



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

08X366

School Name:

URBAN ASSEMBLY ACADEMY OF CIVIC ENGAGEMENT

Principal:

KELLY VON HOENE

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Section 1: School Information Page

School Information

School Name: Urban Assembly Academy of Civic Engagement School Number (DBN): 08X366
Grades Served: 6, 7, 8
School Address: 650 Hollywood Ave, Bronx NY 10465
Phone Number: (718)822-0126 Fax: (718)822-1049
School Contact Person: Kelly von Hoene Email Address: KvonHoene@schools.nyc.gov
Principal: Kelly von Hoene
UFT Chapter Leader: Jeffrey Bohner
Parents' Association President: Jeanette Semidey
SLT Chairperson: Jeffrey Bohner
Title I Parent Representative (or Parent Advisory Council Chairperson): Maribel Martinez
Student Representative(s): Nicholas Delvalle

CBO Representative: Din Tolbert

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Ave, Bronx NY 10462
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: (718)828-5435 Fax: 718-828-2760

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

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)
	Kelly von Hoene	*Principal or Designee	
	Jeffrey Bohner	*UFT Chapter Leader or Designee	
	Jeanette Semidey	*PA/PTA President or Designated Co-President	
	Marisol Estevez	DC 37 Representative (staff), if applicable	
	Maribel Martinez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Din Tolbert	Community School Director (staff)	
	Nicholas Delvalle	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Christopher Burgos	Parent	
	Yasmin Quiros Pagan	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Adaljisa Lora	Staff	
	Daniel Krieger	Staff	
	Dayniah Manderson	Staff	
		Parent	
		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.

School Vision

We provide an evolving and innovative curriculum that meets the diverse needs of all students in a warm and welcoming community. Our school community works to develop our students as collaborative learners, thoughtful and responsible citizens, and effective communicators. We work as a team to challenge and support our students to ensure they are well-prepared for college and careers.

School Mission

Our school fosters a culture where success is possible for all students and our students learn how to use their knowledge of themselves and of their community to take action. We focus on designing a coherent, Common Core aligned curriculum that will engage and challenge our students to think critically and make connections. We achieve this through professional development for teachers who participate in action study groups and the inquiry cycle. In addition to core academics, UAACE teaches five core values: commitment, communication, collaboration, creativity, and civic responsibility. By living and learning through these values, Civic students will see the connections that exist between themselves and others, which will affect the way they interact with others and make decisions in the world. As of September 2015, the school opens with a new leader. The new Principal comes with 23 years experience in the NYC DOE.

As Civic begins its ninth year, we are committed to strengthening our school community, culture, curriculum, and instruction. At the forefront of our work this year will be a focus on attending to our children's social emotional needs and on Indicator 1.1 from the Quality Review rubric, "Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards". **It is through this work that we will develop our capacity, as individuals and as a community, to help our students maximize their potential.**

School's Instructional Focus

If teachers engage students in a structured, schoolwide writing process that focuses on support of claim/ thesis, then students will increase their capacity to identify, analyze, and integrate the evidence/ details effectively. This will be measured using the Introduction of Claim and Support of Claim traits on our writing rubrics.

Partnerships

In order to attend to the needs of the whole child, we have focused on increasing student opportunities and strengthening our advisory structure. Through the Schools Out NYC grant, we have partnered with East Side House to offer a comprehensive afterschool program where students receive academic support and a variety of student opportunities, such as art, dance, robotics, filmmaking, leadership, athletics, etc. East Side House is also our partnering CBO for our work as a community school. This work with East Side House has only added value to our school and truly enriches our school's focus on community. Additionally, we maintain partnerships with Urban Advantage, Urban Assembly, the Elmezzi Foundation, the Office of Safety and Youth Development, and Morningside Center for Teaching Social Responsibility. The partnerships enrich our work with professional development for staff, materials and resources for our school and afterschool programs, coaching, and vouchers to cultural institutions.

As a school community, we believe that students learn best when:

- The purpose is clear
- They have time to discover, practice, question, discuss, and apply
- They listen to each other's ideas and challenge each other's thinking

- They take ownership of their learning by checking for their own understanding, asking questions, and seeking feedback
- They receive actionable and meaningful feedback
- