



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

09X325

School Name:

URBAN SCIENCE ACADEMY

Principal:

PATRICK KELLY

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Science Academy School Number (DBN): 09X325
Grades Served: 6, 7, 8
School Address: 1000 Teller Avenue, Bronx, New York 10456
Phone Number: 718.588.8221 Fax: 718.588.8263
School Contact Person: Ingrid Koehler Email Address: ikoehler2@schools.nyc.gov
Principal: Patrick F. Kelly
UFT Chapter Leader: Lynn Robinson
Parents' Association President: Gafratu Ali Flatiou
SLT Chairperson: Gloria Juliano
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sharon Cross
Student Representative(s): Pending

CBO Representative: Erin O'Leary

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718.579.7143 x1022 Fax: 718.410.7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718.828.7776 Fax: 718.828.3113

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Patrick F. Kelly	*Principal or Designee	
X	Lynn Robinson	*UFT Chapter Leader or Designee	
X	Gafratu Ali Flatiou	*PA/PTA President or Designated Co-President	
X	Eva Laureano	DC 37 Representative (staff), if applicable	
X	Sharon Cross	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Pending - Center for Supportive Schools	Community School Director (staff)	
	Pending	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Pending	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Rebecca Blatcher	Staff/Parent/Other Contributor	
X	Jerdy Tejada	Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	April Black	Staff/Parent/Other Contributor	
X	Tamora Hinds	Staff/Parent/Other Contributor	
X	Lucrecia Ortiz	Staff/Parent/Other Contributor	
X	Mohammad Hossain	Staff/Parent/Other Contributor	
X	Walquiris Garo-Marte	Staff/Parent/Other Contributor	
X	Patricia Stellato	Staff/Parent/Other Contributor	
X	Gloria Juliano	Staff/Parent/Other Contributor	
X	Izabel Bardy	Staff/Parent/Other Contributor	
	Christine Ambrose	Staff/Parent/Other Contributor	
	Marcos de Castro	Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

1. The Urban Science Academy is proud to serve students in grades six, seven and eight, and to support families as they seek to see their dreams realized. It is our goal as a Community Renewal School to accept and serve all families in our neighborhood without distinction, to lead children to be readers and writers, to develop into thoughtful, sensitive and productive human beings. Our academic goals are to prepare children to meet the rigors of the Common Core Learning Standards, and to be prepared to succeed in high school, careers and college. As a Science academy, our school aims use our increased Renewal resources of time and space to further strengthen our STEM offerings this coming year. Utilizing our dedicated science lab, our school is developing relationships with the Wildlife Conservation Society (the agency that runs the Bronx Zoo, the New York Aquarium and other international conversation institutions) through their Visionmaker NYC Project, an offshoot of the Manahatta Project. This project seeks to understand the ecological development of the great urban center of New York City and challenges students to consider how it might be designed to be better aligned with healthy ecological systems as we move into the future. For the past two years, our school has partnered with the South Street Seaport Museum, where over forty per cent of our students have sailed on New York Harbor, learning about our maritime ecology in a fun and hands-on manner. In addition, the Urban Science Academy is seeking partnership with the Salvadori Center, an internationally recognized organization notable for their successful work in teaching children about built environments and architecture. We are also introducing Urban Advantage and will work more closely with the American Museum of Natural History to further deepen our students' work in Science through intense professional development. We are also interviewing prospective teachers who have experience and training in the area of writing Code.

In addition, our school focuses on literacy growth through our partnerships with DreamYard, Global Writes, Lincoln Center's Shakespeare program, the Middle School Quality Initiative, and CUNY's NYS Initiative for Emergent Bilinguals. We have embraced the Teachers College Writing Program, have elected to launch the Reading Program in the Fall, and have requested to be a full-on TCWRP school next year.

In order to better meet the Social-Emotional needs of our students, our school aligns with the Morningside Center for Restorative Circles work, and Columbia University's School of Social Work to provide Social Work interns, and with our lead CBO, the Center for Supportive Schools (CSS).

Urban Science teachers have been supported through mentorship development with the New Teacher Center for the past six years, providing intensive and well researched attention to the needs of new teachers, an effort which has radically reduced our rate of teacher turnover. This past year, our school community has benefitted from our partnership with New Settlement, in successful parent outreach and developing parent leaders through their acclaimed Parent Action Committee work.

2. Our school holds that students learn best when they are actively engaged in speaking, listening, writing and

reading, when they are burning intellectual and physical calories in contending with rigorous content well delivered. Our Instructional Focus is to increase student engagement by providing an increase in the number, variety and depth of rigorous tasks. Our goal is to have teacher teams design and implement challenging and interesting real-world work, providing a meaningful and useful struggle.

We believe that if teachers craft and present interesting, challenging, real-world tasks, then student academic growth will accelerate and strengthen.

Laying the groundwork for this Instructional Focus has been our work over the past two years which gave consistent attention on our teacher practice in Danielson 3c, Engaging students in Learning. This competency looks at the degree of student engagement evidenced during instruction, and as such aligns with our reach for cognitively rigorous work.

3. It is our school's special mission to serve recent arrivals – families largely from the Dominican Republic, but also from throughout the Hispanic world, as well as a growing population of children from West Africa. Our children come from fifteen nations and speak fourteen different languages. We have extended our service to our largest language subgroup – Spanish speakers – through collaboration with CUNY/NYSED Initiative on Emergent Bilinguals (NYSIEB). This collaboration has led us to establish a Dual Language program, with on-going professional development support from CUNY professors, which this year has focused on the refinement of Language Objectives. This is our third year of collaboration with CUNY/NYSIEB. 33% of our children are ELLs, so in addition to this program, we provide an ENL program as well as a SIFE program for students (8% of our student body), both of which aim to accelerate these children's gains in language development.

Given the mobility of families in this neighborhood, our school serves the community by taking in students

throughout the year. Between September 15, 2014 and March 15, 2015, we admitted 42 students into our program, filling an important need for our neighborhood and District Nine. It is our privilege to serve families in the poorest Congressional District in the nation. Our school also serves a significant proportion of students with IEPs, and to this end we carry two self-contained classes with a 12:1:1 ratio, and have expanded our Integrated Co-Teaching capacity to five classes, including three ELL/ICT classes. Special Education students make up 20% of our student body. 18% of our students are classified as in Temporary Housing, and all of our students are served with a mental health team consisting of a Guidance Counselor, a School Social Worker, and two Social Work interns. In addition, this past summer, six staff members were trained in the art of Restorative Circles, and with support from the Morningside Center, we are extending the practice of Circles throughout the school.

4. Among the elements from the Framework for Great Schools, we have made consistent progress in developing a culture of Trust and a Supportive Environment, features highlighted in our recent American Institutes of Research (AIR) Co-Interpretation session. We have exploited the new teacher contract to provide teachers with structured time for meeting, though we must become more rigorous in establishing protocols and identifying meaningful products for this investment of teacher-time. We also must develop stronger instructional supervision from peer teachers, coaches and administrators to develop more rigorous instruction. This is the area where we need to make the most strides: develop practices that allow students to work at tasks within their reach, but ones which challenge more accomplished students, while pushing lower achieving students to achieve sustained and fast progress. If teachers challenge students with meaningful and engaging TASKS, then students will think and communicate clearly, will interact personally and intensely with academic content, and become better problem solvers, and come to see themselves as growing learners.

This is our greatest academic challenge: provide rigor for all students so that no one is ever bored, that wait time is minimal, that students are being constantly pushed toward meeting the Common Core Learning Standards.

Our school has consistently reached out to parents and guardians, and holds monthly workshops covering a variety of topics important to our community. However, while regular participation in our School Leadership Team has been consistent (though participation has been more challenging of late), our Parent Association has not gained traction to be a real force in driving change in our school. Our school, with our two sister schools in the Teller Avenue building, joined to select the Center for Supportive School as our single Renewal school CBO in order to engage our families in a unified fashion. The Urban Science Academy embraces the Framework For Great Schools emphasis on the centrality of strong family and community ties and looks forward to enhancing this through our emergence as a Community School. We have had these past few months the benefit of support from specialists at New Settlement, who have a solid track record in our neighborhood of working with parents to surface their needs and to help them organize their power. This

work has already resulted in increased parent contact, through an effective June 2015 launch of our Community School Forum, and in contacting families to participate in our two week long July on-boarding programs for incoming sixth graders.

5. The school enjoys support from a large number support of non-profit organizations (listed in #1), but has not had the benefit of support from a true CBO - an organization which helps select, coordinate, organize, deliver and align resources and non-profit services for our students and the wider community - since the departure of the Children's Aid Society from this campus approximately six years ago. This absence is one reason why we are delighted that the Mayor and Chancellor have seen fit to provide the critical resource of a true CBO to our campus. We are confident that the selection of a single provider – the Center for Supportive Schools – with their expertise in Social-Emotional Learning (SEL), will support the social-emotional growth of our students, bring in new leadership programs and other SEL supports, and further unify the Teller Campus.

Additionally, the City has contracted the non-profit organization Aspira to supplement and extend our morning instructional summer school program with an afternoon an Friday element, with the aim of serving 225 students. This new program for the first time allows all of our families access to a thorough summer program from morning through to supper time.

6. For Extended Learning Time this year, our students enjoyed afterschool programs in soccer, basketball, theater arts, dance, community awareness, math and english language arts enrichment and remediation, and academic ELL support.

