



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>32K552</b>
<b>School Name:</b>	<b>ACADEMY OF URBAN PLANNING</b>
<b>Principal:</b>	<b>KYLEEMA NORMAN</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

**Section 1: School Information Page**

**Section 2: Executive Summary and Organizing Principles**

**Section 3: School Leadership Team (SLT) Signature Page**

**Section 4: Renewal School Narrative**

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Expanded Learning Time (ELT)**

**Section 7: Community School Description**

**Section 8: Academic Intervention Services (AIS)**

**Section 9: Title I Program Information**

**Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Academy of Urban Planning School Number (DBN): 32K552  
9-12  
Grades Served:  
School Address: 400 Irving Ave, Brooklyn, NY 11237  
Phone Number: 718-381-7100 x 5209 Fax: 718-418-0314  
School Contact Person: Jackie Diaz Email Address: JDiaz26@schools.nyc.gov  
Principal: Kyleema Norman  
Patience Clemmons  
UFT Chapter Leader: Janice McDonald  
Parents' Association President: Johnny Alicea  
SLT Chairperson:  
Title I Parent Representative (or Parent Advisory Council Chairperson): Janice McDonald  
Alyssa Medina, Destiny Azcona  
Student Representative(s):  
Jessica Taube  
CBO Representative:

**District Information**

District: 32 Superintendent: Karen Watts  
1396 Broadway, Brooklyn, NY 11221  
Superintendent's Office Address: kwatts@schools.nyc.gov  
Superintendent's Email Address:  
Phone Number: 718-455-4635 Fax: 718-455-4684

**Borough Field Support Center (BFSC)**

BFSC: Director:  
131 Livingston St, Brooklyn, Ny 11201  
Director's Office Address:

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[bfitzege2@schools.nyc.gov](mailto:bfitzege2@schools.nyc.gov)

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Director's Email Address:

718 935 3954

Phone Number:

Fax:

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## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

## Information on the Framework for Great Schools and the DTSDE

### 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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees 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 in response to the first five (5) 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.

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

### 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 American Institute of Research (AIR) Needs Assessment, 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 Education 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:

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, 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:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Kyleema Norman	*Principal or Designee	
	Patience Clemmons	*UFT Chapter Leader or Designee	
	Janice McDonald	*PA/PTA President or Designated Co-President	
	Dale Donaldson	DC 37 Representative (staff), if applicable	
	Janette Sowell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Jessica Taube	Community School Director (staff)	
	Alyssa Medina, Destina Azcona	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>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Aisling Roche	Staff/Parent/Other Contributor	
	Johnny Alicea	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

This small high school located in the Bushwick section of Brooklyn. The school is housed on the Bushwick High School campus along with three other high schools. Academy of Urban Planning (AUP) was established in 2003 via a partnership between New Visions for Public Schools and the NYC DOE that focused on transforming large high schools into smaller learning communities. Much like the surrounding community, the tall historical building that houses the Bushwick Campus serves as a symbol of transformation from a difficult past.

Academy of Urban Planning has faced its share of academic challenges. Based on 2013 -2014 records, 29% of enrolled students at AUP were English as New Language learners, 29% received Special Education services and 80% of the students were receiving free or reduced price lunch. With regards to ethnicity, the students are 69% Hispanic/Latino, 28% Black, 2% Asian and 1% White. 15% of the student population is homeless.

As of 2013 – 2014, 48% of the senior class graduated within 4 years and only 13% of them graduated college ready. With regard to on track rates, 72% of students in 9<sup>th</sup> grade and 66% of students in 10<sup>th</sup> grade earned enough credits to be on track for high school graduation. According to the most recent school report card, graduation has increased to 55% and ELA, Math, Science and History ratings are in "good" standing. Attendance has improved and is reported as being 82%.

In order to combat the challenges that we face, we became a Community School before our renewal status automatically inducted us into this program. As a Community School, we anticipated being able to receive targeted specific help for students in areas of social emotional and academic assistance that would increase attendance and academic performance overall, but especially in our ENL and SWD subgroups which greatly impact our school community.

In order to address attendance so that we increase the 79% rate to 80%, we identified the need to increase parent involvement. Therefore, one of our goals is that by June 2016, is to increase in parent involvement for school-wide activities which will result in an increase in student attendance from 79% to 80.0%. We believe that an increase in parent attendance will have a direct effect on student attendance because we would provide parents parenting workshops graduate successfully from high school and go on to post-secondary learning institutions. Parents' needs of medical, dental, legal, housing job acquisition would also get the attentions and assistance it deserves. Having parent present in greater number also fosters relationships with families for the purpose of educating the whole child.

Addressing the parent needs will lead to higher student achievement as well. Therefore by June 2016 this upcoming school year, we purport that there will be an increase in the number of students receiving a 3 or higher on AP exams along with students obtaining a grade of C or higher in College Now classes as well as an increase in the number of students passing Physics and Algebra II exams with a grade of 65 or higher so that the College and Career Preparatory Course Index will be 15.6. Having high expectations for students has affected the school's culture on every forefront to ensure that our students are college and career ready. Students, from the entering 9<sup>th</sup> grade, need to be surrounded by college and career classes. They should be able to participate in classes that prepare them for their academic lives beyond the Academy of Urban Planning.

Given our large number of students who are classified as ENL and SWD, we know that it's pertinent to have available enrichment activities. By June 2016, SWD and ENL students will receive an increase in social emotional and academic enrichment services for the purpose of supporting their high stakes exams taken by the end of the school year. We aspire to graduate all students on time and have them able to compete academically in college programs as well as be top competitors in the job market. At AUP, we know that in order for that to be a reality for our students, support is needed in the form of additional services outside of the regularly scheduled school day. Additional counseling is necessary as well as an Extended Learning Time program that supports regents, AP course work and homework assistance.

In order to assist our student and parent population, there has to be adequate training for teachers. Teachers have to be well versed in a variety of pedagogical skills in addition to being strong in content delivery. In order to ensure that teachers are given the training necessary to ensure high quality instruction, school leadership will collaborate with all stakeholders to build the capacity of teacher team leaders to lead inquiry work that results in a 52.1% 4-year graduation rate. Partnering with teacher leaders will lead to them turn-keying their pedagogical strategies for the rest of the faculty thereby building capacity for teacher leaders and teacher buy in to programs that address the needs of ENL and SWD students.

We have found through the previous year's inquiry process that ENL and SWD students learn best in Autonomous Learning settings. By June 2016, all grade team members will collaboratively create lessons based on an Autonomous Learning Principle to demonstrate literacy across disciplines, resulting in the average MOTP ratings, as seen in Advance of teachers meeting the target of district average of 1e: 2.93; 3b:2.71, 3c:2.86, and 3d: 2.82.

Having teachers measured according to Advance's rubric and building peer to peer accountability for teachers amongst themselves through inquiry work, creates an environment where teachers work together to improve instruction based on peer feedback. Teachers assist teachers in the classroom and provide feedback that then generates improved instruction which leads directly to student achievement and an increase in student attendance.

The mission of the Academy of Urban Planning is to help students use their leadership abilities to achieve academic success with support from educators, parents/guardians working together across racial, ethnic and cultural divides to forge a lasting spirit of civic responsibility. We strive to be the school where students and parents are welcome; where added assistance is given to both students and parents in areas of need identified by various community stakeholders; where teachers and staff work collaboratively for the benefit of students success; and parents are engaged as partners with the school to provide an exemplary education for our students. We also strive to allow students to acquire the academic and social tools they need in order to pursue their goals by stimulating their interests in learning, discovery and self expression that leads to whole child development that is exhibited through stable lives and academic achievement.

Partnering with our students to meet their needs is essential and so, we have also forged additional partnerships to assist us in this work. Below are our active partnerships:

#### **Make the Road NY – Community School Initiative**

The grant will allow UWNYP to bolster resources for community-based partnerships, improving academics and attendance rates for more than 40,000 New York City students over the course of four years. UWNYP designed the attendance improvement initiative, and will provide quality assurance to assist the NYC DOE, New York City schools and community-based organizations in implementing the program.

#### **Love Heals (LEAP FOR GIRLS)**

Teaching Artists work with our students for social emotional support through self-esteem and team building exercises.

#### **Center for Urban Pedagogy**

CUP Teaching Artists partnered with our 9th grade teachers to give students the opportunity to conduct inquiry and apply a strategy to an urban issue.

### **Nature Conservancy (LEAF)**

LEAF partners with our Urban Ecology classes to promote environmental awareness and create possible solutions to environmental issues such carbon pollution and water pollution.

### **Global Potential**

GP provides opportunities for students from AUP to participate in an international community impact project in order build leadership and team building skills. Students travel abroad for a 6-8 week time period.

### **Generation Citizen**

GC Teaching Artists combined their talents with our 12th grade Government students to create an action plan for an urban issue.

### **Opportunities for a Better Tomorrow - Anchor UP Project**

OBT partners with AUP in providing College and Career Readiness workshops for our Mexican American and Mexican Immigrant students and families.

### **Deutsche Bank**

Deutsche is a financial partner who provides funding our partnership with OBT in implementing a College and Career Readiness program targeting Mexican American and Mexican immigrants.

### **College NOW**

College NOW at Medgar Evers offers our students the opportunity to earn college credits while still in high school.

### **Tribeca Film Institute**

Partners with our Film Studies classes to create student films that focus on community issues and student voice.

### **Posse Foundation**

Recruits AUP Seniors for a competitive scholarship fund and provides college counseling throughout their college tenure.

### **Summer Search**

Recruits our 10<sup>th</sup> grade students to participate in community impact projects throughout the Tri-State and prepare selected students for college and career readiness with partial financial support.

### **\*STOKED**

Mission is to promote personal development, academic achievement, and healthy living to under-served youth through action sports culture

## **\*National Academy Foundation – Academy of Engineering**

NAF academies operate primarily in urban public school districts, and also thrive in many suburban and rural areas. NAF academies can take the form of small learning communities within larger schools or as stand-alone public high schools.

### **\*new partners for 2015-2016**

Collaborative Teachers is strength of ours. Our teachers are committed to the success and improvement of their classrooms and school through data driven teacher teams. We were recently cited in the school quality review as well-developed in teacher teams and collaborative teaching.

The Curriculum Review Team meets once a week to review curriculum and provide feedback using the school's developed curriculum common core rubric. They construct individualized feedback. During each semester, all plans are given two rounds of feedback where the second round is to ensure that corrections have been made to align the plan to Common Core Standards and entry points for English as a New Language (ENL) students as well as Students With Disabilities (SWD). The Review Team uses a rubric that was developed by teachers.

Grade Teams meet weekly to provide lesson plan feedback using the Lesson Plan Tuning Protocol. During one marking period, 6 weeks, teachers receive feedback from their grade team members. They use the protocol to assess areas where the plan can be strengthened in providing opportunities for writing, Autonomy, questioning and discussion and given students feedback. The next week, teachers look at a subset of student work provided by the teacher to see if the goals that the teacher set out to achieve were accomplished by students. Each subset of student work reviewed contains ENL and SWD.

Department meeting are bi-monthly. Teachers, by department, organize assessments to be conducted at the beginning and end of each semester along with midterm exams for each semester. Teachers by department organize Mock Regents and Mock AP exams twice a year for courses ending in regents leading and courses leading to an AP exam. The data collected will cause shifts in pedagogy and curriculum development. Student achievement drives instruction.

Our challenge is in forging Strong Family and Community Ties. We must increase family interactions to ensure that all stakeholders are aware of student strengths and needs to augment learning.

Attendance at parent events is a challenge for AUP. English proficiency is a contributing factor to this short fall. The language barrier often hinders communication between the school and parent in regards to student progress. As a result, parent participation is limited and approximately 25% of the parents are known to come to Open School Night and/or Afternoon. The PTA monthly turn out attracts very few parents as well.

Academy of Urban Planning is paired with Make the Road New York (MRNY), a community based organization located in Bushwick with deep roots and history in the community. Make the Road New York builds the power of Latino and working class communities to achieve dignity and justice through organizing, policy innovation, transformative education, and survival services. The new Community School Director (CSD), Jessica Taube, is a licensed Master of Social Work who has been working for MRNY with the four schools on Bushwick Campus as the Schools Partnership Coordinator since September of 2009. She has strong relationships with all stakeholders on campus and has already begun to engage all four schools in a critical needs and assets assessment to inform the plan for how the school campus will serve its families. Jessica will continue to build relationships with existing and incoming partners to ensure a seamless delivery of services and programs. Based on identified gaps in services, Jessica will build on the strong foundation of existing services and partnerships and make new connections to further leverage needed resources from MRNY and the community. Jessica will work with the SLT to develop specific goals with rigorous benchmarks to provide ongoing evaluation and learning in order to improve student attendance, academic preparedness and support through services.

