

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M300

School Name:

URBAN ASSEMBLY SCHOOL OF DESIGN AND CONSTRUCTION, THE

Principal:

MATTHEW WILLOUGHBY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly School of Design and Construction School Number (DBN): 02M300

Grades Served: 9-12

School Address: 525 West 50th Street, Manhattan, NY 10019

Phone Number: 212-586-0981 Fax: 212-586-1731

School Contact Person: Matthew Willoughby Email Address: MWilloughby@schools.nyc.gov

Principal: Matthew Willoughby

UFT Chapter Leader: Keith Mendak

Parents' Association President: Maria Garcia

SLT Chairperson: Daniel Child

Title I Parent Representative (or Parent Advisory Council Chairperson): _____

Student Representative(s): Felix Rivera

Malina Jimenez

District Information

District: Affinity Group Superintendent: Fred Walsh

Superintendent's Office Address: 333 7th Avenue, Room 708, New York, NY, 10001

Superintendent's Email Address: FWalsh@schools.nyc.gov

Phone Number: 212-356-3754 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston Street, Room 606, Brooklyn, NY 11201

Director's Email Address: AAnorma@schools.nyc.gov

Phone Number: 718-935-5618 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matthew Willoughby	*Principal or Designee	
Bryce Klatsky	*UFT Chapter Leader or Designee	
Maria Garcia	*PA/PTA President or Designated Co-President	
Paul Rowe	DC 37 Representative (staff), if applicable	
Queen Esther Butler	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Felix Rivera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Malina Jimenez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alexis Goldberg	CBO Representative, if applicable	
Rosina Kissi	Member/Parent	
Sandra Vaca	Member/Parent	
Pedro Malo	Member/Parent	
Frieda Kraft	Member/Teacher	
Daniel Child	Member/Teacher	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

SDC Mission and Vision Statement:

Every .

Our professional learning community provides a rigorous, innovative, and supportive high school experience to help our students develop the knowledge, skills, mindset, and social responsibility to achieve this mission.

The boldness of our mission is the inclusion of every student and the notion that they are designing their path with our support – the goal is empowerment, not prescription. Over the last few years, our learning community has evolved in three major ways: 1.) Instructionally, we have become significantly more student centered, 2.) Professionally, we have built capacity for teacher leadership and collaboration, and 3.) We have adopted Restorative practices to create an inclusive community that addresses challenges and conflict in ways that focus on relationships and keep students connected to the community. We have also utilized strategic partnerships to increase the connection between our core curriculum and the disciplines of design - creating rigorous and engaging curricula and projects in all content areas.

Our strength lies in our supportive environment and collaborative community in which teams and systems are organized to provide students with multiple layers of support and where all stakeholders are encouraged to pursue continuous growth. This has created distributive leadership throughout the school and unique opportunities for all individuals in the community to pursue leadership and have a hand in the growth of the community to improve the outcomes for our students. We have made significant advancements in our use of technology and of design-related performance tasks throughout the curriculum to engage students.

During 2014-15, our efforts concentrated on: 1.) Improving the capacity of all stakeholders to provide and receive feedback effectively to promote student growth; 2.) To leverage partnerships and professional collaboration to increase innovation and the integration of student-centered design-thinking into our curriculum and community ; 3.) To utilize partnerships and community resources, both internal and external, to increase student attendance and improve their connection to the school community.

For the 2015-16 school year, our emphasis is improving our rigorous instruction, particularly by on 1.) Planning thoughtfully to ensure a level of rigor in every class, every day that challenges students academically, intellectually, and developmentally; 2.) Establishing and utilizing systems for progress monitoring for every students that is communicated and utilized for goal setting by parents, advisors, counselors, and teachers; and 3.) Establishing standards for instructional and administrative practices that ensure all stakeholders and teams are focused on our mission. We are working closely with our signature partner, the Urban assembly, to increase our rigor through the lens of literacy in classrooms and to develop systems for progress monitoring for students, staff, and teams. We are continuing to partners with leaders in the worlds of Architecture (SOM), Engineering (Silman, Thornton Thomasetti), Construction Management (Turner Construction) and Design (The Beam Center) to develop rigorous, engaging curriculum and work-related experiences for our students. Our school is comprised of 20% of students with special learning needs. A new strategic partnership with the Hispanic Scholarship Fund at Columbia University to support our lowest learners.

02M300 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	4	# CTE	N/A
School Composition (2013-14)					
% Title I Population	71.2%	% Attendance Rate			81.2%
% Free Lunch	74.2%	% Reduced Lunch			5.9%
% Limited English Proficient	9.6%	% Students with Disabilities			20.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			31.1%
% Hispanic or Latino	59.3%	% Asian or Native Hawaiian/Pacific Islander			6.3%
% White	3.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.25	# 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)			4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.17
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	85.3%	Mathematics Performance at levels 3 & 4			82.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.5%	% of 2nd year students who earned 10+ credits			75.0%
% of 3rd year students who earned 10+ credits	67.3%	4 Year Graduation Rate			64.6%
6 Year Graduation Rate	67.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	YES				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Strengths:

- From Observations : Increased proportion of student-centered instruction. Integration of technology and performance tasks to increase student engagement.
- From Observations : Instruction is consistently planned around Learning Targets developed from appropriate standards and learning activities are aligned to the target.
- *From the School Quality Report:* Student performance and college readiness indicates greater rigor in Mathematics and English courses

Needs:

- From Observations : There is inconsistency in the rigor of instructional Learning Targets and instructional activities across classrooms.
- From Quality Review : Developing explicit modifications and articulate structures for scaffolding and academic support in planning and classroom instructional practices.
- *From the School Quality Report:* Students are falling below rigorous standards based on credit accumulation in all content areas and Regents results in Social Studies.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will collaboratively develop rigorous CCLS and other standards-based aligned units of study, lesson plans, and performance tasks to improve rigorous instruction as measured by the development of at least five (5) units of study and demonstration of effective practice in Knowledge of Content and Pedagogy (1A) and Designing Coherent Instruction (1E).

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Utilizing Webb’s Depth of Knowledge (DOK) as a common framework, all teachers will develop units of study that will engage the students in all for levels of the DOK and include performance tasks aligned to Level 4. All daily lessons will identify a learning targets aligned to at least Level 3 of the DOK.	All Teachers	Beginning July 2015, ending June 2016	Experienced teacher leaders; Department Coordinators
Planning PD: In-depth study and application of Universal Design for Learning (UDL) and Webb’s DOK in professional development setting; introduction to revised planning templates and online planning tools.	All staff	August-September 1015	Experienced teacher leaders; PD committee
Weekly department team meetings for teachers to provide feedback and assistance with academic planning and ensure rigor of planning.	All teachers	Sept 2015-June 2016	Department Coordinators
Targeted coaching to individual teachers who need support meeting goals for rigor or carrying out plans. Identified through self referral, Advance observations, peer observations, and planning team leader referral.	Select teachers	Ongoing	New teacher mentors; planning team leaders; Urban Assembly support; Curriculum Coordinator
Curriculum – Overviews, Unit Plans, and Lesson Plans will be archived electronically for revision and alignment purposes.	All teachers	Sept 2015-June 2016	Technology Specialist, Curriculum Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>We are utilizing our Administrative period and having all teachers participate in collaborative planning as their Circular 6 option. 200 hours of per session will be utilized to train and coordinate planning team teacher leaders and our Curriculum Coordinator. 300 per session is being used to pay teachers for summer "Curriculum Camp" and monthly "Curriculum Intensive" workshops. Special Education teachers will be receiving professional development to support Students with Disabilities (SWDs) and other learners in the lowest 1/3. Funding will also be used to supply teacher teams with curriculum support materials - texts, articles, and online resources.</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Utilizing Advance data, peer observation data, and curriculum portfolio collection on Google Docs, we will identify staff members in need of support in meeting our 100% goal of rigorous instructional planning. We are looking to have at least 80% of teachers hitting the DOK benchmarks by February 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Strengths:

- From the Quality Review : Our school promotes a philosophy that is inclusive and based on relationship building via Restorative Justice practices that endorse positive interactions among all constituents, include support for problem solving, and provide instructional guidance through the use of a common language, promoting an environment that supports progress toward the school’s goals. The school employs two youth development coordinators to assist in sustaining the culture of respectful attitudes and interactions.

Needs:

- From the School Quality Report : 25% of our students are still not making appropriate progress towards graduation in terms of credit accumulation
- From Student Surveys: Students have an understanding of present levels of performance, but not of their performance in the context of College & Career readiness or progress to graduation.
- From Parent Surveys and Anecdotal Reports: Parents report being unfamiliar with the progress their students are making towards graduation. They also report not having a clear picture around what colleges their students are qualified for.