09X325 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	328	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	16	# SETSS	N/A	# Integrated Collaborative Teaching
				6
Types and Number of Special Classes (2014-15)				
# Visual Arts	21	# Music	20	# Drama
				N/A
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	73.2%	% Attendance Rate		89.8%
% Free Lunch	82.2%	% Reduced Lunch		0.3%
% Limited English Proficient	33.3%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		30.7%
% Hispanic or Latino	67.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.67	# 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)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.2%	Mathematics Performance at levels 3 & 4		2.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school needs to improve its work in deliberately and conscientiously aligning curricular with the CCLS - a reality that will be easy to identify given the work already completed in the AIR Survey and reports. The decision to shift our curriculum in ELA to the TCRWP will ensure that there is far more effective alignment with the the CCLS in ELA, as well as support a significant uptick in the rigor seen in student output and ongoing assessment. This is a priority need for our school: improved ongoing assessment. Alignment in Mathematics will be achieved through faithful adherence to the CMP3 curriculum, supplemented with target intervention for students with deficits in foundational number skills. The addition of time and resources will support this prospect.</p> <p>The school’s strengths are reflected in both the Quality Review and AIR needs assessments: a culture of trust is established, and teachers are engaged in structured professional collaborations on teams using an inquiry approach that supports shared leadership and focuses on improved student learning. Teachers work in an environment that supports and encourages their practice, and the addition of a Lead Teacher will further deepen and strengthen this culture.</p>		

Part 2 – Summative Vision for Rigorous Instruction

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

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

In the Math Department, our teachers will be implementing the Connected Math Program (CMP3). The math team will work in collaboration with one another to foster a student centered learning environment, rich with discussion and real world mathematical explorations. As we enter our third year with CMP3, multiple entry points and scaffolds are a necessity in order to successfully reach all students. The use of Launch Videos from CMP3, visuals, realworld

application and discussion will be imbedded into each unit. A variety of scaffolds will be employed such as the use of manipulatives and deliberate student groupings, alongside computer based programs such as MATH XL/MATH IXL.

The need for scaffolds to meet the varying needs of our student population will be determined through the use of continuous assessment. Assessments will include those provided by CMP3, as well as teacher created quizzes, and group projects. The reliability of the assessments will be monitored through teacher and administrative teams that will review student responses and rate them against a shared rubric. Assessment results will be tracked inhouse using a math department created tracking system on a Google platform. Teachers will meet regularly to discuss assessment data, share best practices and analyze student work. By the end of year two of Renewal, our student population is expected to show growth that will meet or exceed the Renewal benchmark of .07 in the Average Math Proficiency Rating (from 1.99 to 2.06) on the New York State Testing Program.

Our ELA Department will implement The Teacher's College Reading and Writing Program, combined with supports from MSQI, including Word Generation, MYON, Wilson, and Rewards. Our vision for the 2015-2016 school year is to create a program which allows for strategic instruction in reading on a daily basis. Our students will be assessed three times throughout the school year using the Degrees of Reading Power assessment in order to differentiate for strategic reading groups, as well as through instruments drawn from the TCWRP. Various entry points will be utilized to engage students, such as videos, PowerPoints, articles, and project based assignments, in addition to student access to computers. Scaffolds will be employed in the classroom based on formative and summative assessment data (TC Running Records, MYON, TC On Demand Writing, DRP, Word Gen Tracking), which is tracked using Google Spreadsheets. Teachers will meet regularly to view/analyze data across shared grades and classrooms, to share best practices, analyze student work, and plan with one another. By the end of year two, our student population is expected to meet or exceed the Renewal Benchmark of .03 in the Average ELA Proficiency Rating (from 2.10 to 2.13).

Data sources will be streamlined and shared through the use of GoogleDocs, and it will be an expectation that students will collaborate with teachers to identify and monitor their progress in achieving literacy goals (eg "I will identify the key ideas in math problems/historical text/reading materials").

During Extended Learning Time, we will offer a rigorous menu of learning experiences designed to match the diverse needs of our learners. After surveying our teachers to gain insight on what the staff feels confident in offering, preparations are ongoing to implement some of the following clubs/activities: a wide range of Arts classes, dance, drama, music, Black History and Dominican History, a school newspaper, debate team, computer science and coding, project based learning, Math Olympiad, financial education (business math, investments), chess and book clubs. In addition, we are anxious to increase explicit offerings in STEM education, and are in the process of working with our

CBO to identify and contract leading nonprofits (e.g. Salvadori) to deepen our STEM offerings. Likewise, students are to be surveyed to identify other areas of interest which the school will aim to meet.

In all of these curricular initiatives, the work will return to an emphasis on our Instructional Focus, to increase student engagement by providing an increase in the number, variety and depth of rigorous tasks.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all students are expected to show growth that will meet or exceed the Renewal benchmark of .07 in the Average Math Proficiency Rating (from 1.99 to 2.06) on the New York State Exam in Mathematics.

By June 2016, all students are to meet or exceed the Renewal Benchmark of .03 in the Average ELA Proficiency Rating as measured by an increase from 2.10 to 2.13 on the New York State Exam in ELA.

Part 4 – 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? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers and administrators will participate in summer institutes with Teachers College and the</p>	<p>Teachers and Administrators</p>	<p>July/Aug Late</p>	<p>Teachers and Administrators</p>
<p>Literacy Design Collaborative, as well as STEM related PD (LegoRobotics, NYC Technology Summit)</p>	<p>Teachers and Administrators</p>	<p>Aug/Early Sept</p>	<p>Teachers and Administrators</p>
<p>Teachers and administrators will identify and</p>	<p>All Students ELA Teachers</p>	<p>Sept - June Sept – June</p>	<p>Teachers, Staff Developers,</p>

<p>highlight departmental academic expectations and practices, particularly as defining what RIGOR looks like in our classrooms</p> <p>Teachers will administer a September benchmark assessment in ELA and Mathematics and provide on-going leveling conferences with students</p> <p>All ELA teachers will receive professional development from Teachers College Reading and Writing Project (TCRWP) in the use of TC Running Records and in using the ELA rubrics to identify next steps for students to increase their achievement level</p>			<p>Literacy Coach, Assistant Principal, ELA teachers, Consultants</p>
<p>Representative Science and Social Studies teachers receive professional development in Reading Apprenticeship practices through MSQI and Literacy Design Collaborative and turn-key these practices in order to drive student gains in Literacy</p>	<p>Content teachers</p>	<p>August – June</p>	<p>Principal, Content Teachers, Consultants</p>
<p>Teacher teams meet every other week and report on student progress</p> <p>The Student Intervention Team (SIT) meets weekly to review teacher reports of students who are falling behind or making insufficient progress, and make recommendations as to additional interventions (e.g. in school or after school program interventions, Reciprocal Teaching, Wilson, Just Words)</p>	<p>All Students All Students SWDs, ELLs, Students at Risk SWDs, ELL, Students at Risk</p>	<p>Sept - June After school Dec 28 -30 Feb 15 -18 Apr 25 –29</p>	<p>SIT, Academic Cabinet, Teacher Teams, Data Specialist, Administration Teacher teams CBO, Teacher teams, Administrators</p>

Student review meetings are conducted on an as-need basis			
Enrichment and remedial academies will be conducted to meet the needs of subgroups			
Frequent communication with families to inform them of their child's progress available through on-line monitoring of report card progress	Parents, Guardians and students	Sept – June Sept – Oct Sept – Jun	Teachers, Coach, Administrators and Parent
Teachers provide students with practices to provide student-led report card conferences, which take place three times this year	Teachers, Teachers, Counselors, Service Providers	Sept - Jun	Coordinator
IEP and Service Providers submit progress reports four times a year	Parent		
Teachers exploit the contractual weekly time for parent/guardian meetings, newsletters, progress reports	Coordinator, Teachers		
An academic component (CCLS, test preparation, school initiatives in Literacy, curricular reviews) are a component of monthly Parent Workshops			

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The additional financial and programmatic opportunities offered by the Department will permit the engagement of high quality non-profits as well as enhanced staffing to meet the needs of our students. This combined with the resource of time included in the extra hour of learning experiences available through ELT, will support the achievement of these goals.											
Part 5b. 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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In addition to on-going monitoring, a mid-year review of the status of the entire school will take place on Jan 15,

2016, showing that 75% of students are on track for a year or more growth by June as revealed in TCRWP and CMP3 assessments. Students identified as not on track to achieve gains of more than one year in a year's time will be sorted into targeted intervention groups.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school has established systems to address and support the the social-emotional health of our students. We invest in a full-time School Social Worker and two interns, as well as a Guidance Counselor. This team provides a daily pathway for students and families to recognize and address the hurt and damage that is a common outcome for families in poverty, or who have experienced loss, fractured family life, incarceration, substance and/or physical abuse, or mental illness. It is a fact that a significant subset families are not poor or struggling by choice – besides our immigrant families seeking a better life, seeking the American Dream, many of our families are beset by a legacy of racism and discrimination or disability which causes attention to the academic life to seem hopeless or meaningless. A Student Intervention Team meets weekly to identify and build a case study for students who are manifesting behaviors that interfere with their own progress, and who often derail the work of the classroom community. These students require the greatest dedication and resources.</p>		

Part 2 – Summative Vision for Supportive Environment

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

- How would you want school stakeholders to describe the school?

