.935.3954 Fax: 718.935.2382

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Paul J. Thompson	*Principal or Designee	
Augustine Rodriguez	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

UAMA is centered on the belief that by enabling our students to decode the complex world around them and effectively express themselves, we will develop mature, critically thinking individuals with the skills to make them college ready, so to confront whatever lies in their future. In order to achieve this we must provide students with a rigorous advanced curriculum at every grade level to ensure their preparedness to take college classes. UAMA's structure for improvement seeks to provide students and teachers with the necessary supports to achieve the common mission of the school. In order to accomplish this, school structures focus on strengthening the instructional core to create a culture that promotes students to think like college students and problem-solve like professionals in the workplace. The following highlights UAMA's structures for improvement:

College Readiness Structures:

Key Cognitive Strategies and Project-Based Learning

- At UAMA, we prepare students to be college ready, to know how to investigate answers to complex problems. As such, we teach skills aligned to David Conley's five Key Cognitive Strategies (KCS). The KCSs are skills that are found in every discipline, in every classroom at UAMA; Problem Formation, Research, Interpretation, Communication, Precision. All course outcomes are the Key Cognitive Strategies, presented from the lens of the specific academic discipline. Everything we do is to improve our students' literacy and problem solving skills (KCS). For example, the content (Their Eyes Were Watching God , food webs, Civil Rights era, solving equations) is used to teach those skills. The best way to have students practice these skills is through projects in which students are asked to practice solving problems.

Full Time College Office

- We employ a full time College Counselor dedicated to running the College Office that provides programs and supports to all grade levels.

Blue Engine Partnership

- We partner with the Organization, Blue Engine, who's support provides four additional educators who push-in to both ELA and Math classes in 9th and 10th grade. The expectation is that with at least five educators in the room support differentiated instruction, student will achieve college ready scores in both the ELA, and Common Core Algebra Regents.

Five-Week Project Unit

- UAMA utilizes a school-wide planning tool, the Five Week-Unit Project. In order to align our instructional work and ensure that all students are receiving clearly articulated and consistent expectation in all classes, all teachers will organize their instruction around a 5-week unit/project instruction model. The 5-week time frame is consistent with the school wide marking period calendar and is designed so that students have to produce a final KCS aligned deliverable (project) at the end of the five weeks. Each teacher has access to a personal Google Doc account containing the Five-Week Project Unit Planner. This new planner is divided into two sections, the Project Outline, and the Daily Pacing Calendar. First teachers must fill out the Planner articulating the Project Description - the deliverable students will be responsible for at the end of the 5-week unit. Deliverables are rigorous, KCS aligned products that students will create utilizing the core skill(s) they have practiced over the course of the unit. Teachers should structure each deliverable such that students

must; 1) Read from a set of rigorous resources provided by the teacher; 2) Write about what they are reading/processing, including opinions/conclusions they are forming; 3) Defend a position or a conclusion that they have developed in the course of their work. Deliverables are not, tests, quizzes, or worksheets. Once a teacher has articulated a Project Description and the relevant KCS that students will need to practice to complete the deliverable, they will then use the Daily Pacing Calendar to articulate mini lessons for the five weeks, using a modified workshop model. The expectation of the modified workshop model is that students are given at least 30 minutes of independent class time to practice the KCS skills that they will be responsible for in completing a proficient deliverable at the end of the 5-week unit. This means that as a general rule teacher mini lessons should not run longer than ten minutes. The focus here is to make students responsible for mastering their KCS skill proficiency. In order to master those skills students need time to independently practice them. If teachers are lecturing, students aren't practicing.

Reading and Data Conferencing

- Our students learn best when they can set goals, practice the skills to achieve the goals, and then review their progress. As such we employ conferencing as a regular part of classroom instruction. In Reading Conferences, students set goals around their own reading; data conferences have students setting goals around their most recent Regents-based or unit assessment. Teachers plan a calendar of 10-minute conferences in which students review evidence of their progress. Classes conclude with a 10 minutes "share out" of what was learned, run by students. In content conferences, students come to the conference prepared to share a content challenge with which they are grappling. In the conference setting the teacher supports the student in identifying ways to overcome that challenge and then goal setting so that the next time the student has a similar challenge he is equipped to independently persevere. The fifth class assignment for many teachers will be a "Need to Read" class, which employs reading conferences and sustained silent reading. For Regents review courses, teachers are expected to conference with students around performance on mock Regents exams as well as aspects of the content that are presenting challenges. In both of these types of classes, teachers design short mini-lessons to address the learning needs as articulated through the available data and support with direct differentiated conferencing.