Part 2 – Annual Goal

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

By June, 100% of students will receive at quarterly progress monitoring by Advisors (group including teachers, admin team members, and paraprofessionals) in relation to progress toward graduation and college and career readiness, resulting in a 5% increase in students earning 10+ credits in years 1-3 and 10% increase in the 4-year graduation rate.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Guidance Team, Partnership Team, Youth development Coordinators, and Advisory Curriculum Coordinators develop targets and benchmarks for students related to academic, college & career, and character development in their fields. The team plans systems for monitoring and how they will be carried out by Advisors.</p>	<p>Guidance Counselor, Social Workers, Partnership Coordinator, Youth Development Coordinator, and Advisory Curriculum Coordinators</p>	<p>August-September 2015</p>	<p>Guidance Counselor, Social Workers, Partnership Coordinator, Youth Development Coordinator, Advisory Curriculum Coordinators, Principal, and Assistant Principal</p>
<p>Students will have monthly progress meetings with Advisors related to academic progress, quarterly meetings with Advisors and counselors related to progress toward graduation & college readiness, and quarterly meetings with Advisors and counselors related to personal development. In these meetings they will receive data and feedback and set goals for performance.</p>	<p>All Students</p>	<p>September-June</p>	<p>Advisors, Social Workers, Guidance Counselor, and Administration</p>
<p>Professional development delivered by Guidance Team, Partnership Team, Youth development Coordinators, and Advisory Curriculum Coordinators; professional development to include state and city academic policy, college readiness benchmarks in non-cognitive skills, and college admissions processes & requirements.</p>	<p>All Advisors</p>	<p>September-January</p>	<p>Guidance Counselor, Social Workers, Partnership Coordinator, Youth Development Coordinator, and Advisory Curriculum Coordinators</p>
<p>School based data tools developed and disseminated to share progress with guidance team, grade teams, advisors, parents, and students.</p>	<p>Entire community</p>	<p>September-February</p>	<p>Administration, School Computer Technology Specialist, Data Specialist, and Urban Assembly Achievement Coach</p>

Advisors communicate to advisee parents on progress in all three domains during the Family outreach/engagement time.	All Advisors	October 2015-June 2016	All Advisors
Have PROSE Committee memorialize our learnings and propose orientation and ongoing professional development for all new and returning Advisors.	All Advisors	April 2016	PROSE Committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for Guidance Counselor, Social Workers, Partnership Coordinator, and Advisory Curriculum Coordinators to articulate standards, plan PD, and develop/update systems for monitoring. Circular 6 to include one Advisory session per week ratified through a PROSE agreement with teacher union members.											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By February 2016, all Advisors will be able to articulate the progress of their Advisees in relation to a.) progress toward graduation, b.) college and career readiness, and c.) personal development (character & non-cognitive skills) and be able to identify the data used to make these articulations. • All Advisors will engage in goal-setting with their Advisees to accelerate or continue growth in the 2nd term as needed • Every Advisor will have made contact with their Advisee parents on at least 3 occasions.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Strengths:

- From Observations : Increased proportion of student-centered instruction. Integration of technology and performance tasks to increase student engagement.
- From Observations : Instruction is consistently planned around Learning Targets developed from appropriate standards and learning activities are aligned to the target.
- *From the School Quality Report:* Student performance and college readiness indicates greater rigor in Mathematics and English courses.

Needs:

- From Observations : Practice demonstrated in relation to Using Questioning & Discussion Techniques is consistently developing (and at times ineffective) in classrooms across content areas and grade levels.
- *From Period Attendance Data:* Large percentage of students with period absences demonstrating a lack of consistent engagement
- *From the School Quality Report:* Students are falling below rigorous standards based on credit accumulation in all content areas and Regents results in Social Studies.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will demonstrate effective and highly effective practice in the area of Using Questioning & Discussion Techniques (Danielson 3B) by engaging in common instructional practice or set of strategies informed by our Teachers Instructional Rounds (TIR) team as evidenced by Advance teacher evaluation reports.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Initial rounds of Advance observations with targeted feedback on Danielson 3B.	All Teachers	September-November	Principal and Assistant Principal
Initial rounds of peer observations by the Teachers Instructional Rounds (TIR) Team	All Teachers	September-October	Teachers on the TIR team
Joint professional development for teachers related to rigor through the lens of Webb's DOK, intellectual engagement, and questioning and discussion techniques.	All Teachers	September-November	Administration and the TIR team
Ad hoc teacher leader for effective practice created amongst the instructional cabinet members; activities include videotaping of practice related to Danielson 3B, sharing video as data, taking low-inference notes, and meeting to discuss immediate shifts in practice.	Instructional Cabinet teachers	October	Instructional Cabinet teachers and principal
Pairing of teachers with consistent Developing and/or Ineffective ratings in Danielson 3B with mentors who have consistently demonstrated Effective or Highly Effective practice.	Teachers with consistent Developing and/or Ineffective ratings in Danielson 3B	January-April	Teacher leaders and mentors
Continued rounds of Advance observations with targeted feedback on Danielson 3B.	All Teachers	November-April	Principal and Assistant Principal
Initial rounds of peer observations by the Teachers Instructional Rounds (TIR) Team	All Teachers	November-March	Teachers on the TIR team