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

1. Our stakeholders will describe our school as a place where students are valued and where students in distress are recognized and provided with support to advance in their academic and behavioral growth.
2. Last summer, six staff members (including the principal) were trained by the Morningside Center in the practice of Restorative Circles, and this practice is unevenly but firmly established as a component of our school culture. Our new CBO partnerships are not yet established. However, our selection of the Center for Supportive Schools (CSS) was made because of their expertise in the area of social-emotional growth. Additional support will continue to be received through the Morningside Center, who provided materials with scripts and protocols, as well as on-site support.
3. Student voice has been accessed for the past two years through our Student Council. Supported by our UFT Chapter Chair, this student group made and followed through with proposals for a Field Day, a Spirit Week, and met with the Principal throughout the year to express their concerns. Students will also be surveyed to get data on what they would like see the ELT provide for them.
4. Restorative Circles is the framework we have embraced. We are discussing elements of PBIS which has seen some success in our sister school, MS 328.
5. We will be more proactive through exploiting the established experience of the Community of Supportive Schools. We are underway in developing the Peer Mentorship Program, and have identified teachers and staff and scheduled their training to implement this program. They will support a cohort of eighth graders who will be trained as leaders in teaching sixth grade students skills and practices to support their identity as rising and healthy students.
6. It is our intent to hold weekly Restorative Circles as a feature of our ELT. Our SSW will monitor the success and challenges of this feature to determine which students' needs are not being met through this practice, and gather data from teachers to gauge which Circles are successful, and where interventions or re-training

may be needed. Students who remove themselves from Circles, or whose behavior triggers concern (culled from data on attendance, removals, misbehavior and in severe cases, suspension) will be referred to the SSW office for support. Staff and community partners will review data from the SSW team to provide additional support to students for whom these practices are insufficient.

7. All three Teller Avenue Campus schools are committed to sharing an Attendance Teacher who, working with our CBO, will seek out the LTAs and students with historically poor (>10 days absence) attendance in September to understand the causes of the absence and create a plan to prevent re-occurrence.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June of 2016, all students and teachers in our school will actively participate in our school initiative of “Restorative Circles” as measured by a 100% weekly participation rate.

Part 4 – 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). • Engage families and expand their understanding of a 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? (include school, educational consultants and/or CBO staff)</p>
<p>Two teachers and the SSW are scheduled to receive training in the CSS Peer Mentoring Program</p>	<p>Teachers SSW</p>	<p>Summer 2015</p>	<p>Teachers, CBO</p>

Students in grade eight are identified to serve as peer leaders using protocols from the CSS	Eighth graders	June 2015	SSW, Grade eight teachers, CBO
Two teachers and our School Social Worker attend a weeklong PD on peer mentoring	Eighth and sixth graders	July 2015	SSW, teachers, CBO
Teachers for training in Circles through Morningside Center	Teachers	Summer 2015	Principal, SSW, CBO, Consultant,
Hire attendance teacher	Principals of Teller Avenue	Summer 2015	Principals
Outreach to families whose children are in high-need subgroups (STH, SIFE, ELLs, SWD) will be invited to targeted information sessions about the school's work in providing a supportive environment	Complex ELL, SWD, SIFE, STH	Sept - Dec 2015	Parent Coordinator, CBO SSW

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Personnel, training and consultant costs will be leveraged to accomplish these goals, and students' and teachers' schedules will be individualized to support named programs.											
Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
An Attendance Teacher will be on our collective TO by September 1, 2015, and will report on meetings with students and families who recorded >10 absences in 2014 - 15 by October 15, 2015.
Through a Newsletter, the SSW will report to the Faculty on the efficacy of the Peer Mentoring Program's progress by October 1, 2015, and on the first of each month. The practice of Circles will be monitored on a weekly basis.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the AIR Enacted Curriculum Curriculum Reports, our unit and lesson plans needs to become more targeted in ensuring that the content of Units and Lesson Plans are aligned to student needs and the CCLS.</p> <p>Our work needs to emphasize the role of student agency in identifying and implementing a learning environment responsive to student experience and their learning trajectory. Students need to be aware, be knowledgeable of their own academic progress, and be able to identify their own “next steps” based on shared summative and formative data. Student motivation in accomplishing academic goals depends on students knowing to what endpoint they are heading, understanding why they need to get there and what they need to do and practice, to achieve their goal.</p> <p>As our Instructional Focus is increasing student engagement through an increase in rigorous tasks, students will identify areas of strength and and weakness with their teachers through baseline TCWRP assessments in September. Teachers and students together will review the baseline and identify areas in Literacy needing attention. ELA teachers will focus and share information about specific student learning goals with all staff using a GoogleDocs platform.</p>		

Part 2 – Summative Vision for Collaborative Teachers

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

Questions to consider:

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

1. Through use of the contractual professional learning time, we will continue to offer time dedicated to teacher collaboration. Contractual time will be used for department team meetings, grade team meetings, as well as whole staff professional learning as needed. ICT teachers will have time imbedded into their program in which to collaborate and plan with one another on a weekly basis. Teachers will publish their work using GoogleDocs, providing the "must have," shared, weekly evidence of lesson design and refinement.

2. Teaching and learning will be student-centered with the teacher acting as the facilitator; students are actively engaging, sharing ideas, and collaborating with one another with teacher support. The underlying principle that will influence the creation of all units and lessons is all students needs can be met with strong formative assessment. Unit and lesson planning will be driven by student assessment data. Teachers will work in teams to develop units and lessons to allow for the sharing of ideas and best practices, with a specific focus on adapting and modify lessons to the needs of our students. Science and Social Studies teachers will enhance their planning and instruction through participation in the Literacy Design Collaborative, reinforcing and deepening the conscious and deliberate use of literacy strategies to support advancement in the content areas. Teachers will see to it that students are able to specifically speak to concrete learning goals within the context of their present unity of study.

3. Teachers are providing opportunities to deepen learning for our higher-achieving students by creating rigorous and differentiated lessons with a focus on critical thinking and discussion. TCRWP, CMP3 and the Workshop Model allows for differentiation for all students inclusive of higher level students. High Levels students needs will also be addressed in Strategic Reading Groups, with Book clubs and literature circles. Students will be afforded the use of computers and technology. In addition, our school has entered into a partnership with the Literacy Design Collaborative, allowing teachers access to a broad and deep variety of

high and low level texts to allow for the multiple entry points we need to provide all of our students.

4. Creating a positive environment for all students where students feel safe and respected is a theme observed in all classrooms at Urban Science Academy. Teachers are required to lay the foundations to building a culture of learning at the beginning of the year. Teachers will do this by by establishing norms for learning, and communicating clear expectations coupled with rewards and consequences. A support team consistent of the Guidance Counselor, School Social Worker, Dean and Administrators is available to teachers and students. Restorative Circles are used in the classroom on a weekly basis, helping to surface the deeply human need of all people - but especially of middle schoolers - to feel a sense of community, a sense of being accepted, of belonging.

5. Teachers will review data regularly, such as TC Running Records, daily formative assessments and scheduled summative assessments in order to adapt and plan for individual student needs. Teachers will have the opportunity to analyze student data in weekly common planning meetings.

6. The Center for Supportive Schools and New Settlement programs will partner with our school to collaborate with teacher in an effort to help students achieve academic and social success throughout the school year.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Teachers will collaboratively work with each other to set clear learning goals for individual students, and 50% of students will be able to articulate specific learning targets in ELA and Math by June of 2016.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional development time will be employed by teacher teams to review assessment practices and curricular alignment with CCLS</p>	<p>All Teachers</p>	<p>Sept 2015, and on-going</p>	<p>Assistant Principal, teachers</p>
<p>Teachers will undergo training with the Literacy Design Collaborative (LDC) to learn how to incorporate effective literacy content and strategies, particularly in Science and Social Studies</p>	<p>Content teachers</p>	<p>August</p>	<p>Principal</p>
<p>Teachers will implement LDC work in their weekly lessons</p>	<p>Teachers</p>	<p>Sept - June</p>	<p>Teachers</p>
<p>English Language Learners will conference with their ESL teachers to identify and record their Language Goals for each Unit</p>	<p>ELLs and ENL teachers</p>	<p>Sept and on-going</p>	<p>ESL and Dual Language teachers</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Administrative roles and expectations for teachers will be clearly written and shared during early Fall Professional Development. Danielson data will include specific reminders about collecting data around student knowledge of goals.</p>											
<p>Part 5b. 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>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Curricular alignment will be reviewed in late August 2015 and monitored as the academic year progresses.

Students will be asked to report on their learning targets beginning in late September and going forward: as

supervisors attend to each Formal and Informal observation, a minimum of 2 students from subgroups will be asked to explain their learning goals.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to both the Quality Review and the AIR survey, our school benefits from effective school leadership. The QR cited School Culture, 3.4, as an area of Celebration. However, our school needs to develop stronger systems to track the impact of teacher practice on student data and the effectiveness and quality of feedback. The AIR survey reported that our school needs to enhance distributive leadership.</p>		

Part 2 – Summative Vision for Effective School Leadership

<p>In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:</p> <ol style="list-style-type: none"> How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met? What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like? How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
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4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

1. School leadership will continue to build on our success in articulating a vision of excellence and hope for all or our students in speech, text and action. The Principal will meet on a daily basis with the CBO Director to ensure that the partnership is strong, and the CBO will be a weekly participant in all PD to ensure that student

social-emotional needs are being addressed.

2. Attendance, suspension, removal and cutting rates will be monitored daily to identify which students are not having their needs met, and evidence of student distress will be met with a case study organized through the Student Intervention Team. Particular attention will be devoted to students in high risk subgroups.

