

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M402

School Name:

THE URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS

Principal:

KERRY DECKER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Urban Assembly School for Green Careers School Number (DBN): 03M402
Grades Served: 9-12
School Address: West 85th Street, NY, NY
Phone Number: 212-787-1189 Fax: _____
School Contact Person: Kerry Decker Email Address: kdecker@schools.nyc.gov
Principal: Kerry Decker
UFT Chapter Leader: Marie Fertita
Parents' Association President: Susanna Ramos
SLT Chairperson: Susanna Ramos
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: Three Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue, NY, NY
Superintendent's Email Address: Fwalsh@schools.nyc.gov
Phone Number: 212-356-3754 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Alexandra Anormeliza
Director's Office Address: 131 Livingston-6th Floor, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: Not available

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)
Kerry Decker	*Principal or Designee	
Marie Ferttita	*UFT Chapter Leader or Designee	
Susanna Ramos	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Whitney Fink	Member/ Teacher	
Brent Chamberlain	Member/ Teacher	
Michelle Bell	Member/ Parent	
Grace Bacchus	Member/ Parent	
Lordes de Jesus	Member/ Parent	
Naina Vohra	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeannie Zonneveld	Member/	
Caitlyn McNeill	Member/	
	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.

The 2015-2016 School Year is the 7th year for The Urban Assembly School for Green Careers (UAGC). We are a small sustainability-themed technical science school with a dual mission of both college- and career-readiness. Our vision is for our graduates to develop into leaders for the emerging 21st Century "Green" Economy—that they be equipped to address our world's energy-related challenges, the resulting environmental and climate challenges, and can ensure environmental justice and equitable access to resources for all citizens. To achieve this vision, we prepare all of our students to be successful in both college and sustainability-related careers in either Horticulture or Building Science so that upon graduation they possess the knowledge, skills and confidence to determine the most appropriate post-secondary pathway for their lives and futures.

Demographically, our student body is composed of:

1. Average Incoming ELA Proficiency on Grade 8 NY State Test (Cohort R Level 3 & 4): 15.1%
2. Average Incoming Math Proficiency on Grade 8 NY Math Test (Cohort R Level 3 & 4): 31.2%
3. English Language Learners: 16.3%
4. Students with Disabilities: 19.4%
5. Free Lunch Eligible: 83%
6. Total Enrollment: 369

Academically, we are a Learning Cultures school. UAGC made the choice to be a Learning Cultures school so that we can provide our students with the most college- and career-ready education possible. Learning Cultures is an instructional model developed by NYU Steinhardt School of Education Literacy Professor Cynthia McCallister in a partnership with our principal, Kerry Decker. Learning Cultures is rooted directly in the educational philosophy of John Dewey. We believe that every student can reach high learning standards, that students are most successful when they are held responsible for their own learning, and that learning is a social process requiring students to engage in cooperative inquiry, free exchange of ideas and questions, and the pursuit of student/peer-intentionality. Therefore, in every class, regardless of content or grade level, our students and teachers engage in a series of common instructional practices we call The Formats.

The Formats support our belief across every classroom, and across every grade level, by framing students' learning experiences. The Formats are designed to promote student independence, responsibility, cooperation, rigorous learning, and achievement. Our students are given direct access to the standards, the curriculum, and a wide variety of resources with which to meet and exceed the expectations of the standards. By learning to navigate the resources of their classroom, and to communicate and collaborate effectively, students gain the college- and career-ready skills that empower them to both learn and master learning standards, and to promote the learning of their peers .

We know that the best way to achieve our school's mission, preparing our students for success in college and the green workforce, our students need to know how to identify challenges, and determine how best to address and overcome those challenges through collaborative problem-solving, effective communication, and strong writing. We frame our instruction using Learning Cultures in response to the national college dropout rate of 50%. If students are taught to take responsibility for their learning, can communicate effectively and cogently both verbally and in writing, collaborate

effectively with their peers and adults, and know how to develop and frame their own inquiry questions, we know that they will be more successful in both the college and workplace settings.

In addition to our rigorous academic program, all of our students are required to complete a 4-year pathway in one of our two technical sciences, Building Science (the study of applied Physics, Engineering and thermodynamics) or Horticulture. Previously at Green Careers, the Career Tech Education (CTE) pathway program was a vocationally focused program that did not meet New York State (NYS) requirements for CTE program approval. This year, we are re-writing the CTE curriculum, pedagogy and hiring new staff to meet the NY State program approval requirements. Our students' experiences and learning in both pathways are supported by both the curricular guidance supplied by the industry partners who sit on our advisory board, or via direct internships. Upon completing their 4-year pathway, all students will be eligible to sit for 1 – 3 nationally-recognized professional credentialing examinations offered by The US Green Buildings Council and the Building Performance Institute in either Horticulture or Building Science. Students who successfully receive these professional credentials can use them to either further their technical science studies in college, or to directly enter the green workforce in a salaried position.