Another supportive service that is afforded students is our Extended Learning Time. Extended Learning Time will feature targeted instruction in core courses to meet the diverse needs of ENL and SWD's subgroups. Highly qualified teachers

will participate in Extended Learning Time and implement previously successful pedagogical strategies to reach ENL and SWD's. Make the Road NY will provide opportunities for extended learning time to occur.

Expanded Learning Time should supplement regular coursework. This will be particularly useful in the case of advanced coursework. The feedback received this year from students participating in the Advanced Placement courses was uniformly in favor of more learning time to cover course content. Undoubtedly, the school's growing catalog of college preparatory courses will necessitate use of Expanded Learning Time.

Students are able to participate in regents prep classes for an hour after their scheduled time during the week day and for three hours on Saturday. Regents prep courses are geared towards regents review to ensure that students obtain college and career ready scores on all exams. ENL students as well as SWD's are targeted to attend these sessions. Teachers with certification in these areas will teach these courses. Blended Learning opportunities are available for students to participate in after their scheduled day and on Saturday for three hours. These courses are held by content area teachers to ensure that students receiving credit are given curriculum based materials within the subject area they need to obtain a credit. ENL students as well as SWD's are targeted to attend these sessions. Teachers with certification in these areas will teach these courses. Spring Break and Winter Academies will be held during the week long school breaks to allow students to prepare for their upcoming regents or take a Blended Learning course given by the specific content area teacher. These opportunities allow for enrichment or supplements to students' regularly scheduled day for the purpose of graduation within the four year period if a student isn't on track for credits. ENL students as well as SWD's are targeted to attend these sessions. Teachers with certification in these areas will teach these courses.

### 32K552 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	283	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	17	# SETSS	N/A	# Integrated Collaborative Teaching
				16
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	3	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	93.3%	% Attendance Rate		79.0%
% Free Lunch	93.6%	% Reduced Lunch		2.6%
% Limited English Proficient	28.8%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		27.8%
% Hispanic or Latino	69.0%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.69	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		4.43
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	41.8%	Mathematics Performance at levels 3 & 4		34.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	72.3%	% of 2nd year students who earned 10+ credits		65.8%
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate		47.7%
6 Year Graduation Rate	61.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

**Section 5: Needs Assessment, Summative Vision, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal 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.</li> <li>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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
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.	D
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>1.2 The AIR Needs Assessment data demonstrates the administration’s consistent and informative cycle of observation of and feedback to teachers regarding lesson plans and curriculum development. Teachers are not only receiving frequent feedback from administration, but also guidance from an instructional coach. Given that one third of the student population is ENL learners and one third of the student population is SWD’s, there is a need for additional lesson planning and curricula support in the form of coaching and professional development. Lesson planning and unit planning is a uniform process that occurs across grade levels and within department teams. We will continue partnerships with National Training Network (NTN) for coaching sessions for math teachers. We have forged and will also continue our relationship with Maria Akinyele who provides literacy coaching especially to our co teaching pairs in ENL and SWD’s classes. ENL and SWD’s will also participate in Extended Learning Time to supplement their academic needs given the rigorous instruction that will be provided through the coaching and professional development for teachers.</p> <p>1. The Curriculum Review Team meets once a week to review curriculum and provide feedback using the school’s developed curriculum common core rubric. They construct individualized feedback. During each semester, all plans are given two rounds of feedback where the second round is to ensure that corrections have been made to align the plan to</p>		

Common Core Standards and entry points for English as a New Language (ENL) students as well as Students with Disabilities (SWD's).

2. Grade Teams meet weekly to provide lesson plan feedback using the Lesson Plan Tuning Protocol. During one marking period, 6 weeks, teachers receive feedback from their grade team members.

3. Administration provides bi-weekly feedback to teachers regarding lesson plans. Feedback takes place in the form of verbal or written structures using Advance ratings.

4. National Training Network will provide bi weekly coaching to math teachers giving them the opportunity to implement feedback from previous coaching sessions in a succinct way allowing for multiple entry points to ENL and SWD's. The coaching provided is one and one as well as professional development after school to incorporate Autonomous instruction in lessons and curriculum. The NTN Coach also assists in the creation of lesson plans and curriculum development aligned with Common Core.

5. Literacy Coaching for ENL and SWD's co teachers provides one on one coaching that also segues into professional development after school for all teachers serving this population of students. Training incorporates the use of Hochman Strategies and Qtel strategies for the purpose of providing literacy across the curriculum in an autonomous learning environment.

6. Extended Learning is provided Monday –Thursday to address the academic needs of ENL and SWD's. This academic enrichment time will concentrate on the four core subjects including Physical education to provide academic support.

3.3 To further rigorous instruction, the school leadership aims to offer more advanced courses to students who are ready for the challenge. This must be supported by advancing students through diploma requirements in order to take College Now, AP, and advanced Regents diploma classes. The 2013-14 School Quality Guide places the Academy of Urban Planning at 11.5% for the College and Career Preparatory Course Index and at 29.1% in the Regents Completion Rate. The target for each achievement benchmark is 15.6% and 31.4%, respectively, for the 2015-16 school year. The incorporation of CBO's such as Generation Citizen, Scenarios, Tribeca Film Company, Center for Urban Pedagogue, Y-Plan and Opportunities for a Better Tomorrow as well as our community partner Make the Road NYC will provide opportunities for students to apply their learning to real world civic service learning projects. New Ambitions along with Make the Road NYC provide college and career training for students through workshops catered to completing college applications and financial aid. Make the Road and New Ambitions also provide in class instruction to guide students through the process utilizing teaching artists' one and/or twice a week. The program AVID will begin with a cohort of students to infuse college and career readiness into the culture of the Academy of Urban Planning. These CBO's collectively allow students to infuse literacy with real world application for the purpose of college and career readiness.

1. AP Language, AP Spanish and AP Microeconomics are the three additional classes that will be added to our AP course catalog. The full span of AP courses offered the 2015 – 2016 school year will be AP Literature, AP Language, AP Calculus, AP Biology, AP Microeconomics, and AP Spanish.

2. Medgar Evers College provides College Now opportunities for our students. Students in grades 10 -12 will be able to participate in College Now classes in the weekday as well as on Saturday.

3. Student programming includes the opportunity for students to obtain an Advance Regents Diploma by offering classes such as, but not limited to Physics and Earth Science, Geometry, Algebra II Trig and 6 credits in Spanish.

4. Generation Citizen is a civic focus CBO that partners with Economic classes to incorporate research skills for the purpose of solving a community issue. Students, in the form of an exit project, are tasked to identify and issue in their community or their community at large, and address the concern with a researched solution that results in a presentation that written and oral.

5. Center for Urban Pedagogue partners with 9<sup>th</sup> grade ELA classes to provide research opportunities for students to create a solution for an urban issue in their community. Students participate in this service learning project to develop interdisciplinary skills.

6. Scenarios and Tribeca Film partners with ELA Film elective classes for grades 9 – 12 to provide rigorous instruction to the elective class resulting in a short film, Public Service Announcement, which addresses an issue in the students' community.

7. Opportunities for a Better Tomorrow (OBT) works with ENL students to provide academic enrichment opportunities after school for the purpose of regents support.

8. Make the Road NYC and New Ambitions provide seminars weekly, twice a week and monthly for the purpose of preparing students to apply to college, receive financial aid and complete the college process. They guide students and parents through the college application process from September to June.

9. AVID begins implementation with a 10<sup>th</sup> grade cohort of students to provide an elective class and a systematic approach for students who are either first time college applicants in their families, ENL students, SWD's to ensure that they are college and career ready by the end of their high school career. AVID purports to creating a support system for students and academic enrichment opportunities to assist in the transition from middle school to high school and high school to college.

3.4 Through our CTE program with NAF in the Academy of Engineering, teacher will focus this year's work on creating interdisciplinary curricula integrating technology and additional enrichment opportunities, by shaping CTE classes and green technology architecture arts and computer science curricula. Cultivating the curricula for these courses will address the needs of the arts, technology and academic enrichment.

1. CTE in Engineering takes shape this year through the full year of inquiry performed by our National Academy Foundation (NAF) partnership. The cultivation of a CTE program will create opportunities for students to receive certification for Engineering in Green Technology.

2. A committee of teachers, parents and students engage in bi weekly meetings to plan curricula for the Academy of Engineering- Green Technology.

3. Interdisciplinary curricula integrating enrichment opportunities are developed with teaching artists provided in the weekly seminars given by Generation Citizen, Center for Urban Pedagogue, Tribeca Film and Scenarios. Students learn to research, provide written and oral presentations, learn the history of existing urban issues and incorporate statistics in their findings.

3.5 The Task Tracker continues to be implemented across the disciplines for students to keep abreast of the completion of the assignments. The tracker will be posted in each room for students to have a visual of their percentage of completion for their assignments. Skedula also serves as a reflection tool for students to encourage them to assess their overall grades and individual assignments in each class. Students are trained on how to use Skedula and, bi-weekly, teachers encourage students to review their grades.

1. Measures of Student Learning (MOSL) results are reviewed in Grade Teams during the month of September to determine the traits that are in need of addressing and as a result, the Lesson Plan Tuning protocol assesses how traits are being addressed. The success of the strategy is viewed through the lens of the student work. Examples of student work are a microcosm of each class.

2. Teachers, by department, organize assessments to be conducted at the beginning and end of each semester along with midterm exams for each semester.

3. Teachers by department organize Mock Regents and Mock AP exams twice a year for courses ending in regents leading and courses leading to an AP exam.
4. Task tracking system is implemented school-wide as a visual live record of the completion of tasks performed by students. The tracker allows for students to keep a daily record of their assignments. The task tracker is also be coupled by the bi-weekly printouts and or online visits to Skedula/Pupil Path. Pupil Path also serves as a grading system for students. Students are able to see their grades on assignments.
5. Academic Support for students to complete all assignments and testing is PM, Saturday, Winter Break Academies, and Spring Break Academies school. These additional opportunities will also serve to allow students to complete assignments that the Task Tracker and Skedula define as incomplete or areas of improvement for students. Also, make up assessments will be offered during these time so all students are able to participate.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

To maintain consistency, new curricula implemented this year, will be used in the 2015-16 school year. The mathematics department will continue to partner with the National Training Network to develop and implement curriculum aligned to the new Common Core standards. The ELA and ENL departments will use Scholastic’s On the Record and ID programs for the full year. Each program is designed with multiple entry points from Qtel, for ENL students, and Hochman and is used with consideration for the level of achievement and ability in each course. The history department will use History Alive this year. The aim is to provide a coherent model of curriculum to the entire department spanning various courses: Global History, US history, Participation in Government, and Economics. This will make for cohesion throughout the department and also throughout student learning. The Living Environment course will follow the NYS Living Environment Core Curriculum. NYS Physics Standards and Scope and Sequence will be the curricula implemented in the Physics classes.

1. Curriculum Review team meet weekly to review and provide feedback to teachers, twice within one semester, concerning the alignment of the curricula with Common Core Learning Standards and accessibility provided to ENL student and SWD’s.
2. Grade Teams meet weekly to provide lesson plan feedback using the Lesson Plan Tuning Protocol. During one marking period, 6 weeks, teachers receive feedback from their grade team members in regards to accessibility to ENL learners and SWD’s. The protocol uses student work to identify areas of concern based on the work product students produced. Students from a subset of the classroom’s dynamic will be represented during the review to provide an informed understanding of the students’ knowledge base given a topic.

3. Literacy Coach will provide professional development for the purpose of developing rigorous instruction implementing Qtel and Hochman strategies in teachers' individual lesson plans and curricula.

Furthermore, the long-term goal of the school is to become a CTE school. To move toward this designation, the school is pursuing a partnership with the National Academy Foundation to institute a STEM academy within the Academy of Urban Planning. The 2015-16 school year will serve as the school's Year of Planning for implementation of the academy. Additionally, the AP program will be expanded by adding two AP classes to its current offering of four. These additions are indicative of a shift in higher expectations and more rigorous instruction.

1. A committee of teachers, parents and students meet bi-monthly to determine the most effective plan to implement CTE- Academy of Engineering using STEM 101 curricula. The year of planning, as purposed by the National Academy Foundation, begins in August with a staff retreat and from September to June, a strategic roadmap for the Green Technology course of study is structured for full implementation the 2016 – 2017 school year.

Expanded Learning Time should supplement regular coursework. This is particularly useful in the case of advanced coursework. The feedback received this year from students participating in the Advanced Placement courses was uniformly in favor of more learning time to cover course content. Undoubtedly, the school's growing catalog of college preparatory courses will necessitate use of Expanded Learning Time.