3. Student and teacher interests will be surveyed to determine areas of interest and capacity. It is our intent that these interests and skills be aligned, so that student excitement can be generated. Outside non-profit providers will also be contracted to see that student interests (for example in STEAM learning). All Extended Learning Time work will aim to see that the demands of the CCLS are employed to support student engagement and advancement.

4. The observation cycle will be established in late summer and reviewed by the supervisory team monthly. Trends and patterns will be sought, and professional development sought where indicated. Observation feedback is expected within 24 hours. Scheduled meeting within 72 hours of the report will be monitored through a Google spreadsheet.

5. A weekly meeting of these stakeholders - Assistant Principal for SEL, CBO director, Attendance Teacher, and SSW will review pertinent SEL data. The SSW will gather information from teachers regarding functionality of Circles, as well as identification of students who are failing to thrive.

6. As a permanent part of the weekly agenda of the Administrative Cabinet, Assistant Principals and CBO director will report on pertinent data, identify trends and action steps called for by the data.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June of 2016, the Administrative Cabinet will focus on reviewing and reflecting upon relevant SEL data, in order to track student progress as evidenced by a 30% increase in positive student responses on the Spring 2016 Learning Environment Survey.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
The Principal and school leaders will consistently articulate the school’s beliefs around student learning and school-wide goals in speech, writing and at assemblies of teachers, students and parents/guardians	Teachers, Parents /Guardians and students	Aug – Jun	Principal, school leaders, CBO
Weekly dedicated time for Unit Development alignment with CCLS for teacher teams	Teacher teams	Aug - Jun	Teachers, administrators
De-escalation training	All staff	Sept	Administrators, CBO, Consultant
Weekly monitoring of negative student behaviors (attendance, removals) will trigger review and action by the Student Intervention Team	SW, GC, CBO, teachers	Sept – Jun	Assistant Principal for SEL

Part 5 – Budget and Resource Alignment

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

Financial resources will be dedicated to an Attendance Teacher, our School Social Worker and interns, a lead CBO and additional outside support organizations. Schedules of staff will be aligned over the summer to allocate appropriate time for observations and for data meetings .

Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Monitoring of progress will be a component of weekly meetings of administrators, teachers and the CBO.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to the Quality Review, the area of communicating “high expectations for staff, students and families” was a source for celebration. However, our school recognizes it needs to do a better job of communicating and making available specific and actionable content information to parents and guardians around student academic performance.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment? How does the school provide support to families so that they understand and can take an active role in what their child is learning? How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught? How do families partner with the school and CBO to support student success? Will there be dedicated space for families? What adult education offerings can your school community provide to families? How would families be able to access and understand student data and progress?

1. Parents and guardians have always been welcomed and respected as partners in our school, but the Community School Model will empower us to increase the ways we engage and provide for our families. Staff are provided yearly with training in de-escalation practices, and will make school safety agents aware of these practices. In addition, as a Renewal School, this schools of the Teller Avenue complex will conduct information sessions where we will both communicate to and gather information from families: they gain a sense of what we are offering that is new for next year, and we will learn about their needs and interests.
2. Our school is determined to make more frequent offers of curricular information available to families both electronically and through regularly scheduled workshops. Content will focus on our school's Instructional Focus, highlighting student engagement in reading, writing, speaking, exploring and discovering through challenging and rigorous content and challenging experiences. Parents and guardians will be asked to engage in CCLS work according to the grade of their children, so as to give them an understanding of the level of work students are expected to achieve.
3. Incoming sixth grade families will be invited to a two day get-on-board series, inviting them to share information about their children, screening students for their interests and assessments to ascertain their present level of performance.
4. Families are an important partner in supporting the relationship between their children and our school. It is our expectation that the CBO will support the school in providing multiple venues and pathways for the Community School to support and uphold our families. There is dedicated space presently for our PA, but with the dust from the co-location still settling, we may not be able to provide it next year. We will coordinate with our sister schools in the building to find and perhaps share space.
5. Traditionally the school has provided ESL for our parents and guardians. We also provide workshops on pertinent topics (immigration, finding a job, citizenship) and hope to expand and deepen that menu of offerings.
6. Families may access data about student progress through the use of our on-line grade book (MyGradeBook), maintained by teachers and accessible online.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with

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

By June 2016, parents and guardians will be offered fifteen workshops (a 50% increase over 2014-15) in order to provide parents with a clearer understanding of the grade specific CCLS aligned curriculum as evidenced by a 50% increase in parent attendance.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Incoming sixth grade two-day on-boarding sessions	6th graders and their Families	July 2015	Teachers, Administrators, CBO
A series of workshops on curriculum will be scheduled for parents and guardians.	All Families	August / Sept 2015	Principal, Teachers, Parent Coordinator, CBO
Winter, Midwinter, Spring Break Academies	All Students	Dec 2015 Feb 2016 Apr 2016	AP, Teachers
Summer school	All Students	July 2016	AP, Teachers, CBO

Part 5 – Budget and Resource Alignment

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

Allocation of Renewal funding will serve to provide staffing for the on-boarding academy, and the holiday and summer programs. The Parent Coordinator and CBO will work with the Parent Association to schedule and select additional topics for workshops, and collaborate with administrators and teachers to provide content.

Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monthly SLT meetings will monitor the progress of parent workshops and enhanced family offerings. Data collected and reviewed will include parent attendance numbers, agendas, exit satisfaction rating forms.

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
100% of students will be offered and participate in a menu of ELT options, some self-selected, others assigned, depending on student need.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?
Our school selected Option One, with a start time of 8:40 am and a dismissal time of 4 pm. This selection aligns with our response to literature that indicate that teenagers require more sleep than they usually get. It also affords us near continuity with this past year’s schedule, which allows a consistent start and dismissal time for students.

Student engagement will be enhanced through the selection of services and programs tailored to student voice: students will be surveyed so that we can learn of their interests and desires. Students will not experience the same routine throughout the year. Pending program design it is envisioned that students may attend to different tasks during the same week, and change their “course selection” each semester. This variety of experiences, coupled with remedial work where needed by identified subgroups, will help student attendance, and discourage disengagement.

We are exploring service providers to yield new experiences for students, particularly in STEM programs, as well as extending opportunities in the performing arts. The ELT also affords us time to deepen and broaden our work in Restorative Circles, furthering the work initiated in 2014-15.

Professional Development activities with community educators will align with faculty professional development activities, or be coordinated with the CBO.

Parent outreach commences with a Community Forum Celebration on June 20, 2015. Our school has already announced the new daily schedule via calendars and flyers.

Part 4 – ELT Program Implementation and Oversight

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

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

Supervision of the ELT program will be the primary responsibility of the three Principals of the Teller Avenue campus, with support from our Assistant Principals and the Community School Director. Additional oversight will be provided by the schools’ SLTs. We have held a number of meetings with stakeholders around the Renewal/Community School initiative, and are presently awaiting direction as to the resources anticipated to be provided by the CBO and which monies can be directed from the school’s budget to provide for services.

Evaluation of the ELT program’s impact will be measured through student, parent and teacher satisfaction surveys. Student accomplishments will be monitored through artifacts and production.

It is expected that in the design phase, teachers and service providers will design specific outcomes for the “course” they will provide as part of the ELT. Student achievement will be measured by their success in creating a robot, or in lexile gains, or accomplishing mastery in manipulating fractions. In all cases, student achievement will be measured by unit assessments tests which will indicate the impact of the “course”.

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

The process of CBO Planning is underway since May of 2015. At present, with new information available concerning the availability of funding to support the participation of our teachers, we can start to concretely offer teachers time and compensation for their contribution to ELT. In addition, we have scheduled meetings in July with the Center for Supportive Schools to identify which outside CBOs can be contracted to provide further offerings for students. By the end of July, our school will have a complete menu and schedule of offerings prepared for implementation in September 2015.

Part 5 – ELT Budget and Resource Alignment

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

Personnel for the implementation of ELT will be through the joint resources of our school, the CSS and outside support organizations.

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

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

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

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Satisfaction surveys will be collected in November 2015, at the conclusion of the first marking period, and continue throughout the year on a quarterly basis.

Student achievement will be measured by their success in accomplishing the goal of the “course.” Students will create a robot, or make lexile gains, or accomplish mastery in manipulating fractions. In all cases, student

achievement will be measured by unit assessments tests which will indicate the impact of the “course”.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By June 2016, student leadership and parent engagement will increase by 20%. At present, student leadership is held by ten students in the Student Council. Parent participation in the SLT was consistently at three members, and attendance at Workshops averaged 15 attendees.

Part 2 – Community School Program Description

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

Our Community Schools program aims to support our students, their parents and families. Specific outreach and services will be provided to subgroups: SWD, STH, ELLs, and to the needs of the families of these students. Our Community Schools program will aim to provide the following services: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood.

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

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

Center for Supportive Schools (CSS) will be the school's lead CBO partner. In partnership with the school, CSS will hire a Community School Director. The Director will be responsible for the day-to-day management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The Director will drive development of community school action plans and planning for sustainability. S/he will track the school's progress against performance goals, collect school data, and support program evaluation activities and manage partnerships. The Director will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs
- Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey
- Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including developing metrics for partnership evaluation
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs
- Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Implement and maintain a process that encourages referrals to programs and services offered at the school
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit
- Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT and other school stakeholders

CSS, in partnership with the school, will assess all students' personalized needs to ensure appropriate programming opportunities are provided within the school day and during Expanded Learning Time (ELT).