Our industry partners in both Horticulture and Building Science include: The New York Horticultural Society, The New York Botanical Gardens, The Central Park Conservancy, Friends of Roosevelt Park, Sustainable South Bronx, Wave Hill Gardens, Grow NYC, The Broadway Malls Association, The Nature Conservancy, The US Forest Service, Association for Energy Affordability, Steven Winter Associates, Con Edison, and Turner Construction.

The overall data from our fourth year, School Year 2012-13, highlighted the performance and progress challenges resulting from the prior leadership, and the incoherent and ever-shifting instructional program. The lack of a coherent instructional model from years 1 – 4 of the school led to low student performance data. With the leadership change in the summer before the 2013-14 school year, it was clear that the task at hand was to shift the school culture and instructional program to improve credit accumulation, Regents performance, and the overall graduation rate.

During the 2013-14 school year, Principal Kerry Decker implemented Learning Cultures, a robust teacher professional development, curriculum, pedagogy, and student support model to target identified needs for improvement. As a result of the implementation of Learning Cultures to lead a school-wide reform of instruction, performance and community tone/student behavior, the results of the 2012-13 to 2014-2015 SY demonstrate a significant gain over the previous school years with more on time graduates, fewer drop outs, and fewer off track graduates:

Year	Total Size of Grade Cohort	# of grads	Grad Rate	Drop Outs	Still Enrolled
2013	98 COHORT O		39.8%	11.2%	48%
2014 (including august grads)	67 COHORT P	33	49.3%	17 (25%)	16 (24%)
2015 (including August grads)	80 COHORT Q	53	66.3%	8 (10%)	20 (25%)

June Regents Exam	2013	2014	2015
ELA	26.6%	63.8%	73%
Living Environment	26.8%	54.5%	65%
Algebra	43.4%	53.4%	43%
Global	36.6%	16.7%	39%
US History	18.3%	24%	49%

Based on this comparison of school Regents performance data from SY 2012-13 to SY 2014-15, it is clear that our efforts of applying strategic and targeted supports have had their desired impact.

The two major goals for the 2014-2015 school year were to establish an active and engaged school culture, build student literacy skills and get 100% engagement from teachers in professional development. The data below shows that we made progress towards meeting these three goals. The school culture was measured by the suspension rate, and student literacy rates in 10th and 11th grades are measured by the Degrees of Reading Power test, a nationally-norm referenced exam.

2014-2015 Suspension Data

	January 2015	June 2015
Principal	130	39
Removal	22	10
Superintendent	5	11
Total	158	60

2014-2015 Teacher Advance Ratings

Highly Effective	19%
Effective	60%
Developing	20%
Ineffective	1%

1. Suspension Rate dropped 37% from semester 1 in the 2014-2015 school year.
2. Teacher's ratings moved from developing to effective.
3. 10th graders scored 2.3 points on the DRP and the 11th grade scored 2.8 points (National Average =2 points per year)
4. Our attendance rate is slowly improving from a low of 79% in 2012-13 to 83.9% in 2014-15.

We have great challenges ahead in year 2015-2016. Early analysis of the performance of our current 12th grade/cohort R indicates that our June 2016 graduation rate will be between 39%-60%. This performance range is largely the result of 39 students in cohort R repeating 9th grade their first year; consequently, putting a large percentage of cohort R off track for an on time graduation in their first year of high school. Positively, the status of next year's graduation rate for cohort R has improved in the last two years. In 2012-2013 47% of the students in cohort R were off cohort. In 2015-2016, 30% of the students are off cohort. In addition, all students in cohort R will need to pass the Global Regents exam to graduate. This is a result of course sequencing during the first four years at UAGC; the Global Regents was sequenced as the final Regents for students to complete. To improve students' ability to pass this test prior to their senior year, we offered Global 3 and 4 as an optional summer school course during the 2015 summer session.

For the 2015-2016 school year we will focus on five goals:

1. Maintaining an on time graduation rate of 60% or higher and a drop out rate that continues to drop below 10%.
2. Continue to improve the school climate and culture by reducing the suspension rate by 50% and increasing attendance.
3. Improve teacher performance ratings as measure in Advance so that 50% of the teachers earn a highly effective MOTP rating.

4. 100% teacher participation in the Framework for Professional Development

5. Improve parent engagement in decision making with UAGC leadership as measured by the annual Learning Environment Survey.