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>100 hours of per session for our Teacher Instructional Rounds Team to meet monthly. These teachers use two Circular 6 days per month to conduct peer-observations. Special Education teachers will be receiving professional development to support Students with Disabilities (SWDs) and other learners in the lowest 1/3. Funding will also be used to supply teacher teams with curriculum support materials - texts, articles, and online resources.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 60% of teachers will demonstrate effective and highly effective practice in the area of Using Questioning & Discussion Techniques (Danielson 3B) by engaging in common instructional practice or set of strategies informed by our Teachers Instructional Rounds Team as evidenced by Advance teacher evaluation reports. The additional 40% will be paired with mentors/colleagues from the 60% meeting the target.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Strengths:

- From Teacher Surveys and Direct Input : Over the last three years, efforts have been made to distribute leadership within the school community. Much work has been done to identify the right leadership opportunities for individuals on our teaching staff.
- From Staff Survey and Feedback:
- *From the School Quality Report:* Student performance and college readiness indicates greater rigor in Mathematics and English courses.

Needs:

- From Teacher Surveys and Direct Input : The need remains to clarify expectations and goals for all teachers and teacher teams.
- From Staff Survey and Feedback: Another area of focus is clarifying roles and responsibilities and systems for progress monitoring for non-pedagogical staff members and teams.
- *From the School Quality Report:* Students are falling below rigorous standards based on credit accumulation in all content areas and Regents results in Science and Social Studies.

Part 2 – Annual Goal

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

100% of teachers, staff members, and professional teams will develop and maintain an understanding of their progress in two domains – professional growth and progress towards individual/team goal – through communications at designated checkpoints throughout the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administration will collaborate and receive support from the Urban Assembly team of Achievement Coaches to develop systems of monitoring progress for teacher and administrative teams.</p>	<p>Principal and Assistant Principal</p>	<p>August-December</p>	<p>Urban Assembly Achievement Coaching Team</p>
<p>Individual goal planning for all teachers through the Initial Planning Conference (IPC) structure.</p>	<p>All teachers</p>	<p>September 14 - October 9</p>	<p>Principal and Assistant Principal</p>
<p>Progress monitoring through Advance observations. In addition to official reports, key feedback and target domains of improvement will be tracked, shared with teachers, and progress monitored.</p>	<p>All teachers</p>	<p>October-May 2016</p>	<p>Principal and Assistant Principal; Teacher mentors</p>
<p>Teacher team goal-setting planning with instructional cabinet. Professional development for all instructional cabinet members on setting SMART goals. Data analysis to inform the setting of student outcome targets.</p>	<p>Department and Grade Team Coordinators</p>	<p>September</p>	<p>Principal and Assistant Principal</p>
<p>Individual teams will identify individual goals and benchmarks aligned to teacher practice and student performance. Data analysis to inform the setting of student outcome targets.</p>	<p>All Teachers</p>	<p>October</p>	<p>Department and Grade Team Coordinators</p>
<p>Administrative staff members will meet with administration to co-create a comprehensive list of roles and responsibilities.</p>	<p>All administrative staff members</p>	<p>September</p>	<p>Principal and Assistant Principal</p>
<p>Administrative staff members will meet with administration quarterly (December, April, June) to assess their performance according to the determined roles and responsibilities and set goals for personal growth for the next quarter.</p>	<p>All administrative staff members</p>	<p>December-June</p>	<p>Principal and Assistant Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will utilize the Urban Assembly Achievement Coaching team and per session for 12 instructional cabinet teacher leaders. Per session will also be available to teacher teams who design programs in order to reach their students achievement goals.

Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

100% of teachers, staff members, and professional teams will have a documented understanding of their professional responsibilities as well as individual/team goals and completed 50% of their progress check-ins for the year by February 2016.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Strengths:

- From the Quality Review : Our school promotes a philosophy that is inclusive and based on relationship building via Restorative Justice practices that endorse positive interactions among all constituents, include support for problem solving, and provide instructional guidance through the use of a common language, promoting an environment that supports progress toward the school’s goals. The school employs two youth development coordinators to assist in sustaining the culture of respectful attitudes and interactions.
- From the School Quality Report: Parents report a high degree of trust in the staff and administration.

Needs:

- From the School Quality Report : 25% of our students are still not making appropriate progress towards graduation in terms of credit accumulation
- From Student Surveys: Students have an understanding of present levels of performance, but not of their performance in the context of College & Career readiness or progress to graduation.
- From Parent Surveys and Anecdotal Reports: Parents report being unfamiliar with the progress their students are making towards graduation. They also report not having a clear picture around what colleges their students are qualified for

Part 2 – Annual Goal

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

100% parent will maintain an understanding of their student’s progress in two domains – academic, college and career readiness – through at least six communications at designated checkpoints throughout the year as evidenced by anecdotal logs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Guidance Team formulates individual "needs to graduate" checklist for all 12th graders. Families and students receive copy of the checklist.</p>	<p>12th grade students and families</p>	<p>September-October</p>	<p>Guidance Counselor, Administration</p>
<p>Access to student data tools through PupilPath is shared with all parents along with technical support for utilizing the resource during Curriculum Night or in subsequent outreach.</p>	<p>All families</p>	<p>September-October and ongoing</p>	<p>Parent Coordinator, School Computer Technology Specialist</p>
<p>Current baseline progress towards graduation data supplied to all parents during Curriculum Night or in subsequent outreach.</p>	<p>All families</p>	<p>September-October</p>	<p>Administration, Parent Coordinator</p>
<p>Professional development delivered by Guidance Team, Partnership Team, Youth development Coordinators, and Advisory Curriculum Coordinators; professional development to include state and city academic policy, college readiness benchmarks in non-cognitive skills, and college admissions processes & requirements.</p>	<p>All teachers</p>	<p>September-January</p>	<p>Guidance Counselor, Social Workers, Partnership Coordinator, Youth Development Coordinator, and Advisory Curriculum Coordinators</p>
<p>School based data tools developed and disseminated to share progress with guidance team, grade teams, advisors, parents, and students.</p>	<p>Entire community</p>	<p>September-February</p>	<p>Administration, School Computer Technology Specialist, Data Specialist, and Urban Assembly Achievement Coach</p>
<p>Advisors communicate to advisee parents on student progress during the Family outreach/engagement time.</p>	<p>All Families</p>	<p>September-June</p>	<p>All Advisors</p>
<p>Targeted College Process meetings with every 11th grade family.</p>	<p>11th Grade families</p>	<p>September-May</p>	<p>Guidance Counselor</p>
<p>Progress data (in addition to current academic performance) is made available at all parent engagement events: Curriculum Night, Parent Association Meetings, Parent-Teacher Conferences, Community potlucks, Awards Night, Design Critiques, school cultural events, etc.)</p>	<p>All Families</p>	<p>September-June</p>	<p>Administration, Parent Coordinator, event coordinating teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Hiring of a 2nd School Social Worker and a Technology Specialist will impact our achievement of this goal. Targeted use of parent and family engagement time. Per session for Social Workers and Guidance Counselor. Per session for teachers and staff at non-contract family and cultural events.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Anecdotal logs in Skedula demonstrate at least 3 parental contacts from Advisors, Social Workers, the Guidance Counselor, or other team professional learning community member to discuss student progress. At least one of these will relate to progress toward graduation and/or college and career readiness.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher-team referral, parent referral, Degrees of Reading Power interim assessments	<ul style="list-style-type: none"> • Drop Everything and Read Program • Wilson Great Leaps reading program 	<ul style="list-style-type: none"> • Small Group • Small group 	<ul style="list-style-type: none"> • During the day in school • During the day in school
Mathematics	Teacher-team referral, parent referral, 8th grade Math testing results	<ul style="list-style-type: none"> • Numeracy class • Tutoring - Columbia University 	<ul style="list-style-type: none"> • Math support class • Small group • One-on-one and small group 	<ul style="list-style-type: none"> • During the day in school • During day school • After school
Science	Teacher referral based on classroom and Regents performance	<ul style="list-style-type: none"> • Science resource room • Living Environment prep-class • Tutoring 	<ul style="list-style-type: none"> • Small Group • Whole class • One-on-one 	<ul style="list-style-type: none"> • During day • After school
Social Studies	Teacher referral based on classroom and Regents performance	<ul style="list-style-type: none"> • Social studies resource room • Global and US Regents prep-classes • Tutoring 	<ul style="list-style-type: none"> • Small Group • Whole class • One-on-one 	<ul style="list-style-type: none"> • During day • After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent or professional learning community member referral; student self-referral	<ul style="list-style-type: none"> • Group counseling • Individual counseling • Mentoring 	<ul style="list-style-type: none"> • Small Group • One-on-one • 1:1 or 1:2 ratio 	<ul style="list-style-type: none"> • During the day • During the day • During day & after school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Highly Qualified teachers will be attracted by posting job openings on idealist.org, the new teacher finder website, the open market transfer system, and association-specific job sites (i.e. Math for America for math positions, Natural History Museum for science). We have a selection committee of dedicated educators to help select the best of the highly qualified candidates. Our process includes an initial phone interview, performance task (i.e. analyzing student work, lesson modifications), demo lesson and debrief, formal interview, and reference check. Staff is presented with and connected to professional learning opportunities in-house and with external partners and providers. Our signature partner, the Urban Assembly, provides support for teacher teams and individual teachers through offering a variety of PLC opportunities.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Current staff receive on-going professional development each week to become Highly Qualified and to improve both content knowledge and learn best practices. Teacher-leaders facilitate professional development through grade-level and departmental teams that examine teacher and student work and utilize feedback. The Urban Assembly School of Design and Construction (SDC) works with our network and other organizations to identify additional professional development opportunities for our teachers.
Our PD plan incorporates research-based strategies for 1.) curriculum development; 2.) lesson design; 3.) formative assessment; and 4.) and mechanisms for feedback delivery (teacher, peer, self-assessment). Teachers are grouped flexibly according to experience and ability as informed by classroom observation. Over 75% of professional development is led by teacher leaders.
Our school also has a teacher-led Instructional Rounds group that makes observations, shares results, and leads professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