1. Students are able to participate in regents prep classes for an hour after their scheduled time during the week day and for three hours on Saturday. Regents prep courses are geared towards regents review to ensure that students obtain college and career ready scores on all exams. ENL students as well as SWD's are targeted to attend these sessions. Teachers with certification in these areas will teach these courses.

2. Blended Learning opportunities are available for students to participate in after their scheduled day and on Saturday for three hours. These courses are held by content area teachers to ensure that students receiving credit are given curriculum based materials within the subject area they need to obtain a credit. . ENL students as well as SWD's are targeted to attend these sessions. Teachers with certification in these areas teach these courses.

3. Spring Break and Winter Academies are held during the week long school breaks to allow students to prepare for their upcoming regents or take a Blended Learning course given by the specific content area teacher. These opportunities allow for enrichment or supplements to a students' regularly scheduled day for the purpose of graduation within the four year period if a student isn't on track for credits. . ENL students as well as SWD's are targeted to attend these sessions. Teachers with certification in these areas teach these courses.

Assessments vary depending on the type of course. AP courses follow curriculum approved by the College Board and therefore use prescribed assessments and data collection as suggested by the College Board. Our AP teachers must attend an AP institute prior to teaching the course to ensure proper preparation for implementing this curriculum.

1. Department driven assessments take place at the beginning and end of a semester. During the departments' bi monthly meetings, teachers are able to create formative and summative assessments.

2. Department meeting times also lend itself to the creation of Mock Regents and AP exams twice throughout the year. These exams serve as data tools to help inform lessons and curricula taught in classes which end in these high stakes exams.

2. Major data collection is conducted through Regents examinations. Teachers use the itemized analysis to inform teaching. On a smaller scale, teachers of the same course use common assessments to maintain uniformity and consistency. Curricular revisions are done via the curriculum review team that meets weekly. Or curricula revisions may occur departmentally as teachers review formative and summative assessment data during bi weekly department meetings

1. Curriculum Review team meet weekly to review and provide feedback to teachers, twice within one semester, concerning the alignment of the curricula with Common Core Learning Standards and accessibility provided to ENL student and SWD's. The analysis of the feedback causes revision of curricula to address the needs of all students.

2. Grade Teams meet weekly to provide lesson plan feedback using the Lesson Plan Tuning Protocol. During one marking period, 6 weeks, teachers receive feedback from their grade team members in regards to accessibility to ENL learners and SWD's. The protocol uses student work to identify areas of concern based on the work product students produced. Students from a subset of the classroom's dynamic are represented during the review to provide an informed understanding of the students' knowledge base given a topic.

3. Department conduct formative assessments at the beginning of a semester, at the end (finals) as well as midterms. These uniform assessments inform the revision of curricula and lesson plan in addition to the Curriculum team's suggestions. The departments' assessment serve as the quantitative data used to inform the revision.

College Readiness as defined by the School Quality Guide is a 79 on the NYS English Regents or a 74 on the NYS Algebra Regents. Because students typically take the English Regents in the third year of high school, the percentage of students who are college ready in English at the end of year two should be negligible. At the end of year two, 15.6% of students should be college ready in math in order to meet the overall college ready index Benchmark for Renewal Schools.

1. AP course offerings are expanded to include AP Spanish, AP Microeconomics and AP Language this upcoming school year. The broader course offerings are based on the number of students who are able to take ELA and math regents and obtain a college and career ready score on those exams of 79 & 74 respectively. Classes for students who have not obtained the college and career ready grade, but passed the regents will be made as well as those who need additional time to pass these high stakes exams. Teachers who teach these classes will focus on the Hochman Writing Strategies as well as work with our Literacy Coach and Peer Collaborative teacher to aid students in the improvement of their scores.

2. PM, Sat, Winter and Spring Break Academies are the supportive academic enrichment tools that will be used to ensure all students, especially our population of ENL and SWD's, are given academic enrichment opportunities to obtain college and career ready scores to participate in the AP course offerings of AP Calc, AP Bio, AP Literature, AP Language, AP Microeconomics, and AP Spanish.

3. Make the Road and New Ambitions provides college seminar classes for grades 9 – 12 to address concerns over the college application and also provide support for students classified as ENL learners and SWD's.

Likewise, the school aims to meet the 2015-16 4-year graduation Benchmark for Renewal Schools of 52.1% and through our CTE program with NAF in the Academy of Engineering we plan to increase the graduation percent. Teachers focus this upcoming school year to work on creating interdisciplinary curricula integrating technology and additional enrichment opportunities, by shaping CTE classes and green technology architecture arts and computer science. Cultivating the curricula for these courses address the needs of the arts, technology and enrichment. Task Tracker is implemented across the disciplines, Skedula, and grades are provided to students twice a month.

1. Task tracking system is implemented school-wide as a visual data recording tool for the completion of tasks performed by students. The tracker allows for students to keep a daily record of their assignments. The task tracker is also be coupled by the bi-weekly printouts and or online visits to Skedula/Pupil Path. Pupil Path also serves as a grading system for students. Students are able to see their grades on assignments.

2. Academic Support for students to complete all assignments and testing is a part of PM school, Saturday school, Winter Break Academies, and Spring Break Academies school. These additional opportunities also serve to allow students to complete assignments that the Task Tracker and Skedula define as incomplete or areas of improvement for students. Also, make up assessments is offered during these time so all students are able to participate.

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school will meet safe harbor targets in AYP for ELA and mathematics through increased offerings of AP courses and College Now classes, impacted by ELT which will then raise the College and Career Preparatory Course Index to 15.6.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>3.2 Extended Learning Time will feature targeted instruction in core courses to meet the diverse needs of ENL and SWD’s subgroups. Highly qualified teachers will participate in Extended Learning Time and implement previously successful pedagogical strategies to reach ENL and SWD’s. Make the Road NY will provide opportunities for extended learning time to occur. Because these courses will appear on student programs and report cards, parents will be able to track student performance and have a contact person for each core subject area.</p>	<p>ENL, SWD, overage/under credited; parents</p>	<p>September 2015-May 2016</p>	<p>Administration, Make the Road NYC</p>

<p>3.2 Ongoing professional development will support teachers in their implementation of vetted curricula. Instructional coaches will partner with teachers on a consistent basis to monitor progress and follow-up on suggested pedagogical strategies and increase rigor in instruction. The following CBO's will be utilized NTN (Math Coach) , Literacy Coach, Generation Citizen, Center of Urban Pedagogue, Tribeca Film, Scenarios and Eco Station</p>	<p>Collaborative team teachers and new teachers</p>	<p>September 2015-May 2016</p>	<p>Administration, CBO coordinator</p>
<p>3.3 Schedule students who have a score of 65 – 78 with an ELA class to address their collective concerns. 3 Schedule students who have a score of 65 – 73 with an Algebra class to address their collective concerns. Schedule students who have passed Algebra and Geometry for Algebra 2/Trigonometry to score a 65+ on the regents exam. Schedule students who have passed Living Environment for Physics to score a 65+ on the Regents exam. Schedule eligible seniors for College Now courses to earn a C or higher in a college credit-bearing course. Expand the AP program for students to score 3+ on any AP exam.</p>	<p>Programmer, senior counselor,</p>	<p>July-August 2015</p>	<p>administration</p>
<p>3.3 Students in grades 9 – 12 will participate with CUP, Generation Citizen, Tribeca Film Institute, OBT, Make the Road NYC and Scenarios in interdisciplinary service learning projects. A teaching artist from each will partner with a teacher weekly to provide services</p> <p>3.3 AVID will take place within the 10<sup>th</sup> grade servicing a cohort of students and targeting ENL and SWD's.</p> <p>3.4 NAF will spend a year of planning CTE course of study in Green Technology for full implementation the following year</p> <p>3.5 Data collected from MOSL, formative and summative assessments, Mock Regents and Mock AP exams will be scored and reviewed after school hours by Department teams in order to provide revamped lesson plans and curriculum map to address the needs of ENL and SWD's</p>	<p>Collaborative Teacher (ELA and Economics teachers), ENL and SWD grades 9 – 12. AVID core teachers (ELA, math, history, science) guidance counselor, AVID coordinator, AP and one cohort of 10<sup>th</sup> graders. CTE coordinator, CTE committee. Dept. leaders, ENL and SWD's</p>	<p>September – June 2016</p>	<p>CBO coordinator, administration, CUP, Generation Citizen, Tribeca, OBT, Make the Road NYC, AVID coordinator, administration and Scenarios. CTE coordinator, administration and NAF representative . Dept. leaders and administration</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Classroom space and per session pay for teachers and a supervisor are needed to implement Extended Learning Time. This will be funded with Tax Levy and Priority/Focus money. Supplemental instructional materials will also be needed to support teachers of ELT. This may be funded by Title III for ENL students and by Priority/Focus for other subgroups. Instructional coaching will be expanded for the 2015-16 school year. Collaborative team teachers will continue to benefit from the guidance of an instructional coach, but new teachers will also receive coaching whether or not they are part of a collaborative team in the classroom. This will require the hiring of at least two instructional coaches, depending on content areas. These coaches will be paid through Renewal School funding and Priority/Focus set-aside. The programmer and senior counselor will need per session pay to ensure appropriate students are provided the opportunity to contribute to the College and Career Preparatory Course Index. This will be funded with Tax Levy money.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

Eligible students will be enrolled in fall semester College Now courses. This will progress to students earning a C or higher in said College Now courses as targeted by their Guidance Counselor. Eligible students will be enrolled in AP courses in September with an increase in the number of courses offered, and ongoing PD will occur for teachers who teach these courses. These students will progress to earning a 3+ in said AP courses. Instructional coaches will meet with their rosters of teachers at least twice a month and develop progress monitoring reports to document each session. ELT will meet daily and maintain attendance rates of at least 80%.

**Part 6b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal 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.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	D
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.	E
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.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>The school’s most recent SQR rates the Academy of Urban Planning as Proficient in the following categories: (1) “Establish[es] a coherent vision of school improvement that is reflected in a short list of focused, data-based goals” and (2) “Maintain[s] a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.” The overarching systems and capacity for improvement are in place, but the school must more intricately maintain a system to identify, support, and respond to the social and emotional needs of students. High-need student groups, such as ENL, SWD, and SIFE, will be targeted in the action plan evaluated via Regents data to monitor progress. A sustained supportive environment should positively impact students’ achievement as measured by Regents exams.</p> <p>5.2 An additional Guidance Counselor added to the staff to support ENL and SWD’s in the 9<sup>th</sup> – 11<sup>th</sup> grades. Currently, AUP has a Social Worker, who addresses the social emotional needs of all students in addition to a Guidance Counselor. The added counselor allows for more opportunities for students to engage in small group social emotional settings addressing areas of concern for teenagers as well as academic issues while reducing the case load of the Social Worker and Counselor to provide more targeted specific assistance for students. The program AVID (Advancement Via Individual Determination) provides support to students, targeting ENL and SWD’s, to support their college and career pathway and be under the additional counselor’s purview as well. The Attendance Team continues to provide outreach to students</p>		

absent 5 or more days within any given week. The Team makes phone calls, conduct home visits and set up conferences with parents and students and their Counselor and/or Social Worker to re-engage the students back into school. In addition, the Peer Mentoring Attendance program is established to pair students of high attendance with more struggling students. Leap for Girls provides mentorship and support to female students addressing the issues of a teenager after school. Bi monthly, Department Teams conduct phone calls to the homes of students who struggle academically. Paying special attention to ENL and SWD's populations, the phone calls lead to in-house counseling conducted by the Counselors and Social Workers.

1. The additional Counselor works with students in grades 9 – 11 to provide workshops for students during lunch and after school addressing areas of concern identified by teachers, parents or other students. These workshops allow students an opportunity to express their concerns in a safe non-threatening environment. The expansion of the Guidance Counseling department also provides a resource to oversee AVID being implemented this upcoming school year. Together with the AVID Coordinator, ENL and SWD subgroups are given social emotional and academic supports that ensure students have academic success in four years in a college/career pathway. AVID targets a group of students from the 10<sup>th</sup> grade. This cohort of students receives targeted specific support for social emotional and academic needs that takes place inside and outside the classroom. A teacher serves as coordinator and as an AVID Coordinator; she sees to it that students are meeting their course outline.

1. Peer Mentoring Attendance Program matches students of high and struggling attendance to serve as peer coaches to encourage students to come to school. The Peer Mentoring Program provides incentives for pairs who increase their attendance while enrolled in the program. Peer Mentors call/text/email their mentee to come to school. They have bi weekly meetings with their mentee and an opportunity to celebrate all increases in attendance.

2. Leap for Girls meets with students grades 9 -12 female students to provide a small group setting of similar age girls for social emotional support. The weekly meeting, which span over one semester, seeks to explore teenage female issues in a small group forum.