- In-school support for students will be provided through the integration of one or more of CSS's core solutions that provide an integrated focus on academic, social, and emotional learning, such that every student and family has strong relationships with the school community and an individualized pathway to success. Specific student supports implemented may include:

- an evidence-based intervention that supports school transitions by leveraging older students as leaders and

mentors for new and incoming students (Peer Group Connection);

- an evidence-based targeted intervention for high needs students that pairs adult school staff with students in one-to-one mentoring relationships proven to reduce problem behaviors and improve academics (Achievement Mentoring).

- Working with the principal, SLT, and CST, CSS will identify specialist partnerships to provide comprehensive expanded learning and enrichment opportunities, and mental health services to meet the needs of all students. The school's partnerships with CBOs will be expanded to supplement ELT provided by teachers for academic support. In addition, CSS and the school will identify and implement additional partnerships to provide ELT academic support in math, science, and ELA that create additional opportunities for students to engage in content and support teachers in developing project-based, engaging instructional practices that can be integrated into curriculum. A mental health partner will be identified in partnership with the assigned Mental Health Manager to provide Social Worker(s) and additional mental health resources for students and families.

- Parents and families will be welcomed into the school's Parent Center, which will provide a safe, supportive place for parents to access resources at the school. All parents will be engaged in parent-teacher conferences at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child's academic learning throughout the year. Parents will also be invited to participate in monthly Community School Team meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the Parent Coordinator, CSS, and other community partners, will focus on helping them learn how to advocate for their children.

- The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and

representatives from other CBO partners, to analyze trends in data and case manage individual students. The

Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community school work where they are taking initiative.

Each week, a selected 2-3 team members will also come prepared to discuss individual students and families to strategize with the team about how to provide improved support using a case conferencing model.

Part 3 – Community School Program Implementation and Oversight

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

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

Center for Supportive Schools (CSS) in partnership with school leadership will implement the Community School program and provide oversight. Key personnel include:

- Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above.

- Principal will provide general oversight and will participate in all SLT and CST meetings.

· Assistant Principal will provide general oversight and will participate in all SLT and CST meetings. In addition, they will support the implementation of Peer Group Connection (PGC) and Achievement Mentoring and will work with CSS to ensure that ELT partnerships are serving and meeting the needs of targeted students.

· Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting

parents in leveraging our Parent Center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs.

· Representatives from CBO partners such as Salvadori, LeAp, Studio in the Schools, and other identified partners, will provide monthly reports on progress and challenges to the CST in accordance with their service agreements where applicable.

The joint ELT program will be structured as follows:

· Teachers will have the opportunity to propose and implement ELT opportunities for students throughout the school year in response to student needs. Teachers will work with CSS and school leadership to access appropriate resources and curricula to support their ELT work.

· Salvadori, LeAp, Studio in the Schools and other partners will offer ELT activities, targeting underperforming

students in grades 6-8 in math and ELA, and other students identified as needing additional social and emotional supports through math, social studies, ELA and science intervention services for one hour each day to supplement the services provided directly by teachers.

· Additional partners will be identified based on student needs.

CSS will require all partners to submit monthly impact reports assessing program quality based upon measures defined in the partnership agreements. These reports will serve as an ongoing common framework for communication between the CSS and the school and partners.

CSS will use a variety of mechanisms to track progress. Data will be presented on each outcome in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met. Specific ways to track progress for key outcomes include:

· Successful implementation and operation of the Community School Team will be tracked based on:

representative composition from all community stakeholders; number of members committed to the team

compared to average meeting attendance; evaluations completed after CST meetings that assess the extent to which each member finds the meetings to be well-managed, collaborative, and productive.

· Increased parent engagement will be tracked based on: participation in Parent Association meetings;

participation in ongoing needs assessment and feedback activities; participation in parent services provided; the number of parents who assume specific roles in the Community Schools effort; participation in parent-teacher conferences; teachers who report developing positive relationships with parents through weekly phone calls and other means of communication; parents who report developing positive relationships with teachers through weekly phone calls and other means of communication.

· Increased student participation in expanded learning and enrichment activities will be tracked based on:

attendance in activities; inventory and evaluation of services and activities provided; the number of students who assume leadership roles in expanded learning and enrichment activities.

· Increased utilization rates for mental health services and improved mental health will be tracked based on: the number and demographics of students and families that participate in services compared to the entire target population; frequency of support utilized compared with recommended frequency of support provided; evaluations from students and families reporting on perceived impact of services; student academic performance data improvements and other on-track indicator improvements.

Increased school resources will be tracked based on: the estimated value of in-kind services rendered; targeted students served before and after implementation of community school strategy and estimated cost per student; and value of additional resources generated for the school to provide community school services and support by CSS and/or other CBO partners.

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

· A Community School Director will be hired by CSS.

· Teachers will be requested to provide support for ELT.

· CBO partners will be contracted to provide additional in-school support and support for ELT to supplement the support that can be provided by teachers.

· The school schedule will include the one additional ELT hour (the Renewal Hour) added to the schedule for each student.

· To implement Peer Group Connection (PGC), selected 8 th grade students will participate in a daily peer leadership course. Weekly for 45 minutes, grade peer leaders will “push-in” to 6 th grade classes to conduct activity-based sessions that support 6 th grade students’ social and emotional development and help them to positively transition into our school. A full curriculum will be provided by CSS.

· Teachers professional time will partly be used to support students in dedicated mentoring through the evidence-based Achievement Mentoring program provided through CSS. A full curriculum will be provided by CSS.

· Additional mental health support providers will be contracted to meet our students’ needs.

Additional professional development for teachers will be provided through CSS and other identified partners based on areas of teacher need.

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

A needs and asset assessment will be completed July through December 2015.

Partnerships and an effective ELT structure will be in place and communicated with teachers by August 2015.

Peer Group Connection (PGC) will be implemented beginning in September 2015 through June 2016.

Monthly Community School Team meeting engaging parents and community partners will begin no later than October 2015 and will continue through June 2016.

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

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

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)	Performance in NYSED exams and reading levels as measured in TCRP running record;DRP and DRA results; prior year performance; over age status	TCRWP, MSQI, Reciprocal Teaching, Wilson, Rewards	Small group in class, pull out	During and after school
Mathematics	Performance in NYSED exam; teacher assessment and prior year performance; over age status	Exemplars, performance task and skills instruction	Small group in class, pull out	During and after school
Science	Performance in NYSED exams; prior year performance; classroom assessments	Strategic grouping, reading apprenticeship, Literacy Design Collaborative	Small group in class, pull out	During school
Social Studies	Performance in NYSED exams; prior year performance; classroom	Strategic grouping, reading apprenticeship, Literacy Design	Small group in class, pull out	During school

	assessments	Collaborative		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals by school staff, student self-referral	Counseling, direct instruction and guidance	Small groups or individual sessions in separate settings	During school

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<p>Our recruitment efforts extend to teacher preparations and alternate certification programs that ensure our teachers are highly qualified. We have hired New York City Teaching Fellows as well as Teach for America (TFA) Fellows, although, owing to high rates of attrition, we have ended our reliance on TFA. We also work with Lehman College and other universities to recruit student teachers and aggressively recruit qualified candidates through the Department website and hiring fairs.</p> <p>We offer non-tenured teachers support through our relationship with the New Teacher Center (NTC), now in year four. NTC is working with all of District Nine. The NTC supports our teachers in developing the leadership of two master Mentor Teachers, both of whom are in their third year of training as mentors. NTC also supports administrators with on-going professional development around effectively using the Danielson Framework.</p> <p>We have three teachers who scored a Developing or Ineffective score on the Framework in 2013-14 (at the time of this writing, the ratings for 2014-15 are incomplete). These teachers were assigned to a Mentor and dedicated time in their schedule was assigned for weekly meetings, observations and debriefing. Teacher Improvement Plans (TIPs) was created collaboratively with these teachers and the Principal, who is their primary evaluator, and this process will repeat, if needed, in 2015-16.</p> <p>As a result of our efforts, the opening of the school in September 2014 found no brand new teachers at Urban Science, and for the first time in our ten year history, no rookies came into service. We expect a number of new Teachers this year, but that is pending.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
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Teachers will continue to move through a cycle of professional development activities according to a schedule that is informed both by teacher choice and by administrative decision. Before the school year began, the UFT voted to front-load the professional development periods into blocks on Monday, Tuesday and Wednesday mornings. Our school has a standard 8:40 am start time (in response to research about adolescent sleep needs) and this decision also allowed us a standard dismissal at 4:00 pm, Monday through Friday. This will allow us to schedule and recruit teachers to be consistently available to serve in after school programs and allowing students and families to benefit from consistent program hours.

On Mondays, teachers have worked in understanding school goals and in learning about their students through data team meetings. To begin the year, whole faculty sessions focused on the alignment between the Department's, the District's and our school's instructional focus. The entire faculty also focused upon the Danielson Framework, and reviewed the rubrics describing the performance objectives for students and teachers leading to Effective and Highly Effective ratings. These points have been repeatedly focused upon during subsequent formal and informal observations.

Teacher teams have been created based upon teacher cohorts: everyone who teaches a particular class meets together to learn about their students using state test data, report card performance and attendance trends.

Teachers shift on subsequent weeks and meet in teams around grade levels and departments, reviewing data, going over item analysis from last year's NYSED instruments, looking at student work. Each meeting ends with a discussion where teachers each share a "what works" insight with the colleagues. Other teacher teams are scheduled throughout the week during common preps, and focus on Unit Development.