Learning Outcomes and Grading: Skedula

- At UAMA we recognize the limitations of the traditional grading system. What is a B? What is a D? What do the recipients of these grades actually know? What skills or content are they missing? What happens when a student fails a class – is she behind forever, destined to play the "catch up game," and never seeing a clear path for learning the missed skills? What about high-achieving students who languish in classes "learning" skills they already know? In order to clarify what students know and do not know, UAMA uses a standard-based grading system called Skedula. Skedula is like a grade book that enables teachers to track individual students' rates of proficiency against learning outcomes. It is an organizational tool that will support true backwards planning. In Skedula students are rated High Performance (HP), Proficient (P) or Not Yet (NY) for every learning outcome. Throughout their high school experience, students can change their NY's, into P's, or HP's by demonstrating proficiency in the learning outcomes. This can happen over the course of the year, or in years following by subsequent teachers of that subject. Students never fail, they are just not yet proficient, and they can take individual action at any time to demonstrate proficiency in the skills with which they struggle. To matriculate into the next grade, students need to achieve proficiency in 70% of outcomes in all of their classes. To be eligible for top colleges (an A or B student in the traditional grading), students need to demonstrate High Performance in their learning outcomes. **Proficiency is determined by the evidence of learning;** projects, papers, tests, presentations, discussions, homework, special assignments – everything in class in which students can demonstrate proficiency in outcomes. EVIDENCE OF LEARNING IS NOT MERELY COMPLIANCE. When developing outcomes all teachers are to provide to students clearly articulated rubrics and examples of what Proficient and High Performance look like. Skedula also offers ways to pinpoint the skills many students have not yet learned, enabling teachers to effectively differentiate instruction to meet the missing outcomes. The high-achieving student also has a path: pursuing high performance ratings. Teachers will be assigned students to advise, with the primary purpose of tracking students' ratings. Every term parents will receive a list of students' High Performances, Proficients and Not Yets in every class's outcomes. Over time, students will become aware of what they individually need to do to achieve proficiency. This will empower students to take ownership of their learning, because they have a clear path for achieving proficiency. All grades are available online to students, parents, teachers and administrators. This grading system requires teachers to

train students to log in frequently. Progress Reports are sent home at the end of every marking period, and report cards are sent home at the conclusion of the semester. These reflect student progress in Skedula.

xStudio

- At the Urban Assembly School of Music and Art the arts are taught primarily through the xStudio program. The xStudio faculty is comprised of professional artists who teach at UAMA through its various institutional partnerships. The curriculum for these classes is created by the xStudio faculty and is generally project driven—employing the same core aspects of methodology are required; introduction to language, history and context of a given art, direct experience with the form (XStudio faculty lead student projects), and reflection of the process (performances, writing, and assessments)

Teacher Feedback Structures

- Inter-Visitations: Teachers coordinate and lead departmental and inter-visitations as well as inter-departmental visitations. They collaborate to establish protocols, develop tools, and decide on the specific lens with which to guide inter-visitations. All inter-visitations are Danielson aligned

- Observations: Teachers at UAMA begin the observation cycle, whether formal or informal, with a self-evaluation. When observations begin, conversations are grounded in evidence from low inference transcripts of class visits with the purpose of targeting areas for improvement.

Teacher Team Structures:

- Common Planning: UAMA strategically provides teachers with a period of daily common planning. Teachers use this time to meet in department and grade team meetings to engage in: inquiry work, skill gap/ data analysis, curriculum development, and sharing best practices.

- Co-Teaching: The co-teaching model at UAMA is unique because it is not limited to classes with a special education population. UAMA utilizes three different co-teaching models: simultaneous teaching where two teachers teach the same lesson to two smaller groups, lead teaching where one teacher teaches and the supporting teacher assesses, and a blended learning model where one teacher leads the lesson while the second teacher facilitates learning using online tools.

- Facilitators Meeting: Weekly, Department and SLC facilitators meeting with administration to plan for the week and receive leadership coaching . Grade Team Leader meetings are scheduled twice a month, so that Team Leaders may have a chance to meet with admin and discuss team progress and strategies that may be implemented going forward.

Credit Accumulation:

- Focused Credit Accumulation- Data collected and interpreted by our teacher teams has been the driving force behind getting and keeping UAMA students on track for graduation. Each teacher team is been directed to focus on lower achieving groups of students and what their specific needs are in the classroom. The Inquiry work that has been done with these groups has helped to ascertain why these particular students initially fell behind and to develop appropriate corrective measures that will fit the needs of each student. What has developed from these studies are practices like Saturday school, credit recovery, teacher PD in differentiation and lesson design and a more general raised awareness by staff and student alike as to where each particular student stands in credit accumulation.