3. Department Meetings take place bimonthly for the purpose of phone conferencing with parents and meeting with parents to discuss the social emotional and academic need of students who are struggling. ENL and SWD's subgroups are targeted. Parent Conferences in school take place with all stake holders present to address social emotional issues and academic concerns.

5.3 AVID targets ENL and SWD subgroups to provide social emotional and academic supports that ensure students have academic success in four years in a college/career pathway. AVID targets a group of students from the 10<sup>th</sup> grade. This cohort of students receives targeted specific support for social emotional and academic needs that take place inside and outside the classroom. A teacher serves as coordinator and as an AVID Coordinator; she sees to it that students are meeting their course outline.

5.3 Make the Road NYC provides additional mental health, dental, medical, vision, and social emotional supports through the hiring of additional Social Workers to aid in the needs of students. Make the Road NYC is our Community School partnership who's dedicated in supporting the academic as well as social emotional needs of our students during and after school hours in the form of counseling and academic tutoring.

5.4 Professional Development is provided to staff and faculty addressing the various non-academic issues of students to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning and fostering a sense of ownership for the instruction of the whole child. Ramapo will conduct professional development addressing the various issues our students face. Various student celebrations will take place throughout the year regarding academic achievement and excellence as well as improvement in attendance. Students' multicultural backgrounds are celebrated. Students also partake in applying and participating in Posse Scholarship, Summer Search and Global Potential to individual determination while developing their leadership skills to cultivate future leaders in the school.

5.4 Students will participate in grade level team building exercises. They will also conduct student led workshops addressing current social emotional issues and other concerns from a student perspective.

5.5 The Attendance Team uses the RCUA reports printed weekly provide outreach and support to students who struggle with attendance. The identified list of students is visited in their home by a member of the team. ENL and SWD's are a targeted population.

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

As a community school, AUP will be a welcoming environment for all stakeholders. There will be a wider variety of services available at the school building via the CBO Make the Road. Offering services to the entire family, not just the student, will make the school a more inviting place and encourage parents and guardians to visit more often, thereby increasing parental involvement. Additionally, Make the Road will provide mental health professionals to see our students. This was a need documented in the AIR Needs Assessment.

Student voice and leadership is evident in the student government. Each grade level is represented and provides a direct line of communication from students to staff and vice versa. The incarnation of the community school structure also provides student leader opportunities. Students are working directly with Make the Road to publicize the initiatives of the community school organization throughout the school building and among the four schools sharing space.

### **SOCIAL EMOTIONAL LEARNING FRAMEWORK?**

5.2 The counseling team will grow from two to three counselors. The additional counselor will allow for oversight to the AVID program which targets ENL and SWD's that will be implemented next year. One cohort will participate in AVID and be supervised by one counselor. This will lessen the burden on the current two counselors.

5.2 Peer Mentoring Program provides the student voice necessary in ascertaining if social emotional supports are applied in the appropriate areas. Peers will meet weekly for the purpose of a check in to self-assess and assess one another on the increase of their attendance.

5.2 Our CBO Leap for Girls provides the emotional support for our female students in a small group setting. Make the Road NYC provides additional services in the area of Social Worker and attendance intervention to assist with students who struggle with attendance.

5.2 Department meeting, which involves bimonthly phone calls to struggling students, is structured to involve the entire learning community. The call results in an in school conference which consists of the Guidance Counselor and/or Social Worker, teachers, dean and/or admin for the purpose of re-engaging a student back into school. During these conferences students are given an academic plan to assist them in getting back on track in their studies.

5.3 Make the Road has partnered with us to provide additional mental health services, medical, vision and academic intervention for the sake of educating the whole child and providing support to their families. As our Community School partner, they are dedicated in supports the needs of students during school and after school hours. Their services also include, but are not limited to in school assistance. Their referral system for students to receive additional supports at Wyckoff and Woodhull Hospital for medical, dental, mental health, vision and therapy of all kinds are a direct extension of their services.

5.4 Professional development is facilitated by Ramapo to address the non-academic issues and concerns our ENL and SWD's face. The workshops for faculty and staff are to equip the adult stakeholders with the skills and tools to assist students who face many challenges. The workshops will take place at least one semester and culminate into a retreat for faculty and staff at the end of June 2016.

5.4 Ninth grade students attend team building retreats to Club Getaway once a year to foster a sense of community. Throughout the year, Make the Road NYC provides team building exercises to students within each grade during period 6 lunches for students and their ELA classes. These exercises will be used to support the social emotional needs of students. In conjunction with these services, student led workshops take place, Day of Dialogue, where students train students to lead workshops to debunk various types of stereotypes. These student led conferences all students to address areas of concern that the youth of today are faced with involving, race, creed, gender, religion and economics. Issues of bullying are also addressed.

5.5 The measure of attendance of students in the targeted subgroups, ENL and SWD's will be a determining factor in measuring the social emotional growth. The participants of the Attendance Team, AP, Guidance Counselor, Social Worker, Parent Coordinator, Attendance Teacher and Make the Road Social Worker will conduct home visits, perform parent outreach and re-engage the student and family back into the school community through the use of incentivized programs, conduct sheets and conferences with the student, their family and various stake holders in the school community. Daily phone calls are placed to students who are absent from 1<sup>st</sup> and 2<sup>nd</sup> period classes before third period. Daily phone calls to all absent students are made to prevent students from being absent on a day to day basis.

Because the AIR Needs Assessment cited a need for "more wraparound services, particularly mental health services, which address the challenges that many students face at home," a measure of the supportive school environment will be improved Regents Completion rates of the SWD subgroup. Meeting students' social and emotional needs will allow them to progress academically, thereby resulting in greater Regents completion.

The addition of services and programs through Make the Road will make school a more inviting place to our students and parents. If students and families can have financial, legal, academic, and health needs met at the school, they should attend with greater frequency. This is how AUP aims to increase attendance. Offering a multitude of programs will entice our students and families to participate.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, SWD's and ENL students will receive an increase in social emotional and academic enrichment services which will result in a Regents Completion Rate 31.4%, as seen in the School Quality Guide.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>5.2 An additional guidance counselor will be hired to support the implementation of AVID for cohort U and to share the responsibility of monitoring the social-emotional needs of ENLs and SWDs within their caseload.</p>	<p>Cohort U</p>	<p>September 2015-June 2016</p>	<p>Administration will be responsible for hiring.</p>
<p>Make the Road will provide AUP additional support in college counseling targeting students who are ENLs and SWDs</p> <p>Make the Road will provide community resources in the school building to engage families of ENLs and SWDs. Ramapo professional development for teachers and staff in addition to Ramapo led retreat. Team building workshops for students with Make the Road as the provider as well an Academy of Urban Planner teacher/admin facilitator for Day of Dialogue- student led conferences. Attendance Team outreach for home visit before, during and after school, in addition to phone calls before, during and after school hours for the purpose of re-engaging students back into school. ENL and SWD’s are the targeted population.</p>	<p>Students with additional social-emotional needs.</p>	<p>September 2015-June 2016</p>	<p>Make the Road will provide professionals. Counselors/teachers will refer students as needed. Administration &amp; Ramapo facilitators</p>
<p>Peer Mentoring incentivized program that provide peer mentors with stipends and other forms of incentives to mentor one another for the purpose of increasing each other’s attendance.</p>	<p>Students with 60% - 80% attendance</p>	<p>October – June 15<sup>th</sup> 2016</p>	<p>Attendance Team</p>
<p>Emotional support groups and counseling after school provided by Leap for Girls for the purpose of support female students. ENL and SWD’s population of female students targeted.</p>	<p>Female students</p>	<p>Oct- Dec</p>	<p>Social Worker, Leap for Girls Coordinator</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy money will be needed to hire a third guidance counselor. Renewal school funding will pay for the services provided through Make the Road.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

Regents passing rates in January 2016 must be at least 31.4% overall. Scholarship data for each core subject area and physical education is used to measure progress with student obtaining 4.5 credits by January 2016 and a minimum of 10 credits by June 2016 in the core subject areas, physical education and an elective credit.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal 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.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
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.	D
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).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>4.2 The Curriculum Map committee will implement a universal template which includes seven categories addressed by a school wide, home grown, unit map rubric. One category includes strategies and scaffolding activities that will be used in the classroom across curriculums. Lesson plans will continue to be revised to make sure all CCLS shifts are implemented during grade team meetings and during co-teaching meetings.</p>		
<p>4.3 One category in our unit map is the CCLS standards addressed in our instruction. The unit map rubric for CCLS encourages an increase use of CCLS in assessment and checking for understandings.</p>		
<p>4.4 In the curriculum unit map template, a category is allocated to teachers to discuss how they will differentiate their instruction for different learners and a scaffolding section for all types of learners. Our school’s shift to autonomous learning in our classrooms encourages students to rely on their strengths in writing, reading or speaking to demonstrate their learning. Autonomous learning is an instructional practice we as a school are working on improving and implementing in the upcoming academic year.</p>		
<p>4.5 The use of Skedula/Pupilpath empowers students to review their progress online. Students receive email notifications of assignments not completed and are able to assess their own work through email shared by the teacher. Some of the needs in this area are to increase assessments during our three marking period schedule. Midterms will be uniform, and pre- and post- assessments will be scheduled using CastleLearning and other regents based quizzes on line. Mock Regents are scheduled early in the semester to provide students with actual exam feedback.</p>		

## Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

The school program is shifting to be more inclusive. The ENL program will be integrated with core subject area classes as much as possible. Few ENL courses will remain stand-alone per ENL regulations, but all others will feature a licensed ESL teacher with a subject-area licensed teacher. Likewise, the ICT program will continue to serve most, if not all, of our SWD population. These teacher teams will have planning time built into their programs as per the school’s SBO. During this time, teachers will have the opportunity to create and revise lesson plans as well as finalize unit plans.

The expanded AP program and concerted effort to bolster the College Now program will meet the needs of higher achieving students. Furthermore, the creation of lesson plans with multiple points of entry should address the needs of higher functioning students as well as those of at risk students. The alignment of curricula to CCLS will also ensure instruction that is deepening students’ learning rather than painting broad strokes across many topics.

4.2 Data teacher teams look closely at student work. They are combing MOSL, Regents item analysis, and classwork data to find trends and replicate best practices or amend unsuccessful techniques. Previously successful practices involve the collaboration with outside organizations to make content relevant to our students. The addition of AVID in the 9<sup>th</sup> grade cohort should bolster the resources available to the 9<sup>th</sup> grade team. This collaborative partner will work with our teachers to hone the soft skills needed to succeed in high school. The partnerships with Generation Citizen and Center for Urban Pedagogy provide liaisons to collaborate with our history department. These organizations have supported school trips and outside activities to make the curricula current and engaging for our students.

4.2 The 2015-2016 implementation of the Advancement Via Individual Determination (AVID) curriculum will help foster skills students need to become higher level learners and college and career ready. Our collaboration with Make the Road, Opportunities for a Better Tomorrow, the Center for Urban Pedagogy and Generation Citizens provides teaching artists to collaborate with our teachers to teach skills for college and career readiness , community impact and problem solving urban issues.

4.3 The shift to autonomous learning instruction will help shift to deeper learning from students. Teachers are already implementing levels of student discussions, fishbowl activities and self-assessment in the classroom. Higher achieving students will be able to self-guide their learning more often than before.

4.4 The Curriculum Review team’s rubric coincides with the various types of learners that are in our classes. Paying special attention to how ENL and SWD’s learn best, the team uses a map that highlights pedagogical strategies to meet their needs. The team, upon review of their colleagues’ map, provides instant feedback to teachers when the subgroups, ENL and SWD, are not met efficiently. This allows for an opportunity for teachers to become reflective of their practices making their lessons and curricula inclusive of all learners.

4.5 Teachers use mock regents, midterms and finals to revise curricula. They use the Regents item analysis to have students self-assess and participate in their own learning processes. The item analysis also lends itself to provide differentiated classroom instruction and inform grouping of students. The formative and summative assessments also shape lessons and curricula creating ongoing change to meet the needs of the learners.

### Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all grade team members will collaboratively create lessons based on an Autonomous Learning Principle to demonstrate literacy across disciplines, resulting in the average MOTP ratings, as seen in Advance, of teachers meeting the target of district averages of 1e: 2.93, 3b: 2.71, 3c: 2.86, and 3d: 2.82.