On-site support is provided by our Assistant Principal for PD, a part-time Literacy Coach, a part time MSQI coach, and outside staff developers from the Department and contracted through the Department. Exceptionally capable

Network Coaches support teachers in on-site and offsite workshops, and support leaders in all matters of school administration.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	311,625.00	X	
Title I School Improvement 1003(a)	Federal	\$58,644	X	
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	14,796.00		
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,541,484.00	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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

The Urban Science Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>Urban Science Academy MS</u>	DBN: <u>09X325</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</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: We propose a Saturday Academy, which will be divided into three different Saturday programs: Newcomer and Dual Language Program, SIFE Program, and Long Term ELLs program. The program will run for 25 sessions for four hours every Saturday from November 1st through June 6th, from 9:00 am to 1:00 pm. Three licensed ESL teachers and one Bilingual licensed teacher will be hire to work this program.

-
Program 1: Saturday School Support for newcomers and newcomer Dual Language students
This year we have three Dual Language classes, which include students reading at or near grade level in either English or Spanish. The newcomer Spanish-speaking students in the class - currently 7 students in two classes - receive elementary level ESL support during the day as well as content instruction in Spanish through small group instruction and differentiated materials. These students as well as the newcomers in the dedicated beginner class - currently 13 below a 1.0 grade level in reading - require extra instructional time in English after school to improve their expressive language skills, using the principles of translanguaging, so that they can contribute to class discussions in English as well as express their knowledge in writing. These 20 students attend after-school programs on Saturday with a licensed ESL and a licensed bilingual teacher every Saturday. The program will utilize Spanish and English books, and technology such as iPads, laptops and listening centers to practice sight words, listening skills, spelling and writing.

-
Program 2: Saturday SIFE/Beginner Classes
This year we have two full-time SIFE, newcomer and beginner ESL sections. Students are placed in these sections full-time when they arrive at school and demonstrate no communication skills in English (reading, writing, listening, speaking). Student's ranges from grades 6-8 based on age, and are placed in this section regardless of home language (of the currently 42students, 8 home languages are represented). The class has a dedicated ELA/ESL/reading/social studies teacher as well as push-in math and science teachers. Language of instruction is primarily in English. Students enter the class at a kindergarten reading level, and exit to return to the beginner/intermediate grade level ESL sections when they read level 2 or 3, depending on the rest of their English communication skills. Approximately 40% of the class enters with no and little written communication skills in any language. The class requires a significant amount of early elementary reading materials, and early elementary workbooks for handwriting and letter construction. For that reason, most students in the class attend will attend the Saturday program with ESL teachers in order to improve these skills using high interest low-referenced books, iPads, laptops, listening centers and books on tape, and guided reading book sets.

-
Program 3: Saturday School ESL for Long Term ELLs
In grades 6-8, 45 ELLs have been identified as Long Term ELLs who scored Intermediate or Advanced proficiency level on the 2012 NYSESLAT exam scored a level 1 or 2 on the NYS ELA exam. Students who scored level 1 on the ELA exam will be targeted. We will open the Saturday school program to target these students' receptive and expressive language skills, particularly in the areas of writing to persuade, reading for critical interpretation and reading non-fiction informational texts, in order to improve their ELA scores. Fifteen students will be enrolled on the Saturday Program with a licensed ESL teacher, using non-fiction short texts, newspaper articles, and extension activities based on ELA lessons for that week.

-

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: Additional Resources for Dedicated SIFE/Beginner Class
The ESL/ELA, math and science teachers will receive professional development texts and coaching on strategies for ELLs as well as early elementary reading strategy coaching from our reading coach, literacy coach, math coach and assistant principal (Sheela Rao, Mandy Ehrlich, Ross Linegar) on a weekly basis , every wednesday (excepting Sheela Rao, twice monthly) for the duration of the school year. Coach will work with teachers on strategies by demonstrating strategy while teacher (s) observe- 1st Wednesday of the month, teacher will plan with coach - 2nd Wednesday, coach observes teacher - 3rd Wednesday and the last Wednesday of the teacher and coach debrief lesson.

- Dual Language and SIFE/Newcomer literacy teachers will receive additional support from reading and literacy coaches on using low elementary level texts in English to support students' development of literacy skills. Books include "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons, "Learning to Learn in a Second Language" by Pauline Gibbons, and "Making Content Comprehensible for English Learners: The SIOP Model. This professional development takes place during the professional development time (8:15am - 8:55am). Every other Monday, one of the 8 components of the SIOP Model is discussed and a set of strategies demonstrated. The SIOP Model will run for 10 weeks from September 22nd through February 13th. The other two books will be read and discuss through a book study format session led by literacy coach. These book study will run from March 1st through June 22nd every other Monday during professional development time.

- Additionally, our new partnership with the CUNY-NYSIEB study on emergent bilinguals provides a team of two research partners to work with our Dual Language team for 4 hours per month on lesson planning and translanguaging strategies. In addition, our network ELL liason works at our school once per week using the observation/feedback cycle in all ELL classrooms. Discussed texts also include "Teaching in Two Languages" by Sharon Reyes, "Dual Language Essentials for Teachers and Administrators" by Yvonne Freeman, "The Two-Way Immersion Toolkit" developed by the Center for Applied Linguistics (CAL) and "Translanguaging: A CUNY-NYSIEB Guide for Educators."

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: In order to celebrate and therefore support student achievement, parents and guardians will be invited to attend an event, which will be held on the last Saturday of our program (June 6th). Each student will participate in an academic presentation of his or her culminating project. Student work will include video presentations (short films, e.g. news reports) as well as more traditional written reports. Title III funds will be used to print color posters to display around our school,

Part D: Parental Engagement Activities

to duplicate event program and materials, and purchase refreshments for families. Parents and guardians are further engaged through Spring Adult ESL classes held on Saturday mornings (3/7/2015 through 5/30/2015, from 9:30 am - 12:30 pm), presented at school by a certified ESL teacher. These classes will not be funded with Title III money. Notification of these events will take place through flyers, phone call invitations, the school's monthly calendar and newsletter, and at monthly Parent Association meetings and workshops. The school's Parent Coordinator, who provides simultaneous translation through a shortwave microphone-to-headphone system, provides Spanish translation. Translators are contracted for other language needs. In addition, ESL teachers will receive support from the Parent Coordinator (Luis Grateraux) with parent outreach and contact. Parents are invited to quarterly meetings with principal (Mr. Kelly), assistant principal (Ms. Ambrose), and parent coordinator (Mr. Grateraux) to discuss school's instructional initiatives and expectations, students' progress, and parents' concerns. These meetings take place on the third Thursday of the months of September, December, March, and June. Topics include Instructional Expectations (Sept.), Understanding CCSS and Standardized Tests, High School Application (Dec.), Testing Guidelines for ELLs, NYSESLAT Components (March), Bullying, and ARIS parent link (June).

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	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 325
School Name Urban Science Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Patrick Kelly	Assistant Principal Christine Ambrose
Coach Mandy Ehrlich	Coach type here
ENL (English as a New Language)/Bilingual Teacher Izabela Bardy	School Counselor David Summerville
Teacher/Subject Area Jeannette Consoro, Science	Parent type here
Teacher/Subject Area Elvis Vasquez, Math	Parent Coordinator Luis Grateraux
Related-Service Provider Michelle Morris, Speech	Borough Field Support Center Staff Member Luis Quan
Superintendent Leticia Rosario	Other (Name and Title) Juana Elsevyf, Dean of Student

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	292	Total number of ELLs	107	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	22
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	46	Long-Term (ELLs receiving service 7 or more years)	22

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	45	7	3	7	0	1	2	0	0	0
ENL	16	0	0	19	0	13	11	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE SPANISH													12	11	20	7	23	10	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>44</u>	Number of students who speak three or more languages: <u>N/A</u>

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	9	14					0
Chinese														0
Russian														0
Bengali							1	1	1					0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other SQ/TW/ HU/M							3	2	5					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							7	15	13					0
Emerging (Low Intermediate)							0	0	4					0
Transitioning (High Intermediate)							2	5	9					0
Expanding (Advanced)							12	12	12					0
Commanding (Proficient)							7	3	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							7	3	3					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							7	3	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	2	0	0	0
7	23	0	0	0	0
8	24	0	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	17		4		0		4		0
7	24		2		0		0		0
8	24		2		1		0		0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 For the first time this year, we used TCRWP to assess our whole school first in September/October. Students will continue to be assessed using this program on a rolling basis throughout the year. In addition, our Spanish speaking newcomers are assessed using TCRWP in their home language in an effort to gain an additional data point on student ability level. At present, the average reading level in the school, for all populations, is fourth grade. For ELLs, the average reading level is 3rd grade, although the range is much greater, from Kindergarten for newcomers to 8th grade for some Advanced students. This data helps us to decide class placement, Extended Learning time groupings and book and material orders. During Common Planning meetings, ENL/TESOL teachers work with ELA teachers to plan rigorous curriculum for all students, and assist each other in differentiation. Because our 2015 NYS CCS exam data placed our students overwhelmingly in Level 1, this personalized reading data which we've gathered over the years has become even more crucial. We also collect baseline writing data in house and via SchoolNet, baseline math data via SchoolNet, and implement the Word Generation MSQI program school-wide to target the need for vocabulary instruction. This last data set has yielded two Wilson Reading groups, one comprised of beginner ELLs with 2-5 years in the country in addition to ELLs with IEPs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 On the LAB-R, 90% of newcomers with any home language are unable to answer any of the English questions. Most Spanish-speaking newcomers score below a 50% on the Spanish LAB. Across grades, students are generally spread evenly among the proficiency groups, due to our large amount of newcomers every year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In addition to being a resource for student data, the AMAO tool is particularly helpful for programming. As a renewal school, all of our students are mandated for an additional hour of instruction. The AMAO tool was useful in programming our ELLs according to academic need.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

In our Dual Language program, students' native language reading and writing levels continue to be lower than their English levels.