Part 4: SWP Schools Only

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

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

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.

We have three-prong interim assessment system at SDC: the Degrees of Reading Power literacy assessment administered 3 times per year; independent performance tasks in the four core content areas; and content related, Regents based interim and state assessments.

The Degrees of Reading Power is a periodic literacy assessment is supported through our partnership with the Urban Assembly with data collection and management and professional development for teachers on how to interpret results and make instructional decisions. The independent performance tasks in the four core content areas are either teacher selected or teacher developed. The content related, Regents based interim and state assessments are developed by teachers within academic department teams.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	226,073.00	X	Sections 5A, 5C, 5E, 6
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	1500	X	Section 5C, 5E, 6
Tax Levy (FSF)	Local	2,543,783.00	X	Sections 5A, 5B, 5C, 5D, 5E, 6

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

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

volunteers and welcomed members of the school community. *The Urban Assembly School of Design and Construction* 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

Urban Assembly School of Design and Construction , 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 Common Core 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 Act (NCLB)

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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>UASDC</u>	DBN: <u>02M300</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</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>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: 11 students have passed and 18 students have failed the Global History Regent and 5 student have passed and 6 have failed the American History Regent since 2012. We want to improve not only the passing rate for our ELLs, but to also to help them understand the content better so that they may excell in class as well. We want to target all current 10th, 11th and 12 grade ELLs and several former ELLs (tested out within two years)who have not passed the US History regent and the Global History regent, a total of 24 students. We will also target current ELLs who are currently in 10th grade Global history (13 students) and 11th grade US history (3). This is a total of 40 students targeted. Our program would be held twice a week (Tuesdays and Thursdays) for an hour each day (3:30 to 4:30pm) with the language of instruction being English starting on February 2nd until June 12th. Our global studies teacher is bilingual so when needed, he and the ESL teacher will create materials in both Spanish and English to accommodate our 1 beginner ELL. There will be 2 content teachers and 2 ESL teachers for the program. The materials needed are, Barron review books that students can write on and keep, global and American history textbooks written in simplified English so that our students can have more ease with learning the content. Teachers will work on content and everyday vocabulary development (words to use when analyzing, synonyms of basic words like bad, good, destroy etc) which will be displayed on the wall and packets will be made to help students find the necessary words/glossary of content when needed. We will also work on basic study skill to not only help them in these two subjects but they will take what they learn to other subject areas. We will go on various field trips to further help students understand history. We will go to the American Museum of Natural History and see the Human Origins and Cultural Halls. The MET museum will help us analize paintings and how they were representative of various time periods like early America, the Renaissance, Greek and Roman art, and Egyptian art. Additionally will will also focus on close reading skills. The ESL anc Content area teachers will coplan and co teach during the after school program.