### Part 4 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>4.2 The curriculum map committee will review unit maps and provide feedback to all teachers using unit map rubric as a guide on a bi-weekly basis. This collaboration will ensure teachers of all disciplines have insight to school-wide curricula and will support grade-team inquiry work that is completed by groups of mixed subject-areas.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, department team leaders</p>
<p>4.3 The curriculum map committee will assure that all unit maps include CCLS and that assessments are linked to CCLS. Furthermore, curriculum maps will be viewed through the lens of opportunity for autonomous learning. Activities and supports outlined in curriculum maps should include ways for the students to access content with minimal intervention from the teacher.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, department team leaders</p>
<p>4.4 The curriculum map committee will assure that differentiation, assessment and autonomous learning is an instructional practice visible in our classroom instruction by reviewing unit maps and lessons. Key indicators of these practices are opportunities for multiple points of entry and minimal teacher-centered direct instruction. Teachers should employ AVID strategies to address a range of student needs and to provide access to all learners.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, department team leaders</p>

4.5 Increase opportunities for assessments that impact our instructional practice by offering PDs on assessment during the 6 <sup>th</sup> period PD program. Formal assessments should be commonly planned among teachers of the same course to ensure school-wide uniformity. Professional development may be crafted in-house or conducted by teachers turn-keying ideas and strategies learned from outside professional development trainings. Additionally, the content-area coaches may provide whole staff or small group trainings as needed.	Teachers	September 2015-June 2016	Administration, department team leaders
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher teams will need time to meet in their various pairs or groups. This may be accomplished during the common planning period as set forth in the SBO or after school at the per session rate. Additionally, Priority/Focus and/or Renewal School funding will pay for partnerships with outside organizations. Tax Levy funding will pay for Skedula.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teacher team meetings will be monitored through the submission of meeting minutes and/or agenda. Partner organizations will provide their own Memoranda of Understanding to outline the expectations of the partnership. This includes the number of school visits and field trips. Skedula usage will be monitored by the parent coordinator. Each month will see an increase in the number of parents registered to use the program. By January 2016, teacher teams will have logged meeting minutes for September-December meetings. All partner organizations such as CUP, GC, and Stoked will have completed half of their scheduled visits with AUP by January 2016.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal 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.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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 (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
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.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>2.2 The development of the RSCEP includes input from all stakeholders, including parents, students, teachers and CBO to assemble a full picture of all moving parts that must work in harmony to fulfill the school's mission. Each stakeholder is aware of the school leader's mission and understands the importance of executing action plans in order to meet SMART goals to improve the school.</p>		
<p>2.3 Our school establishes a co-teaching model for all ICT students and will be expand its co-teaching model into ESL classes which will include an ELA co-teacher. An additional guidance counselor is hired for the next academic year and a community school social worker is hired to help structure the social emotional support our students with low attendance rates.</p>		
<p>2.4 Principal and AP conduct observations together and provide immediate verbal feedback with a follow up observation write up. Observations outcomes tailor our PD topics for implementation which lead to the start of autonomous learning. Observations reveal that classroom instruction is too teacher centered and a need for autonomous student learning is highlighted as a next step In increasing rigor and deeper learning for our students.</p>		
<p>2.5 Principal and Admin team purchase ELA and Math curriculum to conduct our instructional shift to the CCLS. Teacher practice includes an increase student to student discussion, autonomous learning and community impact initiatives.</p>		

Grade Team leaders and Department Heads meet monthly with the Principal and Admin team to review weekly PD topics and protocols. Our annual parent UP day and monthly PA meetings allows us to engage with parents and guardians. In addition, a community school kickoff park celebration allows us to invite families to the Bushwick Campus to discuss the needs of the community that can be addressed through the community school initiative that we take part. Our partnership with Make the Road provides us with a social worker to work with our students with low attendance and have high social emotional needs. To increase our productivity in the social emotional area, we purchased Advancement Via Individual Determination (AVID) to help build our curriculum in teaching students social responsibility.

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader has already begun to share the vision and mission of the school through staff professional development meetings and SLT meetings. The leader intends to continue a discussion of these goals at future staff meetings with a consideration for whether or not these goals are being met. The intention is to evaluate the effectiveness of the action plan and make alterations if needed. The CBO’s involvement in regular school activities will help to spread the school’s vision to the school community beyond teachers and students.

The principal will maintain a strong relationship with the CBO by keeping weekly meetings with the community school director and inviting the CBO to staff meetings. This will foster strong communication among stakeholders and allow for consultation and a constant exchange of ideas. Student voice will dictate student programs. The student ambassadors to the community school as well as AUP’s student government are pipelines to the student body. They drive programs to meet the needs of students.

Teachers are observed according to the stipulations set forth by the UFT. As noted in the AIR Needs Assessment, the administration has done well to give immediate verbal feedback following an informal or formal observation. The written, more in-depth feedback is given within two weeks. This timely feedback allows teachers to reflect upon their practice and to have time to implement suggested strategies for improvement. Because the principal is a strong believer in follow-up and support for implementation, instructional coaching is an important asset and will be provided, as it was last year.

Shared accountability is managed through grade teams and inquiry teams. These teams focus on smaller bands of students to highlight at risk students and to refer them to other services, if deemed necessary. The addition of the CBO’s services will contribute to the arsenal of interventions available to our students. The attendance team will continue to meet weekly. This team focuses on attendance data to identify problematic attendance and rectify the problem.

The community school director will oversee various partnerships with outside organizations to ensure that all social-emotional needs of our students are met. For example, the Hellen Keller Foundation has serviced our students with

vision screening and will provide eyeglasses to students in need. The attendance, scholarship, and Regents completion data will remain under the direct oversight of the principal and assistant principal.

**Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leadership will collaborate with all stakeholders to build the capacity of teacher team leaders to lead inquiry work that results in a 52.1% 4-year graduation rate, as seen in the School Quality Guide

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>2.2 The development of the RSCEP includes all stakeholders including teachers, staff and CBO in a full day professional development session. Participants are asked to make a needs-assessment of their school and brainstorm plans of action to address low-scoring areas. These ideas and plans are incorporated into the school's RSCEP in order to ensure input from a variety of stakeholders. The framework will be split among groups so that each can focus on a section of the RSCEP. Each group will present to the whole faculty so that all can be familiar with the entire framework and contribute as needed.</p>	<p>Teacher</p>	<p>July 2015- June 2016</p>	<p>Administration, Teachers, Make the Road and Staff</p>
<p>2.3 Provide a coach and planning time so ENL and ELA teachers can create a co-teaching model curriculum for all ENL and ELA classes. Common planning time will allow co-teachers to plan together on a regular basis and give ENL and ELA teachers time to reflect upon and adjust curriculum together. This will ensure students are receiving instruction</p>	<p>Teacher</p>	<p>September 2015-June 2016</p>	<p>Instructional Coach, Administration and Teachers</p>

that is appropriately aligned to CCLS as well as cohesive from ENL to ELA classes.			
2.4 Use classroom observation results and teacher data inquiry results to determine PD plan for the academic year. Advance teacher ratings and observations should point to areas in need of improvement. By analyzing this data, the administration can focus on specific domains in the Danielson framework to target. Additionally, areas of strength can be leveraged to support the areas of weakness. Inquiry data collected by teacher teams will inform the progression of professional development needed for teachers.	Teacher	September 2015-June 2016	Administration and Teachers
2.5 Implement weekly teacher team meetings to review student work, revise lesson plans and shadow students to improve instruction practice through various areas of student work and observation data. During common planning time, teachers will use student work to reflect upon their practice. Peer review of work will also offer insight to a teacher's practice and be useful in defining next steps. Shadowing students and inter-visitation can accomplish a number of different things depending on the lens used to observe the class. Teachers may shadow students to find out strategies that work for particular students or to observe the implementation of a new strategy by a teacher in order to offer feedback.	Attendance team	September 2015-2016	Administration and Teachers

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Inquiry teams will need per session pay funded by Priority/Focus set-aside if meeting beyond contractual hours. The attendance team will need common space and time to meet weekly. Additionally, attendance team members may need flexibility in their schedules to make home visits. Guidance counselors and programmer will need per session funded by Tax Levy to create appropriate programs for students and to conduct transcript audits.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Student programs and transcripts will be updated and maintained regularly. The transition from Fall to Spring semesters will be a crucial time to evaluate credit accumulation of students which will dictate programming for the Spring semester. Spring programs should reflect a fulfillment of deficiencies in student transcripts. By January 2016, 50% of students in cohort R will be on-track for graduation.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal 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.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>6.2 Structures are in place to initiate communication with families, but active participation still lags. The school invests in Skedula/Pupilpath to give parents and students access to live grade book data. This technology allows parents to monitor their students’ attendance and receive communication from the school. The school maintains a common grading policy to support the high expectations across all classes and grade levels. Parents are continually invited to visit the school either for academic concerns or for celebrations. Through all interactions, teachers and staff are messaging a college-focus and advanced achievement through higher level courses and earning the advanced regents diploma.</p>		
<p>6.3 The school will organize anchor events for parent participation throughout the year which include a Parent UP day per semester, cultural dinners and celebrations, weekly orientation workshops, and promotion of monthly Parent Association Meetings. Parents are personally invited to attend these events by phone calls home and notices backpacked or mailed home. The community school designation also affords our school a host of other resources and events with which to draw parents to the school. Medical and legal services are offered which may bring families into the school building and make them more comfortable approaching the school staff for academic reasons regarding their students.</p>		
<p>6.4 Make the Road will provide programs and services to strengthen ties with parents and families thus being a vehicle through which the school can better communicate with parents and families. The AIR Needs Assessment cites language as a barrier to reaching parents. Services provided through Make the Road will be multilingual and other services will include GED preparation, resume building workshops and English courses. In addition, a community social worker will work with students with low attendance and their families to provide social and mental health services. The community</p>		

school will also provide an AmeriCorps volunteer to work with a target group of our students who may need more support. Because this volunteer is devoted to parent outreach for a cohort of students, this will lessen the caseloads of guidance counselors and the parent coordinator.

6.5 Our School Leadership Team includes parents, students, teachers and CBO to meet monthly to discuss the progress of our school scholarship reports, understand the use of data as a renewal school and review the CBO services that serve our students. Additionally, the Community School Team meets monthly to review ongoing projects and launch new initiatives to benefit the campus educational community. Parents, students, and community members are invited to this meeting as a way to incorporate more voices and to address needs of all students. Because the Community School Director has a new data tool from the New Visions program, the community school office is another place that parents can gather academic and attendance data on their students. The community school office is monitoring student attendance and its effect on credit accumulation. It is an accessible source through which parents and families can monitor student progress.

## **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

The Community School director maintains a space on the first floor of the building that serves as a welcoming and inviting space to attract the participation of parents and families. Here, parents and families can access services beyond academics. If families are comfortable seeking help from the CBO, they will be more comfortable visiting AUP and taking an active role in their students' education. Advertising for community school events is done campus wide by way of posted signs and email blasts. Each school also contributes Youth Ambassadors who are charged with keeping their respective student populations abreast of community school activities and initiatives. All school staff, including school safety agents, are aware of the community school space and refer students and families there for needs beyond the scope of the individual schools.

AUP will continue to offer anchor activities and celebrations aimed at bringing in family members. The school hopes to see an increase in parent engagement through community events held at the school and at the Bushwick Campus. Workshops for parents will be expanded to include data and progress report information to help parents navigate the data-driven climate of schools. To advertise the community school resources, the start of the school year will feature a community school kick-off, which is sponsored by the CBO, and invites all community members to participate in a picnic and table fair to share available resources. Throughout the school year all parent events and open houses will make mention of the community school resources to entice parent participation. During open school nights, the community school office will remain open to share their work and recruit parents to join upcoming events.

Adult education is an area of desired improvement for AUP. The hope is that low turnout among our parents for adult education can be offset by partnering with the other schools under the community school umbrella to forge a larger cohort of parents participating. The support of the community school should also afford additional resources with which to offer said courses.

### Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the increase in parent involvement for school-wide activities will result in an increase in student attendance from 79% to 80.0%, as per the Renewal Schools benchmark for 2015-16.