- Monitoring of Student Progress- Guidance counselors and teacher teams regularly monitor every student's progress towards graduation and collect data that informs not only future programming but test prep, after school tutoring and lunch and learn sessions.

- Trimester Schedule- Comparison of data to our first year of using trimesters (school year 2012-13) has given us a trimester baseline year to which our inquiry work can compare credit accumulation progress for all of our students. We expect to see significantly increased credit accumulation by the end of this year. Our use of the first trimester as a skills based trimester has increased student engagement and success so far.

Attendance Structures

- Attendance Incentive Program: Our yearly attendance to date is 81%. We will work to increase this by creating an Attendance Incentive Program. Students are rewarded with incentives for consecutive days present and on time. The funding for this program is grant based.

- Attendance Awards: At school assemblies, planned by each grade team, awards are given to students for perfect attendance throughout each trimester.

- Outreach: Skedula and School Messenger are utilized to automatically calls home every day for each absent student. Teachers additionally use the School Messenger tool to conduct outreach for period lateness.

Overall, teachers' professional periods are used for student academic interventions, advisory, student government, and grade level assemblies. Our teacher teams are vehicles for monitoring and adjusting our instruction to meet our stated goals and the needs of every child. Every aspect of the school's program is monitored and revised continuously as we work for effective teacher practice to increase student development and achievement.

13K350 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	393	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	8	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	7	# Drama
				N/A
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	74.7%	% Attendance Rate		80.8%
% Free Lunch	80.5%	% Reduced Lunch		7.1%
% Limited English Proficient	1.8%	% Students with Disabilities		22.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		76.9%
% Hispanic or Latino	21.3%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		6.46
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	62.9%	Mathematics Performance at levels 3 & 4		39.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.9%	% of 2nd year students who earned 10+ credits		68.6%
% of 3rd year students who earned 10+ credits	60.2%	4 Year Graduation Rate		59.5%
6 Year Graduation Rate	66.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
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		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 Science (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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> Strengths: <ul style="list-style-type: none"> o The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. o The entire staff has incorporated the use of the five-week calendar, developing KCS project based instruction, Need-to-Read conferencing protocols, Skedula, and what we learn from the Blue Engine Partnership as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills. Needs: <ul style="list-style-type: none"> o The school and staff needs to continue to work on establishing systems and routines to analyze formative and summative data to inform classroom instruction. o The school and staff needs to continue to work on providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level 		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will improve pass rates of the Common Core Algebra, Global Studies, and ELA Regents exam by 10%, the school will improve credit accumulation in all grades by 10%, the school improve the four year graduation rate by 20%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, All Teachers</p>
<p>Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction,</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>

differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment			
Instructional support of student progress such as tutorial and Regents prep will occur in all classes, Advisory, and during after-school and/or Saturday opportunities	All Students	September 2015 – June 2016	Principal, All Teachers
Students will be supported by a variety of strategies including the use of binders, students agendas, Cornell Notes, Academic and Content Vocabulary, text annotation and close reading, Socratic Seminars, Project Based Learning and Common Core aligned units	All Students	September 2015 – June 2016	Principal, All Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will need time for participating in staff development, planning for implementation of strategies in instruction, providing tutorial for students, and supplemental instructional resources such as releases Regent exams and technology.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> Teachers will select a mid-point benchmark (i.e. released Regents exam, teacher created assessment, NYCDOE benchmark assessment.) Selected benchmark will be administered and graded by the end of January 2015. Assessment results will be analyzed by entire staff to inform instructional decisions as part of the Cycle of Continuous Improvement.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>• Strengths:</p> <ul style="list-style-type: none"> o All students are assigned to an Need-to-Read Advisor teacher who conferences with them at least twice a month. o Common lessons are used in all Need-to-Read sections that focus on a Goal Setting, Organizational Skills, Problem Solving, Public Speaking, and Growth Mindset. <p>• Needs:</p> <ul style="list-style-type: none"> o The school and staff needs work in adopting Skedula as a tool for establish systems and routines to analyze trends in student attendance, tardies, red pass, detention and suspension data. o The school and staff needs to continue to work on identifying and addressing the behaviors that most commonly lead to poor academic outcomes, detention, and suspensions. 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of teachers will demonstrate increased performance in academic rigor and pedagogy as measured by observation reports and snapshots centered on the Danielson Framework (rubrics) for teacher effectiveness.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school leader communicates school goals that are timely, transparent and available to all stake holders.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>School leaders encourage the staff to use systems that are dynamic, adaptive,</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>