03M402 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	361	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	26
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	8	# CTE	12
School Composition (2013-14)					
% Title I Population	85.8%	% Attendance Rate			82.1%
% Free Lunch	87.1%	% Reduced Lunch			4.6%
% Limited English Proficient	21.5%	% Students with Disabilities			23.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			24.6%
% Hispanic or Latino	71.4%	% Asian or Native Hawaiian/Pacific Islander			2.0%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.2	# of Assistant Principals (2014-15)			2
# 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)			36.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)			4.16
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	33.3%	Mathematics Performance at levels 3 & 4			38.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	87.8%	% of 2nd year students who earned 10+ credits			60.0%
% of 3rd year students who earned 10+ credits	70.8%	4 Year Graduation Rate			49.3%
6 Year Graduation Rate	N/A				
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	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – 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:

-Recent increases in Regents passing rates.

-Recent student programming decisions should increase academic rigor metrics. Students are programmed into reading and writing classes 9-12. Students will now have opportunities to take Advanced Placement (AP) English, Physics and Pre-calculus.

-Reading, writing, and content area curriculum program implemented since 2012 has successfully increased student literacy levels. Excluding the January 2015 administration, DRP results have steadily increased since 2012.

- Code Blue Team looks at data regularly and time and space is dedicated for teams to monitor student data and provide student interventions.

-Curriculum coherence and course clarity. Departments developing unit maps that provide coherence and clarity in curriculum, pedagogy, and assessment

Needs:

-Offer higher level coursework that prepares students for college and careers. The low college readiness rate is largely due to the lack of advanced course offerings in math.

- Higher pass rates on Regents exams.

-Increase credit acquisition in the 9th and 10th grades.

-Some team leaders are stronger than others in data fluency and using protocols to drive decision making in teams.

-Inclusive Classroom Instruction.

-Improve engagement and writing work products of all students; most notably the students in the lowest 1/3 and highest 1/3 of our school (over-age, ELL, SPED, and College Bound).

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.

Maintaining an on time graduation rate of 60% or higher and a dropout rate that continues to decrease and stay below 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) 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>Curriculum and Pedagogy: Develop a small group learning structure called Responsibility Teams in Math, Science and Social Studies. Re-create a curriculum and pedagogy for CTE courses 9-12 that focuses on skills needed for a career in Green Buildings and Horticulture. Increase the time in Union Reading groups and Writing shares in science and social studies subjects.</p>	<p>All staff</p>	<p>August-June 2016</p>	<p>Kerry Decker</p>
<p>Curriculum, Pedagogy, and Assessment: Create Work Out plans for each student to engage all learners. Teachers will meet in Department teams weekly using the Looking at Student Work (LASW) protocol to modify curriculum/pedagogy/assessment maps for ELL and Special Needs learners. All content teachers will administer a writing curriculum-based measure (CBM) every two to three weeks. Students will be able to monitor their outcomes by monitoring their academic progress on these CBMs in each subject.</p>	<p>All staff</p>	<p>Aug-June 2016</p>	<p>Kerry Decker & Department Leads</p>
<p>Programming: Create a double literacy block so that all students have 3 X 70 minutes/week in Reading and 3x 70 minutes/week in Writing.</p> <p>In addition, students in all subjects will participate in a 30-minute Unison Reading session every other class period. This schedule will also provide teachers 70 minutes of common planning time per week. Heterogeneously group students 9-12 in math, SS, Reading and Writing to build on each other's strengths and assimilate the 9th grade better.</p>	<p>All students</p>	<p>August 2016</p>	<p>Programming Team</p>
<p>Engaging Families and Community: Provide additional support to families by hiring an additional assistant principal (AP) to allow for an increase in parent involvement, improved safety protocols, youth development structures, Special Education, and coaching.</p>	<p>Special Education, Overage, ELLs</p>	<p>August 2015-</p>	<p>Maddie Sage-EL</p>

Parent involvement will include increasing the amount of Academic Interventions, attendance team phone calls, behavior and college counseling sessions with parents. Departments meet weekly to look at the Looking At Student Work (LASW) protocol to learn how to modify instruction/pedagogy, materials, and design appropriate instruction for English Language Learners (ELL) and Special Needs Students. All teachers will develop Work Out Plans for students that help students with individualized worktime goals.	and College Bound.		
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School Based Option (SBO) vote requiring 70-minute block schedule so students have Work Time to learn independently and meet in collaborative groups.
Hire 2 writing teachers for the literacy blocks.
Hire an assistant principal (AP) to focus on instructional coaching to teachers in high needs classrooms, manage student’s Personal Education Plans for the Special Education, ELL and Overage students and include more parents in this process.
4 Coaching days purchased for consultant on the implementation of Responsibility Teams, Work Out plans and refining observation and feedback practices for teachers (inter-visitation and administrators).
Code Blue Leads to manage the Promise Cards and Work Out Plans