### Part 4 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>6.2 Provide parents with workshops on how to navigate Skedula/Pupil Path during weekly orientation workshops and monthly meetings. Promoting a college-going environment for seniors and parents of seniors will be accomplished through the College Summit course and senior nights for families to attend for informational purposes. The college summit course will be led by the New Ambitions college counselor to usher seniors through the college search, college application, and financial aid application. These high expectations will be relayed to parents at senior nights which will focus on requirements and deadlines for senior activities and college activities.</p>	<p>Attendance team, seniors</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator  Assistant Principal</p>
<p>6.3 The school will organize workshops for parent participation throughout the year which includes a Parent UP day per semester, cultural dinners and celebrations, weekly orientation workshops, and monthly Parent Association Meetings. Workshops and celebrations are held to draw parents into the school building with the intent of making them more regular participants in school activities.</p>	<p>CBO</p>	<p>August 2015-June 2016</p>	<p>Parent Coordinator, CBO, Teachers and Admin</p>

<p>6.4 Make the Road will provide multiple services to parents which include GED preparation, English courses and Resume building workshops which will be promoted through the community school initiative. Additionally, Opportunities for a Better Tomorrow will work with a group of our students during ELT to provide them college access and support in seeking higher educational opportunities after high school.</p>	<p>Students and families</p>	<p>September 2015-June 2016</p>	<p>CBO, Parent Coordinator</p>
<p>6.5 School Leadership Team will be provided with school scholarship reports and workshops on how to read reports. Results of the school survey from last year will also be shared with parents as they contributed to its results. Parents are also privy to data through the CBO. The New Visions tool helps our CBO manage the current attendance information and to identify at risk cases. The CBO can share this information with parents in order to facilitate conversations regarding student performance or student progress.</p>	<p>Parents, Students, Teachers, and CBO</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Make the Road will use Renewal School funding to launch initiatives and events that will attract parent/family participation. Student government and other student led events will require Tax Levy money for supplies and teacher/supervisor per session when events and their planning occur beyond contractual hours. Should the PTA organize events, they may use PTA funding.</p>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21<sup>st</sup> Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>	<p>X</p>	<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>	<p>X</p>	<p>Other</p>

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> 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.</p>
<p>Monthly attendance averages should be 80% by January 2016. Tracked attendance and anecdotal data for all parent engagement events and ELT attendance data will be reviewed by January 2016.</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Expanded Learning Time (ELT) Program Description**

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
The ELT will blend school staff with community partners to provide a balanced curriculum to all students, targeting ENL and SWD’s, which will increase the school-wide scholarship rate from 71% to 75% by June 2016 providing regents prep and AP prep to students who are enrolled in classes that end in these high stakes exams and provide blended learning opportunities for students in need of additional credits..

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The ELT program for regents preparation will serve students who are identified by their teachers as needing additional services. Students identified will receive in-class incentives towards their grade for participating in ELT. Students’ parents and families will be notified and a partnership between families and teachers along with the Guidance Counselor/ Social Worker will help to ensure student attendance. Physical education program participation on Fridays will be determined by ELT attendance. Students seeking to participate in extracurricular activities would have to get clearance from ELT teachers before their participation in these activities takes place.				
The ELT program for HAI is compulsory as it will provide under-credited students the opportunity to receive credits in areas of academic concern.				

**Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> </ul>

- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

ELT opportunities serve as a regents and homework help for the purpose of academic enrichment. This program identifies students by their content area teachers. Students who are ENL and SWD's are the targeted population. Teachers will, by department, determine which students will participate in ELT and provide customized work for their students. Due to the individualized aspect of learning in ELT, students are given more opportunities for one to one assistance. In some content areas like, math and ELA, more than one teacher is present. As students work independently on topics, the two teachers are able to circulate and sit with students to provide assistance and the social emotional encouragement needed for students who often struggle academically. ENL and SWD's are the targeted population. Professional development is delivered through workshops offered to the staff from the Renewal Office or other NYCDOE programs. WITSi trainings are attended throughout the school year, and AVID workshops are heavily attended with the intent of eventually having every teacher exposed to and using the AVID model.

Teachers who teach ELT will service a range of grades, 9 – 12, but the classroom teachers in the department will submit by Google Docs and/or email the customized work for each student. Communication between the subject area teacher teaching in ELT and their colleagues will occur weekly to create a succinct list of student whose attendance in ELT is mandatory. When students finish their requirement, an updated list in Google Docs will show proof that the student attended and/or completed their assignment. This running log online will afford the students' teacher instant feedback concerning attendance and completion. Students who are given clearance from all departments, may be able to participate in extracurricular activities which this upcoming year will be Opening Act and Arts in Bushwick in addition to attending Physical Education classes in the school's gymnasium after school on Fridays.

Healing Arts Initiative affords under-credited students the opportunity to make up classes after their regularly scheduled day. The classes are conducted by a content area teacher with a teaching artist to support the work. Students with low attendance and low credit accumulation are targeted for these courses by the CBO in order to boost attendance overall. The impetus behind this program is exposing students to courses not traditionally offered during the school day, such as martial arts, film-making, and vocal lessons. The CBO advertised these courses through informational sessions specifically targeted to students meeting the low attendance and low credit accumulation criteria. Once those spots are filled, additional available seats are open to all students who express interest and commit to attending the regular schedule of classes.

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Administration keeps abreast of the overall attendance and quality of instruction for ELT and Blended Learning classes. Admin monitors the Google Docs and Skedula/Pupilpath to ensure that attendance and assignments are entered and students are completing their assignments. The day to day maintenance and oversight of each department is the responsibility of each department leader. The leader maintains that the student list via Google Doc

**Part 4b.** Timeline for implementation and completion, including start and end dates.

ELT begins in September 28<sup>th</sup> 2015 and ends June 15<sup>th</sup> , 2016 for after school and PM activities.

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Seven certified teachers will cover within their specified content area math, ELA, ESL, history and living environment, physics and physical education. Each subject will take place twice a week. Students will use a combination on online and textbook resources. The students will be able to take classes after their last class and on Saturday as well as during Winter, Mid-Winter and Spring Breaks. According to the teachers’ schedule, teachers will teach between 2 to 4 periods a week. One supervisor is needed.

ELT After school hours

8 teachers \*\$41.98\* 2 days \* 26 weeks of school = \$ 17463.68(minimally) OR 8 teachers \*\$41.98\* 4 days \* 26 weeks of school = \$ 34,927.36(maximum cost)

Saturday School

8 teachers \*\$41.98\* 26 weeks of school \* 3 hours= \$26,195.52

Winter Break/Mid-Winter Recess? Spring Break/(4 days for each)

12 days \* 8 teachers \* 6 hours\* \$41.98 = \$24180.48

Supervisor Cost- ELT after school and Saturday

\$53\* 13 hours\* 26weeks = 17,914

Winter Break/Mid-Winter Recess/Spring Break/(4 days for each)

53\*12 days\* 6 hours = 3,816

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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.

By February 2016, school scholarship will increase by 5% across all subject areas as a result of student attendance of ELT programs. The targeted group of low attending students through HAI programs will see a 5% increase in attendance as a result of the HAI interventions.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, the Community School program will connect Bushwick Campus students and their families with a wide array of legal, health, social emotional, academic and enrichment programs and services. By promoting and enlisting students into the provided services we will see an increase by 5% each in student attendance, student credit accumulation of 10+ credits per year, and graduation for student groups at risk of failing high school.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The Community School Program seeks to service all students. However, the targeted subgroups are ENL and SWD who have academic and attendance concerns identified by their Progress to Graduation Tracker recorded attendance and on track to graduation status. The Community School Program plans to target the students and their families for the purpose of increasing their attendance through outreach and incentivized attendance initiatives as well as conferencing with parents/guardians to ensure that students attend school regularly. The Community School Program also provides academic enrichment services for students after school hours and on Saturday as well as additional counseling and other mental health services for social emotional issues. Students and their families will have access to a wide array of additional services to address issues that prevent students from coming to schools and performing successfully academically. These services include but may not be limited to health care, legal, workforce development, college preparation and college access, community building, mentoring, civic engagement, adult education, and extra-curricular arts and physical education. Parents will be offered a variety of workshops according to interest and need, and will be given daily access to a family resource room where they can connect with other parents, use a computer and copy machine, have a cup of coffee and, and meet with the Community School Director or other community school staff to assess need and connect to needed services.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. Academy of Urban Planning is paired with Make the Road New York (MRNY), a community based organization located in Bushwick with deep roots and history in the community. Make the Road New York builds the power of Latino and working class communities to achieve dignity and justice through organizing, policy innovation, transformative education, and survival services. The new Community School Director (CSD), Jessica Taube, is a licensed Master of Social Work who has been working for MRNY with the four schools on Bushwick Campus as the Schools Partnership Coordinator since September of 2009. She has strong relationships with all stakeholders on campus and has already begun to engage all four schools in a critical needs and assets assessment to inform the plan for how the school campus will serve its families. Jessica will continue to build relationships with existing and incoming partners to ensure a seamless delivery of services and programs. Based on identified gaps in services, Jessica will build on the strong foundation of existing services and partnerships and make new connections to further leverage needed resources from MRNY and the community. Jessica will work with the SLT to develop specific goals with rigorous benchmarks to provide ongoing evaluation and learning in order to improve student attendance, academic preparedness and support through services.

2. In addition to the CSD, MRNY will hire a Student Advocate with an MSW and a Clinical Social Worker. The Healing Arts Initiative (HAI), another CBO who has a state community school grant to work with the campus, has hired one full time and one part time social worker. Finally, the school will be paired with an AmeriCorps volunteer who will coordinate a success mentor program. Students will be given the opportunity to meet one on one with someone from the community school staff to assess needs and connect them to the appropriate services and programs. Students will receive appropriate follow up case management, counseling, and mentoring according to need. Students will also have the opportunity for group and family counseling. The Community School program will also integrate restorative justice practices to support community building and conflict resolution, and to address harm to the school community. Restorative Justice helps students to understand how their actions can affect the whole community and supports social emotional growth. MRNY will hire 2 Youth Ambassadors from AUP (and two other each from the other 3 schools for a total of 8 on campus) who will receive an educational stipend for their work as leaders among their peers. The Youth Ambassadors will serve as the voice of the students and will provide workshops and conduct outreach with their peers to ensure that all students are aware of what the community school has to offer and are given the opportunity to engage and have their voice heard in decision making processes. MRNY will connect students to after school programming in the areas of youth leadership and civic engagement as well as field trips that give students the opportunity to engage in policy advocacy. The community school program will also build on MRNY's existing Student Success Center, a college access program that provides high quality peer to peer counseling through all aspects of the college process beginning with early college awareness and moving all the way through to matriculation.

### **Something more about ELT here?**

3. **This is from our AIDP application:** Family engagement is a crucial element of a successful community school and a top influencer of student attendance, academic achievement and social development. In Bushwick, however, parents often work many jobs, face language barriers, or find school structures difficult to navigate. MRNY and AUP will work together to engage these parents and families as leaders and decision-makers for whole school gain. The CSD will work with MRNY and school staff to hold monthly meetings in which parents and families learn of the services available on campus and at MRNY's community center, and get engaged in their child's schooling. The CSD will work with the schools' parent coordinator to conduct workshops on navigating the school system, school policy and the CCLS and other issues of interest, such as parents' rights in schools, immigration and college access. The CSD and Parent Coordinator will publicize school events and coordinate with one of the social workers to provide one on one case management with families addressing goals; legal, health, adult literacy, and workforce service referral to MRNY; and other service referrals.

Families will be engaged through a tight network held together by phone calls, home visits, community tours and outreach, and town hall meetings. Families will be engaged through services but also as volunteers leading recreational, vocational, or academic enrichment activities, as decision makers, and mobilizers of peers and neighborhood institutions. To reach families who don't come into the school on their own, MRNY will collect surveys and organize neighborhood tours for parents, school staff, and partners to learn about the area and assess local

assets and needs. MRNY will create a database with contact information of parents and community members that can be used for ongoing communication, outreach and leadership development. The CSD will work to ensure all materials are multilingual, engaging and accessible.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

1. Make the Road New York: Community School Director, Student Advocate, Clinical Social Worker, Youth Ambassadors, Student Success Center Program Manager, College Advocate, and Youth Leaders. Healing Arts Initiative.

2. AUP teachers will provide academic ELT opportunities after school and on Saturdays. The Healing Arts Initiative will offer credit bearing ELT in extra-curricular programming such as art, music, dance, and robotics (I can't remember what else – let me know if you want me to ask Darlene)

3. MRNY will hire a part time data manager to track all data on student and family involvement and access to services and programs. School staff will compare this data to any change in attendance and other student achievement.....