interconnected and lead to the through analyses of outcomes.			
School leaders espouse and support practices in areas that support student progress and achievement and which include feedback loops and examples of best practice directly connected to student achievement.	All Teachers	September 2015-June 2016	All Staff
Teacher leaders and administrators engage in learning walks that build and support observational skills and a common language around instruction .	All Teachers	September 2015-June 2016	All Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will need time for participating in staff development and analysis of student behavior data, planning for implementation of strategies, and providing behavior support structures for students.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • The staff will compile records and documentation in Skedula including Academic Performance, Attendance, Tardies, Detention, and Suspension data for the Fall 2015 semester. • In January 2016, the staff will review the documentation and identify the trends and behaviors that most commonly lead to Red Pass, Detention, and Suspension • The staff will determine the best strategies to support students who have received multiple red passes, detention, and suspensions to develop a plan to support students in making positive choices.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> Strengths: <ul style="list-style-type: none"> o The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work so to effectively update their Five-Week Planners. o All new teachers are working with mentors. o The entire staff have participated in staff development and have incorporated the use of binders, school agendas, the Five-Week Planner, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned KCS Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills. Needs: <ul style="list-style-type: none"> o The school needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction. o Teachers need to continue to participate in staff development opportunities in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of teachers will show improvement in structures for professional collaborations and inquiry to further enhance their capacity and leadership. The use of minutes, agendas and feedback forms will measure this growth.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal</p>

activities in order to meet their needs and help students meet performance goals.			
Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment.	All Staff	September 2015-June 2016	Principal
Teachers will be provided opportunities in building leadership capacity through professional development and collaboration.	All Staff	September 2015-June 2016	Principal
Teachers will be provided an opportunities to participate in classroom inter visitations.	All Staff	September 2015-June 2016	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will need time for participating in staff development and leadership opportunities in addition to time for collaborating and planning implementation of instructional strategies.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • The staff will compile records and documentation including agenda and minutes from Accountable Communities meetings and other professional development opportunities. • During one on one meetings with the principal, teachers will identify goals for their professional growth and a timeline for meeting their goals. • Teachers will reflect on their progress toward their professional goals

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>• Strengths:</p> <ul style="list-style-type: none"> o The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work. o The principal meets one-on-one with each staff member each Marking Period to support their instructional practice. o The principal conducts formal and informal classroom walk-throughs and provides feedback in accordance with the Danielson Framework. o The principal have The entire staff have participated in staff development and have incorporated the use of the Five-Week Planner, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned KCS Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills. <p>• Needs:</p>		

- o The principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.
- o The principal needs to increase the frequency of informal and formal walk-throughs to support teachers in their instructional practice.
- o The principal needs to continue to design staff development opportunities for teachers in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the administration will show a 10% increase in the frequency of classroom walk-throughs and observations. This will be demonstrated by providing feedback to teachers in addition to increasing staff development opportunities to support teachers in their instructional practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The administration will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff.</p>	<p>All Staff</p>	<p>September 2015 - June 2016</p>	<p>Principal</p>
<p>The administration will increase the frequency of informal and formal walk-throughs and providing feedback to teachers.</p>	<p>All Staff</p>	<p>September 2015 - June 2016</p>	<p>Principal</p>
<p>The administration will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff</p>	<p>All Staff</p>	<p>September 2015 - June 2016</p>	<p>Principal</p>
<p>The administration will reflect on implementation</p>	<p>All Staff</p>	<p>September 2015 - June 2016</p>	<p>Principal</p>

and identify additional supports needed by teachers.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The administration will need time to visit classrooms and to meet with the staff as an entire group and individually. The administration will need time to design and present professional development opportunities as well as time to reflect on implementation and identify additional supports needed by teachers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> • The principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walk-throughs and other professional development opportunities. • During one on one meetings with the principal, the principal will provide feedback to support teachers and their goals for their professional growth • The principal will ask for feedback and reflection from the staff to determine their areas of need and support from the principal. 											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>E</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> Strengths: <ul style="list-style-type: none"> o 50% of students had at least one parent or guardian attend the Fall Conferences. o Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students’ progress. o In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students’ progress. Needs: <ul style="list-style-type: none"> o The school and staff needs to continue to work on established systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using systems to check student grades and attendance. o The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger. o The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families. 		