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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
January Regents Scores: Students will take a January Regents exam in all subjects which will determine if students are on track in cohort R for a 60% graduation rate by year end.
Degrees of Reading Power in English September, December and May/June will indicate if students are making adequate yearly progress in literacy. Adequate yearly progress on this measure indicates in each grade level indicates to each grade and department team if the school-wide programs are working.
Writing Curriculum Based Measures (measuring writing fluency) will be given every 3 weeks in each core subject. CBM data is frequent feedback that is used by teachers and students to adjust teaching and learning methods before the mid-year so that interventions occur before it’s too late.
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:

-High response rates on teacher surveys

-Low teacher turn over

-Reduction in suspensions by 67% from Semester 1 2014-15 to Semester 2 2014-15

-Improved student engagement as evidenced by steadily increased Degrees of Reading Power (DRP) scores since 2012 and higher Regents pass rates since 2012-2013.

-Ladder of consequences is communicated in every classroom and teachers receive feedback on behavior in classroom observations

Needs:

- Develop a comprehensive plan to increase student attendance. Lower chronic absenteeism. Improve student attendance to meet New York City (NYC) averages.

- Lower suspension rate . Norm students to the rules of the school and create an environment for learning . There was an increase in the suspension rate from 2012-13 to 2013-14 and 2014-2015 due to increased enforcement of school rules and regulations.

- Consistent enforcement of the ladder and the interventions (& Keepers of the Culture meetings) across all classrooms of the school community.

-Establish Code Blue crisis intervention to ensure a progressive ladder of support and disciplinary responses. We will coordinate guidance and disciplinary responses (classroom ladder, Keeper of the Culture, Behavior, Academic interventions and attendance team).

-Improve teacher-student relationships and trust.

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.

Reduce yearly suspension rate by 50% in 2015-2016

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>All classrooms will function using the Responsibility Based Cognitive Control Discipline program. The principal will roll out the Social Norms system by going into each classroom during the first three weeks of school to create the Discipline Response Ladder with students. Establish a teacher On-Call system to provide push-in support to teachers experiencing problems with student behavior as well as sweep the hallways/stairwells to make sure kids are in class. On-Call teachers will average 1-2 calls per period. Keepers of the Culture will meet with more than three students per week, totaling over 100 meetings for the school year. Principal and Assistant Principal will conduct residencies in underperforming classrooms to establish norms.</p>	<p>Special Needs Students, ELL, and bottom 1/3, chronic and seriously absent</p>	<p>Aug-June</p>	<p>Kerry Decker, Maddie Sage-EL</p>
<p>Teachers, each who are a Case Load Manager (Tier I), will conduct four conferences per student to develop academic or behavior interventions in the form of a Work Out Plan. Code Blue (staff) and Keepers of the Culture (led by students) (Tier II/III) will also conduct meetings with students and parents to revise student Promise Cards and Work Out Plans and double or triple the amount of conferences needed for high needs students and chronically or seriously absent students. This year, for all students, teachers will meet with students a total of 4 times a year for a total of over 5,000 minutes of one-on-one work with student's to review their data to create and follow-up on their personal Work Out Plans and Promise Cards. The weekly professional development time on Tuesday's will be devoted to allowing teachers</p>	<p>All students/Hig-need student specifically absent and underperforming due to behavior</p>	<p>Aug-June</p>	<p>Kerry Decker, Luke Janka and Code Blue Team</p>

collaborative time to improve Workout Plans, conduct parent outreach and allow parent engagement with the workout plan, and staff will hold each other accountable through small group shares and identify strengths and challenges with the Workout Plans. Teacher will be able to identify how they are making progress towards meeting this goal.			
Establish the teacher assist program so that all classes have two teachers to provide more small group and one-one instruction. SS, Science, ELA and math classes will be heterogeneously mixed to help establish social norms and an active learning environment.	All students	Aug-June	Kerry Decker
Establish a shelter class for ELL students in literacy. Students will work on fluency, comprehension and sub-skills in small group and one-one instruction. Each student will have a two-week Work Out plan that will change based on assessment data (CBM-fluency and MAZE Comprehension test).	Over-age, ELL, Sped and behavior	Aug-June	Kerry Decker and Code Blue Team