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Community School Program will include additional personnel such as a Coordinator of Services, College Counselor from New Ambitions and student peer mentors. The program looks to expand the technology of the school to include laptops for each classroom to ensure technology is integrated in every class. The program also looks to add technology in the form of Smartboards to every classroom. Additional resources such as supplemental enrichment activities in the form of ELT, trips for team building purposes will be funded. Professional Development for teachers to enhance instruction and provide social emotional supports will be given to teachers as well. The Community School program has entered into agreement to fund Ramapo retreat for students and teachers, provide professional development for math teachers from National Training Network. The program will also include providing the resources for the literacy Coach, Maria Akinyele, NAF, and ELT.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

Community School Program begins in July 2015 until June 2016

**Section 8: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teacher of student identifies student based on formative and summative assessments. The counselor and parent confirms their attendance	Blended/online Learning, graphic organizers, scaffold assignments, online tutorials, MYON,	Small group tutoring, peer tutoring, Castle Learning and regentsprep.com	ELT at end of each school day or Saturday school
<b>Mathematics</b>	Teacher of student identifies student based on formative and summative assessments. The counselor and parent confirms their attendance	Blended/online Learning, graphic organizers, scaffold assignments, online tutorials, MYON,	Small group tutoring, peer tutoring, Castle Learning and regentsprep.com	ELT at end of each school day or Saturday school
<b>Science</b>	Teacher of student identifies student based on formative and summative assessments. The counselor and parent confirms their attendance	Blended/online Learning, graphic organizers, scaffold assignments, online tutorials, MYON,	Small group tutoring, peer tutoring, Castle Learning and regentsprep.com	ELT at end of each school day or Saturday school
<b>Social Studies</b>	Teacher of student identifies student based on formative and summative assessments. The counselor and parent confirms their attendance	Blended/online Learning, graphic organizers, scaffold assignments, online tutorials, MYON,	Small group tutoring, peer tutoring, Castle Learning and regentsprep.com	ELT at end of each school day or Saturday school
<b>At-risk services (e.g. provided by the Guidance Counselor,</b>	Subject area teacher provides academic assistance and Counselor and/or	Subject area teacher provides academic assistance and Counselor and/or	Subject area teacher provides academic assistance and Counselor and/or	Subject area teacher provides academic assistance and Counselor and/or

<i>School Psychologist, Social Worker, etc.)</i>	Social Worker provides social emotional support during mandated counseling sessions, advisory periods, or as needed			
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## Section 9: 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>The administration made a concerted effort to interview for vacancies earlier than last year. The principal has been screening candidates during the last two months of the 2014-15 school year rather than waiting until the summer. This has been made possible by maintaining trust and amicable relations with current teachers. Teachers have given earlier notice about their intention to leave the school, thereby allowing administration to plan for a replacement rather than forcing administration to fill the vacancy at the last minute.</p> <p>Our partnership with the NYC Teaching Collaborative allows us to have student teachers in our classrooms which also provide an avenue for teacher recruitment. Each student teacher is paired with a teacher as their coach and learning how our school operates. This has conversely allowed our administration to observe these new teachers and to consider them for possible openings in the coming school year.</p> <p>For continuing teachers, preference sheets were distributed to teachers for the upcoming school year. Programming decisions will be based upon these preferences when possible.</p> <p>High quality professional development is important to the current leadership so AP teachers are attending AP Summer Institutes. In addition, a group of teacher will attend summer institutes for Advancement Via Individual Determination (AVID), the National Academy Foundation (NAF), and the Youth, Learn, Plan, Act Now (Y-Plan) initiatives. These workshops will jumpstart the work that needs to be done in the next school year for successful implementation of new programs geared to CTE certification and AP exam credentials.</p>

#### 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).
<p>Teachers will be attending AP Summer Institute Trainings to teach AP Spanish and AP Language. Current AP teachers will attend workshops on their content and the alignment to the CCSS.</p> <p>The English and mathematics departments will continue to meet with instructional coaches who help align curricula to CCSS. In department meetings, these teachers will analyze the new Common Core aligned state regents' exams to become familiar with standards addressed. They will be encouraged to use actual Regents and AP Exam questions in their lessons to guide student practice in preparation for these exams.</p>

Social Studies will receive training in the use of the History Alive (CCSS aligned) curriculum for grades 9-12 including subjects Global 1-4, US History 5 – 6, Participation in Government and Economics.

Over the summer, a group of teachers and the Assistant Principal will take part in a one week training session on creating a college going environment for our students geared to understanding the CCSS and work in partnership with the Renewal Office.

Para professionals will take part in a half a day session during professional development day on September 8, 2015 to discuss job descriptions, explore the Common Core Learning Standards and construct strategies on how to engage with their students with disabilities. These sessions will continue every two weeks during common planning hours and afterschool PDs.

### **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.).

n/a

#### **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.

Benchmark assessments during the fall semester for the purpose of Advance ratings is determined by a committee formed by joint UFT and Principal selection. Further assessments administered throughout the semester are determined in department planning sessions by teachers. Teachers use the established curriculum maps and unit plans to determine the breadth of assessments and collectively determine appropriate tasks for the common courses taught. The summative assessments of Regents exams provide useful data in courses that take the exam in January. Teachers consult this data in department teams in order to identify gaps in knowledge and devise action plans to address said gaps. These inquiry strategies are reinforced through professional development workshops that teachers attend through Renewal Office offerings.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	339,933.00		
Title I School Improvement 1003(a)	Federal	16,979		
Title I Priority and Focus School Improvement Funds	Federal	65,496		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,962,607.00		

#### <sup>1</sup>Explanation/Background:

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

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

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

- 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.

<sup>2</sup>The **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/RSCEP.
- **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 10: 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 RSCEP 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.

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**Parent Involvement Policy (PIP)**

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. **Academy of Urban Planning** 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. **Academy of Urban Planning** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### **School-Parent Compact (SPC)**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Academy of Urban Planning</u>	DBN: <u>32K552</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>82</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: A Saturday academy services 70 ELL students. The rationale for holding a Saturday academy is the low performance of ELL students as documented in the School Quality Snapshot. For the ELL population, our school is noted as Not Meeting Target in closing the achievement gap for graduation in four years. Aside from the School Quality Snapshot, the credit accumulation and regents results show ELL students lagging in credits and exams passed in order to graduate in 4 years. These findings support our need for additional learning time and academic support on Saturdays in the form of ESL, math, and ELA work.

- The materials used to support our ELL students in the Saturday academy is Regents or NYSESLAT based. Activities and materials used in the Saturday academy are for the purpose of supporting students to pass the Regents and/or NYSELAT, so past exams are used and referenced to approximate future exams and to familiarize students with content and format.

- The Saturday academy occurs each Saturday from October 4 to December 20, with the exception of November 8 and November 29. This totals 10 sessions. The program hours are 9am -12pm. At each session there is one teacher from each certification area: mathematics, ELA/ESL, history, science.

## Part C: Professional Development

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

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

Begin description here: Maria Akinyele, an educational consultant, works with our ESL teachers and their content co-teachers monthly. The consultant observes the co-teaching and works with the teacher pairs to better their instruction and planning. The consultant has shared instructional strategies with teachers and offered recommendations for improvement. The rationale for introducing an outside specialist is to maximize the opportunity for teacher buy-in. Instructional recommendations are more likely to be heeded if offered by an objective third party as opposed to by the principal or assistant principal.

- The educational consultant works with 8 teachers. The dates and topics of each session are as follows:  
September 15: teacher goals  
September 19: formative assessments  
October 3: graphic organizers, accountable talk, student self-assessment, Likert scale  
October 17: rubrics, rigor, scaffolding

- Each meeting with a teacher pair spans 2 periods. Ms. Akinyele observes the co-teachers in the classroom for one period and debriefs with the teachers for a second period.

### Part D: Parental Engagement Activities

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

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

Begin description here: All parents are invited to participate in a variety of workshops to service all aspects of a student. Monthly hour-long workshops are held with the help of Opportunities for a Better Tomorrow, Volunteers of Legal Service, and a mobile dentist. Workshop topics have included FAFSA information and application, Deferred Action for Childhood Arrivals information, legal help, and dental services. Parents are notified of these activities through backpacked fliers, mailings to home, emails, and text messages. Helping parents navigate the college application process, financial aid system, and legal hurdles for those without documentation gives all students the opportunity to receive an education and provides an impetus for higher achievement in high school.

The schedule of workshops is as follows:

October 14 6-7pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: College Access 101. Christopher G. Lee, Associate, Simpson Thatcher & Bartlett; Topic: Immigration, Housing, Public Assistance, Food Stamps. Dr. Beth A. Posner, DMD, Smile NY Outreach Mobile Dentists; Topic: Annual Check-up.

November 5 5:30-8pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: Opportunities for Parents at OBT, Informational, 1:1 Counseling for Parents and Students.

November 18 6-7pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: Financial Literacy.

December 9 6-7pm: Adriana Lovera, Anchoring Achievement in Mexican Communities Coordinator, Opportunities for a Better Tomorrow; Topic: FAFSA.

Translation is provided by Jorge Sandoval, AP Supervision or Milena Uribe, social worker. Additionally, Adriana Lovera is fluent in English, Spanish, and French.

### Part E: Budget

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

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

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

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>552</b>
School Name <b>Academy of Urban Planning</b>		

### 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 <b>Kyleema Norman</b>	Assistant Principal <b>Jorge Sandoval</b>
Coach <b>Maria Akinyele</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Iglesias</b>	School Counselor <b>Milena Uribe</b>
Teacher/Subject Area <b>Jamie Malloy</b>	Parent <b>Janice McDonald</b>
Teacher/Subject Area	Parent Coordinator <b>Dale Donaldson</b>
Related-Service Provider <b>Patience Clemmons</b>	Borough Field Support Center Staff Member <b>Janice Ross</b>
Superintendent <b>Karen Watts</b>	Other (Name and Title) <b>type here</b>

### 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	<b>3</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>2</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>232</b>	Total number of ELLs	<b>72</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	72	<b>Newcomers</b> (ELLs receiving service 0-3 years)	66	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>	8	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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	
<b>TBE</b>				0						0
<b>DL</b>				0						0
<b>ENL</b>	66	8	12	6		1				0
<b>Total</b>	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
Bengali														0
SELECT ONE														0
Arabic														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	19	17	29	0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic											3			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										3	12	11	7	0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)										1	3	4	15	0
<b>Expanding</b> (Advanced)											7	2	7	0
<b>Commanding</b> (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													5	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													5	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	37		5	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <b>Both</b>	37		14	
Chemistry				
Earth Science				
Living Environment	68		44	
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		68		52
Geography				
US History and Government		28		4
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.  
 MOSL Performance Assessment, GATES assessment and NYSITELL.  
 Data reveals ELLS struggle with essay writing performance tasks.  
 Gates assessment reveals ELLs need free standing and an ELA with ESL support.  
 NYSITELL also reveals ELLs need free standing and an ENL/ELA course.  
 We currently have ELA courses offered to ELLs with an ESL teacher. We now have ESL and ELA partnered in co-teaching because many of our ELLs need the ELA reinforcement and Common Core ELA exam preparation to succeed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 23 of our ELL who are intermediate can rise to advance and our advance students can test out this upcoming year. 4-5 of Advanced ELLs can pass the ELA regents this August 2015. Our current NYSITELL results show our ELLs (intake) are beginners and need the free standing and ENL/ELA course.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The jump from Intermediate to Advance needs to increase by 70% and providing students with group tutoring afterschool during our Extended Learning Time and Saturday School. Beginners will take part stand alone but also enrolled in an ENL/ELA course with co-teaching from an ESL and ELA teacher.
- 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?
    - 80% of our ELLs are not passing the ELA regents and will need additional supports including group tutoring, PM School and Saturday Academy.
    - Quarterly assessments will reveal how our ELLs are performing in their ENL/ELA classes in subject and ELA levels. Teacher inquiry work

will emphasize ELL performance and next steps will be implemented. Using Kaplan methods for both ESL and non-ESL students will stimulate the ELA regents prep for our teachers.

c. ENL teachers, along with the ELA teacher, will co-plan for their ELLs and review results from quarterly assessments. Some of their home language will be incorporated in learning activities early in the semester and used less by the June regents exams. Learning activities may include translating pivotal words, flash cards and dictionaries/glossaries.

5. 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](#).]  
Paste response to question here: The Academy of Urban Planning is a 9-12 high school.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our teachers in the ENL/ELA course and content oriented courses with ENL co-teaching focus on glossaries, flashcards and strategies to promote new English words throughout their courses. Word walls for ESL students that also help struggling non-ESL students. Each ESL teacher is responsible for providing instructional strategies to their ELL students in ELA and their content courses. In addition, our Literacy and Co-Teaching Coach develops cultural relevancy lessons with our ENL/ELA teachers.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Teacher team meetings and Cabinet meetings revolving around achieving AYP for ELLs.

## Part IV: ELL Identification Process

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

1. 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.

Ms. Moore and Ms. Iglecias present families with their ESL rights and notifies we are not a bilingual education school and present families the preferred language video and in less than 10 days a ENL teacher will administered the initial assessment. School Aide is available for translation. Language survey is administered and entered on ATS. ESL teacher adminsters the NYSITELL. The Spanish Lab is also administer by the ESL teacher and scanned. School Aide and AP (Spanish). Ms. Moore (NYSITELL) and Ms. McCain (Enter Data).

2. 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).

Student work is used to indentify level of reading and informal interview by ESL teacher.

3. 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).

Ms. Moore informal interview reveals a need for an initial evaluation administered by School Psychologist and supported through a letter from parent. Letter must read he or she would like their child evaluated and an appointment will be made with Parent and Social Worker to discuss next steps. AP Sandoval is alerted and included in the initial process. All initials are to take place within 20 days for our school in order to avoid any missed appointments. ELL service placement is done right away and adjusted once NYSITELL is administered.