We have not yet administered this years' ELL Periodic Assessments

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?

Our Dual Language program was opened during the 2011-2012 school year specifically to address the needs of our many ELLs, former ELLs and general education students with moderate to high Spanish language proficiency, both those who have an interest in improving their Native Language literacy and those who we believed would acquire English literacy faster if we improved their literacy in Spanish. We have seen a large growth particularly in the Spanish writing, spelling and grammar skills of our DL students in 7th and 8th grade who are currently in the second year of the program. In all programs, we encourage students to translanguage at any time, confer with teachers or peers in their native language, etc.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

EP students are assessed in Spanish, starting this fall, using the Spanish version of TCRWP. We estimate at this point that Spanish language reading levels are on average 1-2 years below English levels..

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate our programs based on baseline and endline reading levels, writing samples and math assessments. We evaluate success based on growth as seen by these instruments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon enrollment guardians of new admits to the country complete the Home Language Identification Survey (HLIS) in English or their native language, assisted if necessary by a translator based on home language. The initial student screening is conducted by a trained member of our staff who is a licensed pedagogue. This individual will then conduct an informal interview of the parents and students and assists the parent in filling out the HLIS, followed by conducting the parent orientation which includes viewing the video. Translation is provided for parents who speak another language other than English. Our school has a list of languages spoke by staff member, however if the language is not available at the school, we contact the Translation and Interpretation Unit at the NYC Dpartment of Education for assistance. Once it has been determined that the student may be an ELL the LAB-R is administered by the Dean and an initial reading assessment as administered by an ELA or ESL teacher. If the student is an ELL as determined by the LAB-R scores, an Entitlement Letter is sent home indicating the child has been identified as an ELL by the LAB-R test. The results of the test are included in this letter.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During enrollment both the student and the parent are surveyed about previous educational expereinces. In addition, the results of the NYSITELL confirm or deny the information gathered in the interview.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

During enrollment our parents are informally surveyed to determine whether or not their child received special education services in their previous setting. If the parent can provide documentation, or the student is coded in our system as having an IEP then that child is placed in the appropriate setting. In the instance that there is no documentation but the parent articulates the need, the child will be assessed with a baseline and monitored. The team will meet to determine next steps after all of the data is obtained and analyzed.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once the parent coordinator receives forms, the assistant principal enters them into ELPC and a school spreadsheet. Any missing forms are reported back to the parent coordinator or dean for follow up. The AP then fills out and mails entitlement letters.
In June, ESL and bilingual teachers may make recommendations for program changes by students. In this case, the dean contacts parents over the summer to discuss possible benefits of a certain program, and parents sign updated forms giving permission to change from ESL to Dual Language, or vice versa. We also have parents come in during the school year to request a program change, and ask them to sign updated paperwork at that time as well.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During the parent orientation parents are verbally informed of their right to appeal ELL status within 45 days. A follow-up phone call is also made to parents reminding them of this right are their child is enrolled.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At the parent orientation an ESL teacher (varies and the Parent Coordinator (Mr. G) are present. During the orientation parents are informed of the rights as parents of students identified as ELLs, the process of identifying ELLs, and the three programs available for their ELL child. Parents will also be provided information about the core curriculum, learning standards, expectations for students, and assessment. In addition, parents are shown a video provided by NYCDOE which furthers explains the three programs available in NYC and a parent brochure. Parents are then instructed to fill out the Parent Program Selection form. This forms asks parent to choose the program they prefer their child to attend. Parents are provided with translated materials and interpreters when necessary. The process of administering the LAB-R and conducting the parent orientation are completed within 10 days of enrollment.
Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the ESL program. A running record is kept of parents selections, this data is revisited every time a new student is enrolled to determined whether or not the school has now the appropriate number of students in contiguous grades to open the requested program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the ESL program. A running record is kept of parents selections, this data is revisited every time a new student is enrolled to determined whether or not the school has now the appropriate number of students in contiguous grades to open the requested program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parents are encouraged to make a decision at the time or enrollment. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the ESL program. All forms are stored in our ELL Compliance binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
In collaboration, our parent coordinator and our dean ensure that once letters are generated they are distributed to the parent in person or via US mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A binder is maintained with all documentation for each child.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A schoolwide schedule is created by the assistant principal to create three "testing days." On these days, the whole school is in a quiet testing mode and ELLs are organized by grade and teacher to take one of the three written parts each morning with an ESL teacher.

The speaking exam is done by all teachers after training by the assistant principal. A spreadsheet is created for the AP to check in each modality as it is completed. Makeups are done by the dean or literacy coach the next 1-2 days after administration.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Together, our parent coordinator and our dean ensure all letters are sent to the home or distributed in person.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents of newcomers to the country are, the majority of the time, interested in our DL classes if their child speaks Spanish, as they are eager for students to begin learning English in an environment where they can learn English while continuing to develop their proficiency in their home language. Those parents of students who are speakers of languages other than Spanish are most interested in our ENL classes, as they are eager for their child to begin learning English.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Our freestanding ENL classes are a mixture of push-in and pull-out. We program three ENL classes, one on each grade level, in which the students travel together as a group throughout the school day. Students are mixed heterogeneously. Our two self-contained classes also contain current ELLs and former ELLs. These students receive their ENL services as a pull-out by one of our ESL certified teachers.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
Our three DL classes, one on each grade level, are departmentalized, with one bilingual science teacher, one bilingual math teacher, and two bilingual/ESL teachers, as well as two NLA teachers. Students all speak Spanish as a native language, are grouped by grade. NYSESLAT proficiency levels are mixed.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Because of the number of ESL teachers on staff and the pull-out self contained models of ESL, we are able to deliver more than the minimum amount of ENL and ELA instruction. Newcomers receive a minimum 11-12 periods per week of ESL, all ELLs in Dual Language and self-contained ESL receive a minimum 9 periods per week of ESL as well as instruction from bilingual math and science teachers.
Instruction for ELLs follows these requirements:
 - 360 minutes per week for our Entering and Emerging Students
 - 180 minutes per week for Transitioning and Expanding Students
 - 90 minutes per week for our students who are Commanding and within the two year window
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
In the ENL classes, content is delivered in English, with student-student or student-teacher translanguaging encouraged throughout the day. Teachers are encouraged to use grouping as the main instructional model rather than whole class delivery, in order to tier work products and assessments based on student YOS and literacy levels. All ENL teachers include vocabulary instruction daily, have word walls in their classroom, use visuals to support language development.

DL teachers follow the same set of expectations. Additionally, the 3:2 model of language of instruction is followed so that all content is learned in both languages, equally. Assessment materials, word walls etc are provided in both languages.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students reading levels are assessed three times per year using our IRLA reading level assessment in Spanish in order to assess the NLA levels of the students in our Dual Language classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our curriculum includes assessments involving speech and drama, essay-length writing and revision, and daily reading periods. Teachers employ a variety of methods for delivering class texts, including read alouds and text study to assist in listening comprehension.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusELLs receive ENL instruction in either mixed ESL or DL classes. Strategies used by teachers include repetition, group work, graphic organizer and on-paper vocabulary scaffolds in each content area.
Differentiation also includes:
Reading mini-lessons to build independent reading skills
One to one and small group strategy conferences
Shared reading of grade level texts
Vocabulary instruction via Word Generation
Hochman writing systems and strategies
QTEL strategies
Phonics instruction/Wilson for students struggling at the K-3 reading levels
Access to the general education curriculum for LTEs and Advanced students
Extended Learning Time courses in math and writing assist students needing remediation.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
The student baseline data that is collected using the TCRWP in addition subject area specific baselines is analyzed. From there a plan is put into place for the student to ensure adequate progress can be attained in their academic subjects.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Our department teams meet weekly in integrated grade/subject teams (including ELL, Gen Ed and Special Ed) to discuss best practices and differentiation strategies. On a monthly basis, data is analyzed to keep teachers updated on current ELL, SWD and data status for all their students. Our special education teachers spend additional time in small group instruction and on the speaking and listening modalities. All supports listed above for beginner ELLs are also available for SWDs. Special Education teachers use the Brigance Listening and Slosson assessments, and develop SMART goals to address specific language and memory needs. Additionally, all three of our 12:1:1 paraprofessionals are bilingual, allowing ELLs in special classes to use them for language support and translanguaging opportunities.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our reading and writing programs are designed around students' individual levels, as well as Extended Learning Time opportunities and careful deployment of special education teachers and paraprofessionals allows us to tailor much of our curriculum to student needs.