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Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will increase parent involvement in school wide activities and functions by 10 % as measured by analysis of data-oriented information.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All parents/guardians will attend either the Fall or Spring Conferences.</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>Some parents/guardians will participate in a Home Visit</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>All parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using systems to check student grades and attendance.</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>Partnership Coordinator, Principal</p>
<p>School materials and meetings will be translated</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>Partnership Coordinator, Principal</p>

and made accessible to all families in their primary language.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will need time for scheduling and conducting parent meetings and training, time to prepare students to present during Student Led Conferences, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> • The staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester. • In January 2015, the staff will review the documentation and determine which families have participated in a school event. • The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event. 											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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)	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Starting its second year, we will continue to support a program, "Need To Read," our school-wide reading intervention program. During a common period, all students are designated to classrooms where the expectation is to read. The teachers are trained by our English teacher who helped launch the program, on how to properly assess and conference with students. Through the conferencing model, student voice is the primary focus.	Since the "Need To Read" initiative requires every student in the school to have that particular class at the same time, we had to be creative with how we constructed our program. We were able to find a common time where the core teachers on all four grade levels could teach at the same time without it affecting contractual stipulations. Due to this fact, we generally keep the groups under 15 students.	The "Need to Read" intervention is provided during the school day. In addition we offer five forty-five minute periods of ELA AIS support during the week. This is done before school, during the student's lunch and after school. This time is in addition to the State mandated weekly minutes of ELA instruction.
Mathematics	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	There are various ways we provide Mathematics intervention. Our Mathematics department assesses each student and then creates a common time when at least one of the teachers can work on specific skills with the student. Furthermore, the Math department has dedicated time	Students work in both small and large group instruction. Manipulative's are used to aid in understanding various concepts. Students tutor other students in mathematical concepts.	We offer five forty-five minute periods of Mathematics AIS support during the week. This is done before school, during the student's lunch and after school. This time is in addition to the State mandated weekly minutes of Mathematics instruction.

		to transition to project based learning which allows for reading and writing skills to be incorporated into the Mathematics environment.		
Science	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	There are various ways we provide Science intervention. Our Science department assesses each student and then creates a common time when at least one of the teachers can work on specific skills with the student. The students also get to engage in experiment based projects.	Students work in both small and large group instruction. Each Science class has a lab component where the students get to perform hands on experiments. This type of learning further brings a real world connection to their lives.	We offer five forty-five minute periods of Science AIS support during the week. This is done before school, during the student's lunch and after school. This time is in addition to the State mandated weekly minutes of Science instruction.
Social Studies	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	There are various ways we provide Social Studies intervention. Our Social Studies department assesses each student and then creates a common time when at least one of the teachers can work on specific skills with the student.	Students work in both small and large group instruction. Various reading strategies are used to improve comprehension. Text mapping is performed in order to show student how to approach various types of texts.	We offer five forty-five minute periods of Social Studies AIS support during the week. This is done before school, during the student's lunch and after school. This time is in addition to the State mandated weekly minutes of Social Studies instruction.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with chronic attendance/tardies, multiple red passes, multiple detentions or suspensions	School counselors will provide guidance and crisis Counseling services, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades9-12. The school psychologist will offer clinical services, agency referrals, and	The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc. This service will identify emotional, social and neurological factors that impede on	The service is offered on an as needed basis before, during and after school.

		<p>educational, social and personal services to at risk students including student in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</p> <p>We have partnered with an organization, Interborough Development and Consultation Center.</p>	<p>student performance and provide prescriptive measures that at risk students need by suggesting additional student support services.</p>	
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
<ul style="list-style-type: none"> • Annually UAMA engages in a spring hire season that includes: <ul style="list-style-type: none"> o Attending Urban Assembly and DOE Teacher Recruitment Fairs o Conducting a series of rigorous two day hiring vetting interviews o Profession Development for the Hiring Committee o Returning Teachers Submit Preference Sheets for their upcoming years assignment

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • We believe that developing a teacher culture based on furthering ones craft through profession development is the strongest way to attract, train, and retain highly a qualified staff. To this end, in conjunction with the Urban Assembly network we participated in a summer working group comprised of Principals, Assistant Principals, Teachers, and members of the Network’s Instructional Team to devise an Observation Cycle for the upcoming school year. As the team reviewed the three priority areas from the City 3b, 3c, and 3d, they decided that as a network we would also focus on components 2b and 2d as foundations. This team focused on fleshing out what the five priority components look like in terms of what teachers are doing and students are doing in a proficient classroom. We will also follow the MOTP observation cycle throughout the school year.

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/information, 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.