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.											
AP of Operations, Instruction, Youth Development and Intervention Services											
On-Call schedule and teacher assist program as per a school SBO.											
Re-organization of management responsibilities (Assistant Principals and Counselors)											
Hire a specialized counselor to do Junior and Senior Guidance Counseling to conduct college and post-secondary counseling											
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	X	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.
OORs data review in January will indicate if we are on track to reduce our suspension rate by ½ from 2014-2015 school year.
Period-by-Period attendance rates will which students are avoiding certain classes. We will create a baseline for this measure this semester.
Social Emotional Responsibility Team Survey will provide feedback for each student as determined by their group in the classrooms so that student’s get weekly feedback on how their behavior is affecting their group progress.
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: The implementation of the Framework for Professional Development was a success because the majority of teachers rated effective by June 2014. Only 14% of teachers started the school year 2014-2015 rated developing. In addition, by the summer of 2014, seven teachers, 20% of the teaching staff, were approved to serve as coaches. With 20% of teachers approved as coaches with effective and highly effective teaching practices, we launched Phase II of the FPD in Fall 2014 and will continue Fall 2015, which includes offering weekly residencies, lab-sites and teacher-to-teacher inter-visitations in their classrooms. In January 2015, as an extension to the Framework for Professional Development, we decided to train students in the pedagogy so teachers and students could host fishbowls, lab-sites, and provide one-one student and teacher coaching during residencies and inter-visitations. Observation data and teacher surveys indicate that teachers want frequent feedback and opportunities to learn from each other in the classroom. Therefore, our main priority in 2015-2016 is to develop the capacity of teachers to observe each other and give actionable and time-bound feedback. A major tenant of the teacher inter-visitations will be the teacher’s responsibility to tune their own process by deciding on common actions at the end of each visit. In addition to all of this, as stated above, teachers have 70 minutes built into their teaching program (as part of their Circular 6 option as per United Federation of Teachers contract) common planning time per week to plan coherent instruction by looking at student work and making weekly goals for implementing modifications for curriculum and instruction. Teachers also have free access to a monthly after-school professional learning community, and an on-line Learning Cultures course. With all of this in place coupled with improving our recruiting and hiring process by requiring teachers to teach in our classrooms before accepting a position, we hope to continue to retain teachers.

Needs:

Develop an onboarding program for new CTE staff

Teacher retention, specifically in the CTE program

Continue to develop student led PD in the form of Keepers of Curriculum (Unison Reading).

Part 2 – Annual Goal

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

100% of teachers participate in the Framework for Professional Development

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development (PD) lead organizes weekly lab-sites, inter-visitations, and debriefs. PD Lead establishes and implements an accountability system to show participation and growth.</p>	<p>Teaching community</p>	<p>Aug-Aug 2015</p>	<p>Kerry Decker and PD Lead</p>
<p>Establish a Keeper of Unison Class to provide a continuous lab-site of best practices with students and staff working together to be in charge of best practice coaching of other students and staff.</p>	<p>Teaching and student community</p>	<p>Aug-Aug 2015</p>	<p>Kerry Decker and PD Lead</p>
<p>Leads provide training to parents (during the parent orientation in September 2014) and during weekly whole staff PD meetings. The Leads also meet with the principal weekly to determine which classrooms can serve as lab-sites.</p>	<p>Teaching and student community</p>	<p>Aug-Aug 2015</p>	<p>PD Lead</p>
<p>Hiring committee provides On Boarding PD for new teachers which includes a full day visit, week-long summer school internship, a demo lesson and three committee interviews before a job position is offered.</p>	<p>New Hires</p>	<p>Aug-Aug 2015</p>	<p>Hiring Committee</p>

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>PD Lead per session 6-8 hours per month</p> <p>Debrief per session 10 hours per month</p> <p>Coverage pay 10 hours per month</p> <p>Lead stipend for cross school PD 4 hours per month per lead</p> <p>Assistant Principal teaches 1 class per semester</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	X	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.

We will average teachers' Advance ratings at the mid-year point and compare their mid-point average ratings to last year's end of the year rating.

A PD spreadsheet indicates all the coaching and inter-visitation outcomes for each PD and Coaching session will indicate 100% participation in the Framework for Professional Development.

Teacher will take three PD surveys to inform us on the impact the PD has had on their development.

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.