Chart

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

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

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

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



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

Chart

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

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

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

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

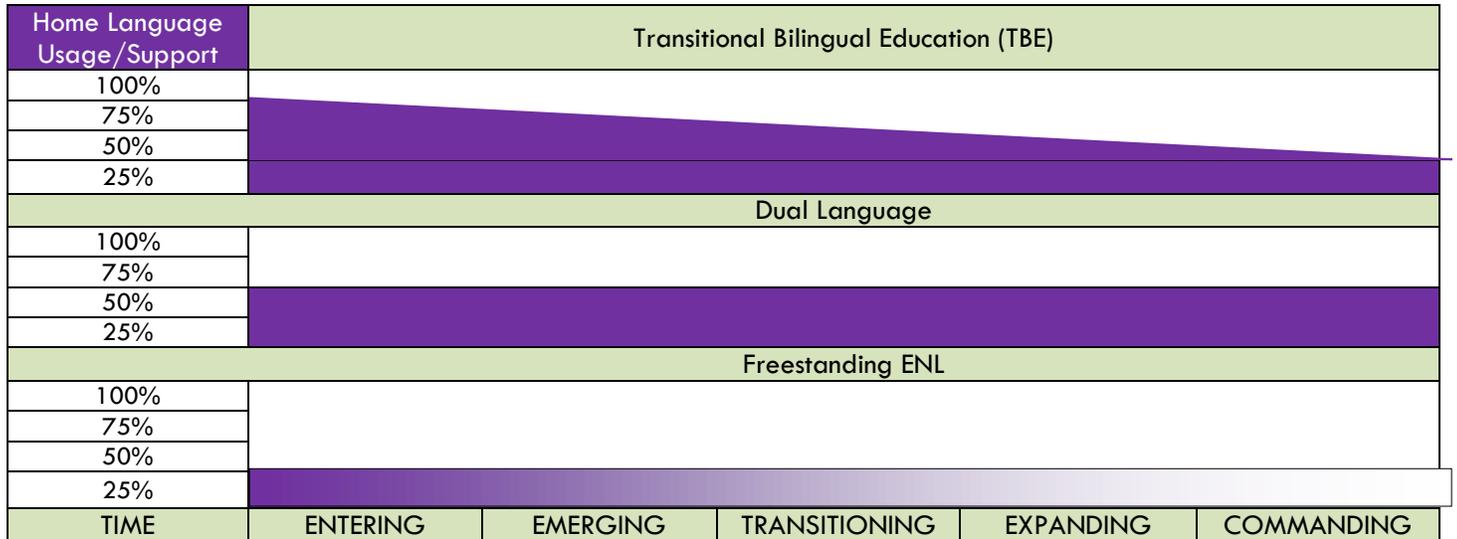


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our entire ELL population receives math instruction in both basic skills and grade level Common Core Standards. Dual Language ELLs receive all content instruction in 50% English and 50% Spanish from certified bilingual math and science or Social Studies teachers. Vocabulary instruction is delivered in each content area daily through use of MSQI's Word Generation program. Science and social studies teachers of all ELLs are also trained by the literacy coach in reading comprehension strategies, use of graphic organizers, Hochman writing strategies and thinking/processing strategies.
Extended Learning Time and after school opportunities are also in place to provide extra reading, speaking and listening support through the arts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current ENL program is newly designed this year and integrates our current ELLs with former ELLs and General Education students and has allowed them to integrate into a general education environment sooner and more smoothly than in previous years, where the transition was done as soon as they scored Proficient. Our hope is that this model will allow the students to receive support from their teachers, as well as from their peers who are more proficient which in turn will be a motivator. Our Dual Language program has greatly improved the skills of students who had not been moving from beginner to advanced or proficient NYSESLAT levels by developing literacy and skills in both native and second languages. Our program for
12. What new programs or improvements will be considered for the upcoming school year?
Next year, we would like to give an ESL teacher additional time to see special education and entering/emerging students as needed, beyond the requirement, to work on language skills. Additionally, we will send the content teachers of the mixed ESL/Former ELL/Gen Ed classes to trainings to improve their fluency in ELL strategies.
13. What programs/services for ELLs will be discontinued and why?
None. We will continue all of our current programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL teachers plan together with General Ed teachers and coaches in order to be included in decisions, discussions about resources and rigor, etc. ELL teachers have the same access to technology, resources, coaching etc as all teachers. Specific Title III programs after school provide additional services.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The school has a document projector in most classrooms, every teacher is supplied with a laptop. We have two laptop carts and approximately 100 iPads for student use in class. The school has our own iTunes account to assist teachers in finding and using educational games and videos.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
DL: Our students are programed for 180 minutes per week for Native Language Arts.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
In reading and writing our teachers implement the TCRWP which specifically targets students at their grade level. In math, science and SS our teachers work to modify the curriculums and provide differentiation to ensure access for ELLs of all ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All ELL students are offered a parent/student orientation before the first day of school, run by the Parent Coordinator and Dean. The Parent Coordinator also offers tours of the building. Students who enter after the first day of school are met by the Parent Coordinator, Administration and the Dean before testing begins. Parents have the opportunity to see the classroom before enrollment. Additionally, school signs are in 2-3 languages, a list of languages spoken by students and teachers is posted and a map of the world has been created outside of the main office showing the countries represented by our students and staff.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Our program is split into 50% English and 50% Spanish for all three grades and all students enrolled by use of the 3:2. The cohort of students travels together for the duration of the school day. Math and Science or Social Studies are taught in both languages. Instruction is separated by content area, each taught by a teacher holding that license, and following the Common Core and NYC curriculums.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL teachers are trained in QTEL, MSQI word generation, TCRWP Assessments, Wilson (Newcomer ESL teacher), conflict management, Executive Functioning (Special Education teachers), Translanguaging (through the NYSED-NYSIEB CUNY Grant), in addition to in-house coaching from the literacy coach and lead math teacher.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ELL teachers are trained through the various agencies that develop our curriculums. Teachers of reading, writing and social studies are trained using the TCRWP. Our math teachers received training in the use of our math curriculum CMP3, in addition to online resources such as IXL and Achieve High Points. Our science team receives ongoing training through Urban Advantage.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our teachers are expected to employ many of the same teaching strategies - word walls, turn and talk, guided groups, manipulatives - as students were used to in Elementary school. Our classrooms are expected to be print rich, clean, colorful places full of process charts, words, students work, etc to foster learning in a comfortable environment. Our guidance counselor assists newcomer and long term ELLs in applying to high schools that will best suit their needs, as we have developed partnerships with both types.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Administration, lead teachers and our literacy coach attend common planning meetings weekly. At a minimum, one meeting per month is dedicated to analyzing student work in correlation with the standards and curriculum and ensure ELL strategies are being deployed. An analysis of NYSESLAT scores is done upon release from the state to inform differentiation and attention to modalities. Vocabulary strategies, test prep strategies and engagement strategies are explicitly taught by our literacy coach throughout the year. In addition, when the opportunity presents itself, our teachers are released to attend professional learning opportunities off-site.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers are charged with maintaining an open line of communication with parents on a weekly basis, as per the UFT contract. During this time teachers may schedule meetings with parents, conduct a phone conference or prepare a mailing home to address the goals in addition to an concerns.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs will be engaged in a minimum of 10 hours of meaningful activities related to the academic learning of their children during school year 2015-16. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our Academic Cabinet, guidance counselor, assistant principal of instruction, and dean to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked. Parents are also encouraged to attend field trips, school wide incentive celebrations and displays of student work.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In collaboration with the Center for Supportive Schools, our school offers Adult Education and Citizenship classes three nights per week.
5. How do you evaluate the needs of the parents?
We utilize our parent coordinator to send letters, survey parents and make phone calls to evaluate the needs of the parents.
6. How do your parental involvement activities address the needs of the parents?
Currently, we have a large population of parents who require ENL classes. In addition, a great majority of our parents are new to the country and require assistance with obtaining citizenship.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09x325 **School Name: Urban Science Academy**
Superintendent: Letecia Rosario

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

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.

Language preference is collected using multiple methodologies. During the enrollment process for our new admits parents are interviewed and supported in the completion of the HLIS, if necessary. In addition, each school year a new emergency contact card is required of every student. On this card, the preferred language is noted and recorded. This information is entered into ATS as necessary. After all of this information is gathered an in-house spreadsheet which allows for access to all staff members.

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.

The following languages have been reported as preferred for both oral and written communication:

- SP
- BG
- SQ
- FR
- MB
- HU
- TW
- NC

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 following documents are disseminated yearly and require translation:

- School calendar
- Permission slips
- Principal and Parent Coordinator newsletters
- IEP related notices
- High School Handbooks and related articulation information (8th graders)
- Letters from school leadership (parent/teacher conferences, curriculum night, etc.)
- Testing information
- Afterschool program information

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.

Throughout the school year the following formal face-to-face meetings typically occur:

- Parent/teacher conferences or curriculum night
- IEP meetings
- Behavioral mediations

Throughout the school year the following informal meetings typically occur:

- Daily parent phone calls for attendance
- Phone calls to articulate formal scheduled meetings/conferences
- Phone calls to relay behavioral concerns
- Phone calls to relay positive comments/reinforcement

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.

All documents sent to the home requiring translation are translated in-house by school staff. In the event we are unable to translate any written documentation in-house, translation will be requested 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.

All verbal interpretation is provided by in-house staff members. In the event we are unable to translate in-house, over-the-phone translation services will be provided via interpreters.

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 information regarding translation services and the over-the-phone interpretation services is shared by administration and our parent parent coordinator. In addition our main office is outfitted with Language ID cards to ensure parents can quickly and effectively identify the need for communication in their preferred language. In the event we cannot provide translation services in-house, our parent coordinator is responsible for contacting the over-the-phone interpretation service.

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

Through the use of in-house staff members, partnered with the Translation Services Unit our school will ensure that all parents receive the appropriate translated materials/translation services in a timely manner. The school will allocate funds to ensure we have the appropriate signage and brochures/guides to distribute to parents.

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)

Through informal and formal parent surveys our parent coordinator will gather feedback from the parents on the quality and availability of services provided by our school.