Within the Leadership Cabinet made up of teachers and administrators, the Instructional Committee and the Assessments And Data Committee are tasked with the responsibility of leading all instructional initiatives for teachers, lead weekly PD's, Support teams Need-to-Read initiatives, ensure alignment between the 5-Week Planner, Skedula, and Project Rubrics, and coordinating schedules and PD for Regents & Mock Regents, DRP assessments.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$270,635.00	X	See Action Plan
Title I School Improvement 1003(a)	Federal	\$16,000.00	X	See Action Plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,277,182.00	X	See Action Plan

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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[The Urban Assembly School of Music and Art] , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 350
School Name Urban Assembly School of Music and Art		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Paul Thompson	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Pamela Brathwaite
Teacher/Subject Area Karin Pellinen - Special Ed.	Parent Monique Mornan
Teacher/Subject Area Brian Siu	Parent Coordinator Cecily Zayas
Related-Service Provider Tamara Basaenilova	Borough Field Support Center Staff Member Tatyana Ulubabova
Superintendent Karen Watts	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	328	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	2		2	1		1	3		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)													1	0
Emerging (Low Intermediate)											1			0
Transitioning (High Intermediate)										2	2			0
Expanding (Advanced)										1				0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5			
Integrated Algebra/CC Algebra	5			
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	2			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2			
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The Urban Assembly school of Music and Art uses DRP and Mock Regent Exams to assess early literacy skills of ELLs. The data provides insight in regards to ELLs' individual reading levels and comprehension skills. The DRP also helps the school determine each ELLs reading fluency level, vocabulary comprehension skills, reading for understanding comprehension skills and academic content comprehension skills. The data helps our teachers to differentiate instruction and make instructional modifications for all ELLs. Subject area teachers give students appropriate reading materials and books so that all ELLs can be an active member in their classrooms.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 What is revealed by the data patterns across proficiency levels is that most of the students score higher in the listening and speaking sections of the NYSESLAT than in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Instruction will be geared to the improvement of both reading and writing. Student will still receive continued instruction to further strengthen their listening and speaking skills.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 A. N/A B. School Leadership and teachers are using the results to better instruct ELLs and to make appropriate changes in teaching strategies where needed. C. The school is learning how ELLs are improving across the board in all four language modalities.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
 N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
N/A
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program is measured by the ENL teachers observation as well as the students' progress in their content classes. Success is also measured by each students' NYSESLAT scores, DRP scores and mock regent's scores as well.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
At the beginning of the school year the ESL teacher examines ATS reports (RLAT, RYOS, RNMR) and NYSESLAT data to determine which students will need ESL services. All parents or guardians of newly enrolled students are required to complete a home language survey provided in the home language. This survey allows us to identify what languages other than English is spoken at home. The pupil personnel secretary assists parents with the completion of the HLIS and conducts an oral interview with new parents with a translator if necessary. The secretary also reviews the HLIS together with the Certified ESI teacher and then another informal oral interview is conducted by the ESL teacher if needed. After looking at the Home Language Identification Survey that has been given out to the new students, the ESL teacher can determine whether or not an incoming student is eligible to take the LAB-R. This is determined by the LAB-R guidelines. Any student that is LAB-R eligible must take the test within the first ten days of school. Once students have taken the LAB-R which is administered by the ESI teacher and the results show they are or are not English Language Learners, the students that are ELLs and Spanish speaking will be given the LAB to determine their underlying transferable skills in Spanish. The Spanish LAB as of now is not administered at the Urban Assembly School of Music and Art
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
At UAMA we follow recommendations set forth by the Division of ELL in following the 4 step identification process which includes; (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling we, 1. Administer the oral interview questionnaire, and 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
At UAMA we follow the steps articulated above while also looking to students specific IEP plans in SESIS.
- Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
At UAMA we provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). During the orientation, schools also provide information on standards, curriculum, and assessments.
- Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Parents are provided this information both verbally and in writing, in their preferred language during the Parent Orientation.
- What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

If throughout the school year student's HLIS indicates that he/she is LAB-R eligible and those results indicate that the student requires ELL services, the ESL teacher and the Principal will host a parent orientation at the school in order to provide parent/guardians with information regarding the programs that the New York City Department of Education has to offer. All information will be given in the parents home language and our Spanish speaking pedagogues will be there to assist with the orientation. Parents are then informed about the Urban Assembly School of Music and Art Freestanding ESI Program. Parents that are interested in TBE/DL obtain appropriate information from the parent coordinator and guidance counselor on how to apply to those schools that have these programs in need.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
At UAMA we have a dedicated staff member who is responsible for following up with parents directly to ensure that Parent Surveys and Program Selections are submitted.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
All parent notification letters are copied, mailed or hand given to parents in their home language by the school secretary and/or parent coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation is stored in a student's individual Student Record that is housed in the main office.
11. 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.
All students that are NYSESLAT eligible will take the exam each spring starting with the speaking test first, followed by listening, reading and then writing sections which are administered in small groups. The speaking test is administered individually and the other sections in small groups. All testing materials are secured during the examination period by the ESL teacher who administers the test to all active ELLs in the ESL Program.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All non-entitlement, entitlement and/or parent notification letters are copied, mailed or hand given to parents in their home language by the school secretary and/or parent coordinator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The Urban Assembly School of Music and Art offers a freestanding ENL program to our ELLs, which consist of both push-in and push-out services. Our program is very small and parents do not have a specific request at this time.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