Students entering in our 9th grade (cohorts Q and R) average 15% & 17% pass rates on their 8th grade ELA exams respectively. The graduation rate for year 2014-2015 was 68%, an increase from 39% in 2012-2013. This increase can be attributed in large part to the teacher distributed leadership structure. This year, we have expanded the lead teacher responsibilities and have included students in the leadership development team. For Year 2015-2016, there are the following lead positions (school program development, department, assessment, professional development, curriculum, Code Blue and community). Teacher leads will all serve as project managers, lead a team, make policies with the principal, and are responsible for implementing new policies approved by the principal. The principal will meet with each lead teacher for a one-one meeting weekly to follow-up on their key actions and priorities, and to coach and develop their leadership. In addition to conducting over seventy observations, the principal and the Assistant Principals, Luke Janka and Maddie Sage-EL (IA) lead by example and nurture teacher’s growth by conducting principal residencies and lab-sites in lead teacher classrooms to ramp up teacher practice to the next level, or in classrooms where teachers need help securing the pedagogy.

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.

Increase teacher performance ratings as measured in Advance so that 50% rate highly effective by June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Hire lead teachers in department, project management, school-wide program development, curriculum, assessment, and Code Blue.</p>	<p>All staff</p>	<p>Aug 2015</p>	<p>Decker</p>
<p>Principal meets with each lead for a one-to-one weekly and the lead must prepare a one-to-one document before those meetings to itemize priorities and actions. Each lead has a team of teachers that implements practices. For example, the curriculum lead meets with the department team Leads to implement the department teams Looking At Student Work Protocol, and to monitor curriculum and teaching modifications.</p>	<p>All Staff</p>	<p>2015-2016</p>	<p>Leads/Decker</p>
<p>Principal Residencies totaling 2 (minimum) per semester</p> <p>Principal Labsites totaling 6 per semester</p> <p>Lead Teacher one-one meetings totaling 150 hours per year</p> <p>Interventions (academic/behavior/Keeper of the Culture) totaling 300 hours per year –Parents are involved in these meetings. Roll out the social norms talk to every student in the school.</p>	<p>Decker</p>	<p>2015-2016</p>	<p>Decker</p>
<p>To build trust and help staff follow through on short-term and long-term goals, Decker writes a weekly PNEWS to staff with contributions from the Leads.</p>	<p>Decker</p>	<p>2015-2016</p>	<p>Decker</p>

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>APO Maddie Sage-EL</p> <p>Lead Teacher per-session-22,000\$</p> <p>DOE Lead Teacher stipend-20,000\$</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

All one-one meetings, lab-sites, and residencies are documented in our Google Drive so that we can monitor input and the output of our results. In January, Decker will evaluate the effectiveness of the lead work to make personnel changes or strategic priority changes to the 2nd semester based on the 1st semester roll out successes and/or challenges.

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.

25% of the Parents filled the survey 2014-2015.

In the teacher outreach to parents we received an 85% positive responses. Teachers and parents think that teachers are reaching out to parents. The Citywide average is 89% so we are under the average.

In the **parent involvement in the school** we received a 58% positive response compared to the 61% Citywide averages. The breakdown of the responses:

89% had an in-person parent-teacher meeting

71% said never to volunteering

56% said they communicated to their teacher about their child’s performance

In the **Inclusive principal leadership portion** we received a 78% compared to 89% average.

The need is to expand on these measures and increase parent involvement.

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.

The parent involvement needs to improve to 61%.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Invite parents to more events than parent teacher conferences (the awards ceremony, recruiting events)</p>	<p>All</p>		
<p>Use Skedula to email parents more frequently. Communicate to parents in 3 ways (a phone blast, a personal call, email or snail mail)</p>	<p>All</p>		
<p>Coaches will call each family for Parent Teacher Conferences</p>	<p>All</p>		
<p>The principal will introduce herself and do a presentation at Parent Teacher Conferences. Principal room where parents can get acquainted.</p>	<p>Principal</p>		

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

Part 5 – Progress Monitoring

<p>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.</p>
<p>The number of parents at the Parent Teacher Conferences</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	Writing CBM, DRP and Regents pass rates	Unison Reading Interactive writing and writing share	Small Group/One-One	During school day
Mathematics	Writing CBM	Unison Reading Interactive writing and writing share	Small Group/One-One	During school day
Science	Writing CBM and Regents pre-post pass rates	Unison Reading Interactive writing and writing share	Small Group/One-One	During school day
Social Studies	Writing CBM and Regents Pre-post pass rates	Unison Reading Interactive writing and writing share	Small Group/One-One	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance	Guidance	Guidance	Guidance

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.
Hiring team searches for candidates. Candidates spend a day in the school, do a demo lesson and has three interviews. New teachers have a mentor and a coach and get a principal residency for 1-3 or more weeks. Teachers can participate in the Framework for Professional Development that provides weekly labsites, intervisitations and debriefs for teachers.

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).
PD lead organizes weekly lab-sites, inter-visitations, and debriefs. Principal conducts weekly labsites and residencies. PD Lead establishes and implements an accountability system to show participation and growth.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet weekly in department team meetings to create assessments and use these results to improve instruction using the LASW protocol.