4. 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.

Entitlement and non-entitlement parent notifications are sent out by AP Sandoval. A file is kept in room 535 of all letters sent out.

5. 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).

AP Sandoval sends out letters to parents and follow up with phone calls. A folder will be kept in room 535.

6. 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.

Ms. Moore or Ms. Iglecias will present the video and allot time for parent to view options. Recommendations to bilingual schools are given from NYC schools. Parent and ESL teacher, with the help of an Aide, will discuss the program we offer as a school. In 10 days student is assessed. If parent is unable to stay, we will make an appointment with parent urgently to make sure they understand their rights and the process. All parent survey are completed by Parent Coordinator, ESL teacher and School Aide. We advise parents on their options and show them all the programs offered in NYC)

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Phone calls and one to one appointments with our parent coordinator and our ESL teacher. All surveys are done in the office on the same day of their enrollment. We make sure to meet with the parent face to face to fill out survey. Parent Survey and Language surveys are kept in room 508. All correspondence is in English and in the preferred language of parent.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Although this rarely occurs, Parent Coordinator and ESL teacher conducts outreach to meet with ESL parent to conduct survey. All Parent survey and Program Selection forms are stored in file in room 508.
9. Describe how your school ensures that placement parent notification letters are distributed. All letters are mailed out in preferred language and stored in room 535.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Use of RISA data and kept in student file for the school. Folders are kept in room 535 with AP Sandoval.
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.  
ENL teachers proctor administer exams in the 3 locations over a 2-3 day period. Make up sessions are added routinely before the deadline. This is administered by ESL Teachers Ms. Moore, Ms. Molloy and Ms. Iglecias along with our AP for Organization Ms. Vu. AP Sandoval is included in all communications and supervises all make up sessions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Mailing in June. Letters are sent in preferred language and parents are notified via Pupil Path - email.
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).  
Increase more outreach from Spanish speaking staff to our Spanish speaking families. Use translation services for our Middle Eastern students and their parents. Majority of our parents want full immersion in regards to learning English. Our monthly Parent Orientation are targeting ELL parents to discuss the trends and the model at our school. Letters in preferred language were sent discussing the ENL/ELA model to all parents. The process is completed by AP Sandoval.

## 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.  
1 free standing for beginners and intermediate taught by ESL teacher. In addition, they receive an ELA course taught by ENT and ELA teachers. They also receive an ENL teacher in content areas such as Science, Math or Social Studies.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
ENL free standing, ENL/ESL taught, ENL and Science, Math or Social Studies. 240 minutes a week for free standing plus 240 minutes a week with ENL/ESL English. In addition, they receive additional 240 minutes a week in either Science, Math or Social Studies.
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.  
Small groups, pivotal words translated in home language and practice. Focus on CCLS traits with graphic organizers and joint strategies from co-teachers. Spanish translation is used through dictionaries, glossaries and online translations. Word walls and literacy strategies are used with the assistance of Coach, Literacy coach and AP. All assignments are CCLS aligned through the use of Scholastics and Engage NY.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
In class assessments and interviews.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Curriculum co-planning through unit maps demonstrates use of performance assessments and use of NYSLETT results. ENL/ELA teachers use formative assessments by departments to review student performance and provide strategies for ELLs in their next steps.
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. Provide SIFE students with social and emotional support through our partners and provide teachers with various strategies.
  - b. Provide all Newcomers with student mentors and teacher monitoring progress.
  - c-e. Tutoring afterschool for Developing, Long Term and former ELLs with ELA strategies. Continue to provide former ELLs with test taking accommodations, afterschool and Saturday school tutoring.
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.  
Assistant Principal and ESL teacher will manage the initial identification process within 45 days.
8. 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?  
Teacher inquiry teams will focus on ELL students and their progress with actionable feedback for next instructional steps to support ELL student across curriculums and grades. ELLs will be using MyON for graphic novel readings through lap tops. This will help accelerate ELL progress and support subgroups. ELLs with SWD will benefit from ESL and ISS co-teaching. ISS department will alert all teachers of IEP meetings and include them in the process especially for 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?  
Extended Learning Time and Saturday School is provided for ELL-SWD students and ELL Students with periods 1-10 allowing ELLs to come in later to school and receive additional tutoring.

Chart

### 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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

### 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

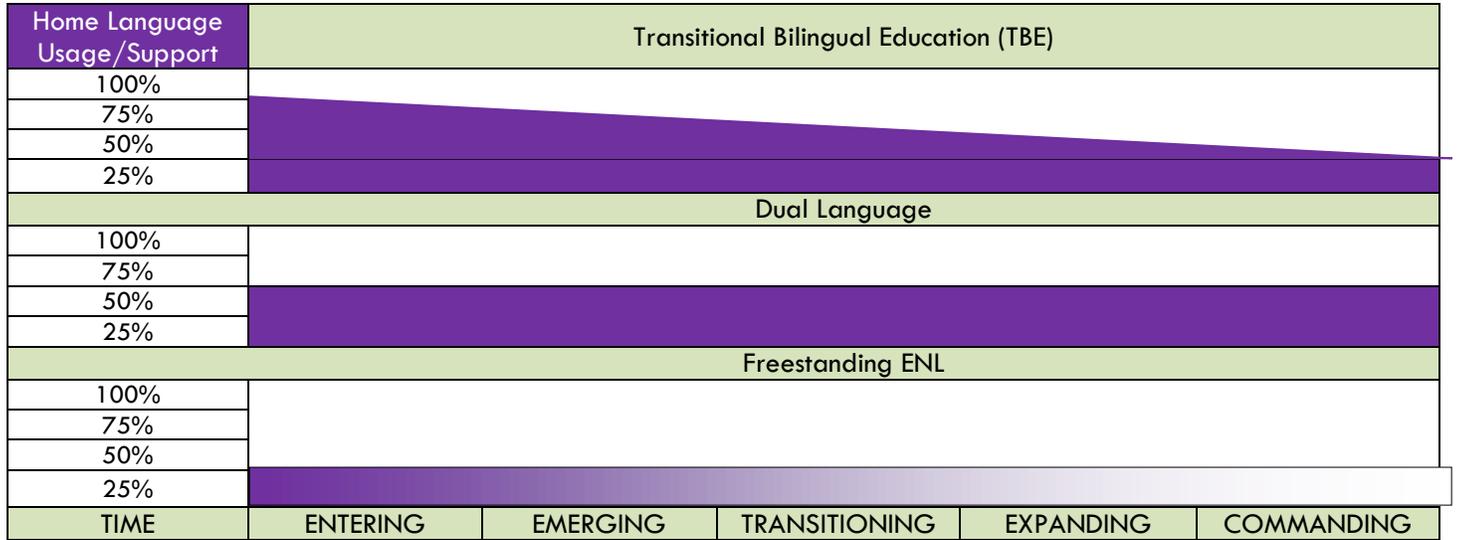


\*Note: “other approved services” does not apply to New York City at this time.

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. We provide additional coaching in Science, Social Studies and Math to all of our teachers which includes ELL strategies, use of translation materials. In math, pivotal words translation and glossaries are used. In Science, pivotal words, flashcards and word walls are used. In Social Studies, exams are translated but their writing is in English to help promote CCELA readiness.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Co-teaching model has helped increase Algebra and Geometry passing rates. ELA Regents passing rate have increased by including the ELA teacher in regents prep with co-planned materials with ESL teacher.
12. What new programs or improvements will be considered for the upcoming school year?  
Bringing our ELA and ESL teachers together through co-planning and co-teaching. The co-teaching model between ESL teachers and content teachers is currently being used with the help of APs and Literacy Coach.
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are always included in tutorial opportunities, cultural celebrations and data inquiry work. ELLs play a huge part in our soccer and volleyball teams. Additional clubs such as Spanish Club and Opportunities for a Better Tomorrow include our ELLs. Advisory is diverse.
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.  
Supporting ELLs textbooks are given to all content teachers. Math, Science and Social Studies classes use translated and scaffold materials. Beginners receive texts and other graphic novels. Intermediate ELLs use document differentiated to their reading level.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Pivotal words translated and differentiated. Make use of native language materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Interviewing all ESL students with SWDs and establishing instructional goals.
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).  
Enroll them in our Summer Bridge program , Afterschool programs and Saturday Academy.
19. What language electives are offered to ELLs?  
Spanish classes.
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)?

Paste response to question here:

## 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.)  
Hochman Strategies, Scholastics training and Literacy Coach for co-planning between ENL and ELA teachers. Ms. Moore, Ms. Molloy and Ms. Iglecias will attend ESL professional development through the district. AP Sandoval will attend workshops. Parent Coordinators will attend training sessions on supporting ELL parents. All PDs will include ELL support strategies (50%) for all staff.
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?  
3 x a week co-planning PD with a content teacher and ENL teacher. ENL teachers will attend UFT and District PDs about ELLs and receive co-planning PD for ENL and ELA collaborative teaching with a coach every two weeks.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Additional counseling is provide to our ELLs in addition to ELLs who are also SWDs. School Aides are present to translate for Guidance Counselors. Advisories are created to include all ELLs to work with Guidance Counselors once a week for 48 minutes.
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.  
ENL teachers attended in house and out of school PD including NYSESLAT training. All PDs are kept on record through google docs and in room 535.

## 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?  
Parent Teacher Night. Will implement a different avenue to meet with ELLs and their families. As a community school, translators are provide from other districts on our parent nights and assistance from our CBO as volunteers are present for translations.
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.  
Meetings with Parent Coordinators and teachers held monthly.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Immigration workshops attract many ELL parents but a very small amount of ELL parents attend monthly Parent Associations and workshops held monthly. AP Sandoval and ESL teachers will meet with ESL parents during Parent Teacher night to discuss progress and concerns. Parent Coordinator will always address parents and will advocate for ESL parents and their concerns. In addition, our CBO partner will provide ESL parents with English classes after work in the school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Mostly immigration (DACA), college application and financial aid workshops service our ELL parents. We partner with Make the Road NY and Opportunities for a Better Tomorrow.
5. How do you evaluate the needs of the parents?  
Parent Survey - NYCDOE and monthly workshops conducted by the Parent Coordinator.
6. How do your parental involvement activities address the needs of the parents?  
With the new community school initiative, translators are provided at monthly parent association meetings. Parents are encouraged to attend Parent Nights and Parent UP day.

## 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.  
Academy of Urban Planning 32K552  
LAP Members: AP Sandoval, Ms. Moore, Ms. Molloy and Ms. Iglecias.

## Part VI: LAP Assurances

**School Name: Academy of Urban Planning**

**School DBN: 32K552**

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)
Kyleema Norman	Principal		7/31/15
Jorge Sandoval	Assistant Principal		7/31/15
Dale Donaldson	Parent Coordinator		7/31/15
Ms. Moore	ENL/Bilingual Teacher		8/27/15
Janice McDonald	Parent		7/31/15
Jamie Mayor ENL	Teacher/Subject Area		7/31/15
Iglesias ENL	Teacher/Subject Area		7/31/15
Maria Akinyele	Coach		7/31/2015
Aisling Roche	Coach		8/5/15
Milena Uribe	School Counselor		7/31/15
Karen Watts	Superintendent		7/31/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 32K552**      **School Name: Academy of Urban Planning**  
**Superintendent: Watts**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

ATS  
Student Emergency Contact Cards  
Letters to Parents  
Meetings with Parent Coordinator and School Aide

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Bengali and Arabic

**Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

September - Welcome Back, Notices for monthly Parent Association Meetings  
October - Notices for Parent Night, Notices for monthly Parent Association Meetings  
November - Notices for monthly Parent Association Meetings, Thanksgiving and Cultural Celebration Notice  
December - Notices for monthly Parent Association meetings, Closing Notice  
January - Notices for monthly Parent Association meetings, Report Cards, Welcome Back  
February - Notices for monthly Parent Association meetings, Closing Notice  
March - Notices for Parent Association Meetings, Parent UP event, NYSLAT Testing Notices  
April - Notices for Parent Association Meetings, Closings  
May - Notices for Parent Association Meetings, Testing-Afterschool PM, School Events, Regents  
June - Notices for Parent Association Meetings, June Regents, Common Core, Report Cards, Rights Letter for ENL/ESL services

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Welcome Back Event, Parent Night, Thanksgiving Cultural Night, Parent UP night, Monthly Student Awards, Monthly Parent Association, Targeting 50 families a week - in house meetings

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Yemen students will use Translation and Interpretation Unit  
Spanish speaking students - in house School Aide and teachers who speak Spanish

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Over the phone for Yemen students.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In house - Staff handbook Amendment

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All elevator entrances - student led marketing  
Postings in hallway and part of the intake process for new ENL parents and students  
List of personnel to contact at security desk

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

NYC School Survey  
In house survey