The program created at the Urban Assembly School of Music and Art consist both Push-in and Pull-out services. Due to the low population of the ENL students, the ENL teacher works in the school two out of the five days a week. At Urban Assembly School of Music and Art each class travels together as a group although electives may vary. In order to best serve the students the ENL teacher works closely with the content area teachers by communication with them before, during and after school hours. During Push-in classes the ENL teacher works with students one-on-one and in small groups. Grouping during Pull-out periods is mostly hetergeneous. Groups are formed by grade level for beginning and intermediate students while advance students are grouped by level and their grades vary. Pull-out instuction is data driven and guided by the individual needs of the students working in groups of five students or less.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The Urban Assembly School of Music and Art ensures that mandated instruction is provided. the Pull-out/Push-in program services students with appropriate amount of time that is mandated. The Urban Assembly School of Music and Art is aware of the ENL Students' levels and needs. All ENL (beginners, intermediates, and advanced) students have one 45 minute of ELA every day. All beginners are seen for the mandated time of 540 minutes a week , intermediates of 360 minutes a week, and advanced students 1 80 minutes.
3. Describe how core content is delivered in each program model. 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 content area subjects are conducted in english. Scaffolding and differentiation are incorporated into all lessons. Guided reading, slient reading, small group instruction, and cooperative learning groups facilitate interdisciplinary and standard based instruction. the ESL teacher pushes in and collaborates with the subject area teacher to provide students with students with modified worksheets/handouts. The ESL teacher works with ELLs in Small groups when needed.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish is an elective available to all students and this is a tool used to evaluate Spanish speaking ELLs in their native language. other ELLs are encourage to read in their native language and are occasionally asked questions in regards to what they are reading.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities several times throughout the year. ELLs are administered Past NYSESLAT to appropriately evaluate them in all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

A. n/a
B. n/a
C. These students are given the mandated instructional time
D. these students are given the mandated instructional time
E. Testing accomodations are made available to ELLs when necessary. Such accomodations included time extention, bilingual glossaries. sparat locations and translated written versions of test.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

We re-assess students and continue to update their supports and monitor their progress.

Chart 1: What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Grade level Materials that are used are appropriate to the students age, grade, level, and English language proficiency. Instructional strategies included but not limited to visual lessons, linking new information, with prior Knowledge, cooperative learning, Modifying Instruction, test, handouts, etc., and determining key concepts and vocabulary words in reading passages. Students have access to bilingual dictionaries. The school insures that students receive all service mandated on their IEP by having ESL and Special Educators Push-in the classroom or Pull-out students for services. Also, the ESI Specialist, The Special Education Teacher and Classroom Teachers collaborate on what handouts, reading materials and books are appropriate for these particular ELLs.

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

In order to meet the needs of our ELL students with disabilities in the least restrictive environment, we incorporate a Push-in and Pull out program where students with disabilities interact and engage in academics with students that do not have disabilities.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