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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$217, 947	x	
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	x	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,565,376	x	

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) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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) Template

[School name] , 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 (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>The Urban Assembly School for</u>	DBN: <u>03M402</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>61</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: Due to the underperformance of UAGC's ELLs on recent Regents exams, our direct instructional program will focus on closing the gap between ELLs' and our mainstream population's regents scores. We will accomplish this by continuing the after-school Regents prep intensive program we initiated last year, which we call "night school." The language of instruction will be English for those students choosing to take the regents in English, and Spanish for those who choose to take the regents in that language. The students served will be those in all grade levels identified by their classroom teachers as at risk for failing the Regents, but limited to those ELLs most likely to benefit from this program; the ones "on the cusp." A small number of former ELLs will likely also be selected if they fit the above criteria, but the focus will be on current ELLs. In keeping with our successful co-teaching model, after-school supplemental instruction will be co-planned and executed by two content teachers, determined by license, availability and interest, in conjunction with our two licensed, Spanish-speaking ESL teachers, Donna McKenna and Jonah Kaplan-Woolner. Tentatively, our Global History teacher Jeff Poccia will co-teach the social studies portion while Naina Vohra, our Living Environment teacher, will co-teach the science portion. Monday and Wednesday afternoons beginning tentatively on March 23rd (or in other words running the 12 weeks leading up to the June Regents), students will gather in small groups in classrooms in our school and collectively read content texts (textbooks, journal articles, relevant fiction etc.) and watch videos related to the content. We will channel some of our Title III money towards a subscription to the online toolkit Education Portal, which combines visually enriched videos with quizzes and tracking mechanisms to deliver content in a variety of ELL-accessible modalities. We will also purchase picture dictionaries and ELL-facing cobuild dictionaries such as Collins Cobuild Intermediate Dictionary of American English (ShopDOE #901107700) to scaffold ELLs' comprehension of content. The rest of the direct instruction funds will be used to pay per-session to teachers who staff the classes. Night school will run from 4:00 pm to 6:30 pm.

Complementing this will be a series of ELL-focused field trips that tie into material covered in the students' Regents classes. For example, ELLs preparing for the Living Environment Regents Exam will be taken to the Museum of Natural History to observe, write about and discuss the exhibits on the Hall of Biodiversity. Students preparing for the US Government and History exam will be lead through educational programs at the New York Historical Society, which costs \$75 for a group of our size, and the Tenement Museum, which is free, among others. These field trips will run during the time set aside for night school.

Secondly, we will address the problem of ELL disengagement in the culture of the school by creating spaces where they can celebrate their unique cultural and linguistic offerings and take pride in the diversity they bring to the school. Anecdotal data we have gathered from a number of one-on-one interventions with academically struggling ELLs have revealed an underlying cause common to many of our ELLs: a disconnect from the culture of the school, a feeling of rootlessness, of being passive pawns subject to external forces. We hope to deconstruct this narrative by offering a space where ELLs can create and fulfill their own goals. In keeping with the student agency-based philosophy we teach under and with the support of our Student Council, we will endow an annual Multicultural Festival where ELLs and their families can take pride in the language, music, food, arts and histories of both their first and second cultures.

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: _____ We teach under a highly organized teaching model called Learning Cultures, developed to increase student agency. It can serve ELLs effectively, but only if implemented carefully. Given our co-teaching model and integrated ESL program, all teachers serve our ELLs for at least some portion of their teaching time. Thus, our Title III professional development funds will continue to be put towards paying for coverages so that all staff will be free to visit ESL teachers' classrooms and participate in lab sites there. However, special emphasis will be placed on training the teachers leading the supplemental instruction program described in part B. Those teachers will have an opportunity to have their class covered by a substitute once a month in order to observe our shelter ESL reading and writing class and sections of Global History taught by a tenured ESL-licenced Lead Teacher, and a section of Earth Science specificaly for ELLs that will be used as lab sites to intentionally examine teacher practices with ELLs in general ed and sheltered settings. We use a debrief protocol after labsites to examine teacher practices according to Danielson frameworks and internal Learning Cultures rubrics. This training will run continuously for the duration of the school year. Teachers trained by participating in lab sites will then in turn share their knowledge and commitment to practice when they serve as the hosts of future lab sites.

Additionally, ESL teachers Jonah Kaplan-Woolner and Donna McKenna will attend relevant profesisonal development trainings offered by the Department of English Language Learners and Student Support (dates TBA) and turnkey that training to the general staff, especially the teachers teachng night school as described in part B, during weekly Tuesday afternoon staff meetings.