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: Our school has been working with Fordham University by hosting teacher candidates in our ESL classrooms over the past two years. UASDC is trying to develop a deeper working relationship with Fordham and one way we can do this is by having them run a professional development for our teachers. We want Dr. Aida La Torre to run a PD that would focus on second language acquisition and how to better teach content to our high beginners to intermediate ELLs. The teachers receiving the trainin would be our entire teaching staff and then 4 teachers who will work with the ELL students during after school enrichment. For whole staff, the duration will be for an hour during our Wednesdays PD time on January 14th 2015. For staff providing after school enrichment, Dr. La Torre will spend two hours on two separate days providing effective strategies to better help our students acquire language through content on January 20th and 27

Part C: Professional Development

th _____ 2015. Dr. La Torre will then make a follow up visit in late February of early March (date to be determined after initial visit to our school) to see how teachers and students are progressing. The ESL department will also hold a PD on December 17 _____ th _____ for our whole teaching community on how to better differentiate- scaffold difficult texts and show examples of sentence starters to help ELLs show what they know when they write. _____

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: _____ Our school will offer various opportunities for ELLs' parents to be involved in the school community. These activities will include school visits (1), volunteering (2), activities that draw upon parents' skills and hobbies (3), and evening workshops (4). 1. Visits: Parents will be invited to observe their child's ESL class. This will give the parents an insight into the work ESL teachers and ELLs do together daily - and an insight into the high school's general daily activities. It will provide the parents an opportunity to learn about specific strategies to help their child with schoolwork. For example, the parents will be invited to attend reading-focused classes, in order to understand how to support their child's literacy development at home. While following along with their children during the reading, the parents will learn about more about the activity itself (e.g., read-aloud) and about how readers interact with text. 2. Volunteering: In our attempt to improve our ELLs' Global History and American History Regents scores as well as their comprehension of the content, we will organize field trips to various museums in New York City. We will invite our ELLs' parents to shaperone history-focused trips. We hope that this will create opportunities for further discussion about history topics at home. 3. Bringing parents' skills and hobbies into the classroom to create new learning opportunities for our ELLs: Parents will be invited to participate at school-wide cultural events during which they will be able to present their home culture, traditions, foods, music, and crafts - while creating connections to Global History topics, and discussing the interaction between their native culture and the U.S. culture. Further, parents will also be invited to give presentations in ESL classes on the same topics or to teach a skill to the class and the teacher. Parent presentations will help deepen mutual understanding and appreciation of each other's heritages within our school community. 4. Workshops: Two teachers in the Title III program (ESL and the history teachers) and the Parent Coordinator will provide six 1-hour workshop series once a month from December 2014 to June 2015, 5:00pm to 6:00pm, to engage ELL parents and inform them of educational opportunities for their children. We will create a space where parents can learn about our school, the programs offered, and ways to prepare their students for future success. Our workshops will cover the following topics: Supporting Your ELL child in the Title III program, College Readiness for ELLs, How to Best Prepare for the NYSESLAT and Fostering Diverse Cultures in the English Speaking World. Snacks will be provided for the parent engagement activities. We have already had our first welcoming session and introduction to our ESL program on Curriculum Night on 9/17/2014. To ensure clear and accurate communication with our ELLs' parents, all materials mailed home and all information presented at school-based events will be translated and interpreted. Our school Parent Coordinator, Ms. Jazmin De La Cruz and Ms. Sheilla Arias (Language Access Coordinator) will serve as a translator and an interpreter for all verbal and written communication with the parents of ELLs. This will allow parents to participate meaningfully in all school events. Parents will be notified of these events via School Messenger, UASDC's monthly newsletter and personal calls made from ESL teachers. _____

Part E: Budget

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

Allocation Amount: \$0

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