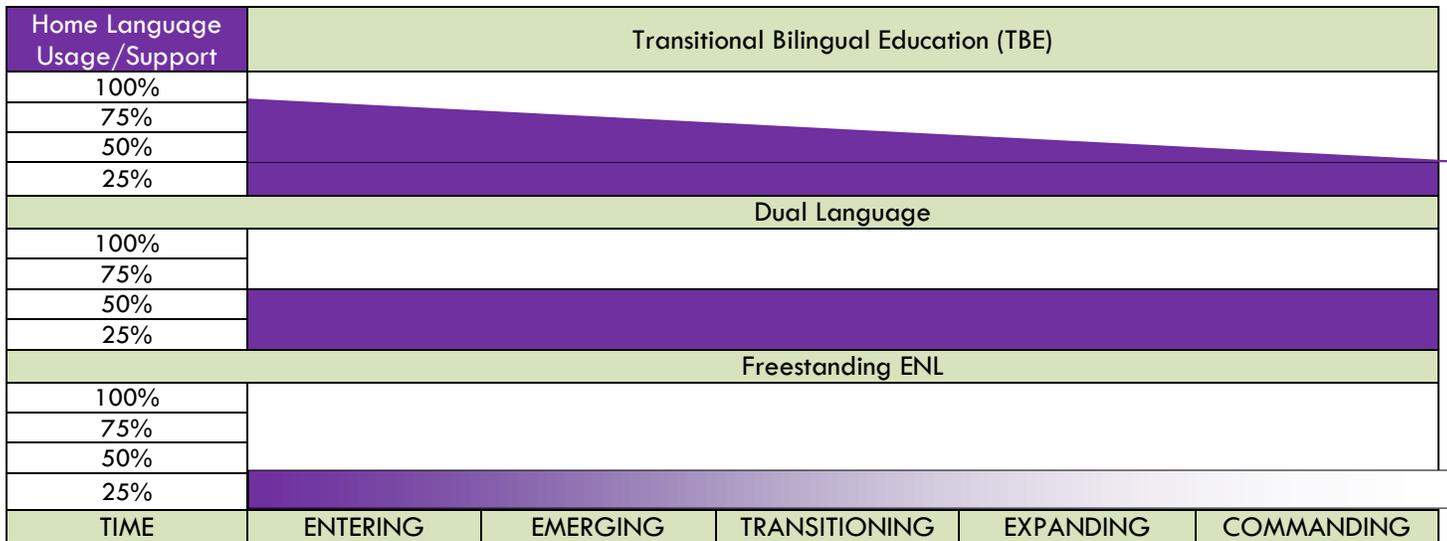


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our targeted intervention programs for ELLs in ELA and other core content areas included small group instruction, peer tutoring and differentiation.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The materials used for instruction during push-in and pull-out services are relevant to the students' language proficiency background. All service materials correspond to the ELL students' age and grade level.
12. What new programs or improvements will be considered for the upcoming school year?
For each grade there is a sustained silent reading period being held throughout the school day. During this time students read a grade/age appropriate book and teachers conduct a 10 minute mini-conference with individual students to assess their reading comprehension skills.
13. What programs/services for ELLs will be discontinued and why?
No programs or services for ELLs will be discontinued because our program is successful
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
X-Studio Arts Programs are offered to all students. All students are encouraged to sign up for the X-Studio program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Differentiated worksheets and reading handouts, post-its, overhead projectors, the smart board, computers, iPads, electronic translators, bilingual dictionaries help to support ELLs
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students are encouraged to use native language and English dictionaries. They are also encouraged to read in both English and in their native language
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Resources and support for ELLs are modified when needed and instruction for all ELLs are differentiated.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
There are parent/student orientations with ESL teacher and the Principal to help assist newly enrolled ELLs.
19. What language electives are offered to ELLs?
Spanish is offered to all students as an elective.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All staff members at UAMA attend various professional development workshops and in-school activities. The main form of professional development focuses on differentiating instruction in the classroom for all students. Teachers are also given the opportunity to attend professional development that focuses on particular content areas and differentiation in these areas. Support personnel are also given various professional development opportunities on how to support the students both inside and outside of the classroom. In addition to outside workshops, and informal school based professional development opportunities, school days that are designated to professional development provide workshops that focus on differentiation on all school levels.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All professional development is based on David Conley's Five Key Cognitive Strategies which are Common Core aligned.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
NA
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional Development is provided to teaches weekly through 3 main blocks, 1. 75 minutes of Monday PD, 2. 45 minutes of Tuesday PD, and 3. 45 Minutes team meetings 2 days a week. Each meeting is document with meeting notices and agendas are kept.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Our bilingual staff members conduct phone calls to determine what a parent may require. if our biligual staff members are not able to translate or interpert we will then contact the department of education's translation services.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parental Involvement includes an ELL parent meeting, Parent-Teacher Conferences, new ELL Parent Orientation, Individual parent meetings and phone calls. parent are encouraged to contact the ESL teacher at any time for assistance or with any concerns.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
UAMA does not partner up with other agenices to provide workshops or services to ELL parents.
5. How do you evaluate the needs of the parents?
Parent needs are evaluated through the Parent Surveys.
6. How do your parental involvement activities address the needs of the parents?
The needs of parents are based upon oral or written communication from parents.

D. Additional Information

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

NA

Part VI: LAP Assurances

School Name: **Urban Assembly Music & Art**

School DBN: **13k350**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Thompson	Principal		10/30/15
	Assistant Principal		1/1/01
Cecily Zayas	Parent Coordinator		10/30/15
	ENL/Bilingual Teacher		1/1/01
Monique Mornan	Parent		10/30/15
Karin Pellinen - Special Ed.	Teacher/Subject Area		10/30/15
Brian Siu	Teacher/Subject Area		10/30/15
Tamara Basaenilova	Coach		10/30/15
	Coach		1/1/01
Pamela Brathwaite	School Counselor		10/30/15
Karen Watts	Superintendent		10/30/15
Tatyana Ulubabova	Borough Field Support Center Staff Member <u>Brooklyn</u> <u>North</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01