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: _____ We have already experienced success initiating a parent/family ESL class targeting the non-English-dominant and bilingual families of our school community. Although no interested families will be turned away, the population directly targeted are the parents, gaurdians and families of ELLs in our school, along with the ELL students themselves. We will use Title III funds to beef up publicity, purchase innovative new materials such as Rosetta Stone software and adult-appropriate textbooks, and use a small amount (\$250 or less) for refreshments. The class will continue to meet Thursday evenings from 6:00 to 7:00 pm (unless the participants request a different night to better accommodate their schedules) and serve all interested families. Topics covered will include asking questions, making appointments, literacy in school documents such as progress reports, PTA minutes and letters home. The provider will continue to be ESL teacher Jonah Kaplan-Woolner. Parents will be notified through bilingual flyers mailed home and backpacked, through personal phone calls made by advisors and a pre-recorded robocall.

Part E: Budget

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

Allocation Amount: \$ _____

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M402**

School Name: **UA School for Green Careers**

Superintendent: **Walsh**

Before you begin, please check the following:

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

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

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

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

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

Many of our school's parents are English Language Learners and the primary home language is not English. In order to correctly collect this data for oral and written communication between school and student we use the Home Language Identification Survey, ATS reports and student emergency contact cards to determine the home language of the parent.

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

Spanish, Portuguese, Arabic, Bengali, Hatian, Fulani

Part B: Creating a Communications Calendar

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

The Parent Coordinator sends home monthly newsletters that also includes other communication home to parents. This includes but is not limited to letters regarding attendance policy, discipline policy, information about upcoming school events and information about curriculum and pedagogy. All communication is distributed within the first week of each school month. The documents are translated into Spanish by the school Parent Coordinator and are translated into other languages when requested.

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

Parents who come to the school for attendance meetings, IEP meetings, discipline meetings and parent teacher conferences all come through the main office which is run by the parent coordinator. Calls that are made home to all parents are translated by a telephone service. Any informal interaction with a parent, including phone calls that need translation, the school will use the DOE over the phone translation service.

Part C: Providing Language Assistance Services

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

Translation needs are met through the DOE services including over the phone translation services. When a parent requests that a document is translated, the Parent Coordinator is responsible for translating the document using DOE support services available by the Translation and Interpretation Unit.

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

Our school meets identified interpretation needs through over the phone interpretation done by the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

All staff are trained during monthly meetings when they are asked to make phone calls home to all parents in their advisory. They are emailed the number and it is available in the staff handbook.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school fulfills all parental notification requirements by translating parent documents, providing them in the main office, back packing them home with students on the first day of school and mailing them home over the summer and again in January.

Part F: Monitoring and Quality Control

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

Parents complete a mock parent survey and are continuously surveyed by the Parent Coordinator and PTA in order to better serve their needs.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M402** School Name: **UA School for Green Careers**
Superintendent: **Walsh**

Before you begin, please check the following:

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

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

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

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

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

Many of our school's parents are English Language Learners and the primary home language is not English. In order to correctly collect this data for oral and written communication between school and student we use the Home Language Identification Survey, ATS reports and student emergency contact cards to determine the home language of the parent.

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

Spanish, Portuguese, Arabic, Bengali, Hatian, Fulani

Part B: Creating a Communications Calendar

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

The Parent Coordinator sends home monthly newsletters that also includes other communication home to parents. This includes but is not limited to letters regarding attendance policy, discipline policy, information about upcoming school events and information about curriculum and pedagogy. All communication is distributed within the first week of each school month. The documents are translated into Spanish by the school Parent Coordinator and are translated into other languages when requested.

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

Parents who come to the school for attendance meetings, IEP meetings, discipline meetings and parent teacher conferences all come through the main office which is run by the parent coordinator. Calls that are made home to all parents are translated by a telephone service. Any informal interaction with a parent, including phone calls that need translation, the school will use the DOE over the phone translation service.

Part C: Providing Language Assistance Services

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

Translation needs are met through the DOE services including over the phone translation services. When a parent requests that a document is translated, the Parent Coordinator is responsible for translating the document using DOE support services available by the Translation and Interpretation Unit.

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

Our school meets identified interpretation needs through over the phone interpretation done by the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

All staff are trained during monthly meetings when they are asked to make phone calls home to all parents in their advisory. They are emailed the number and it is available in the staff handbook.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school fulfills all parental notification requirements by translating parent documents, providing them in the main office, back packing them home with students on the first day of school and mailing them home over the summer and again in January.

Part F: Monitoring and Quality Control

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

Parents complete a mock parent survey and are continuously surveyed by the Parent Coordinator and PTA in order to better serve their needs.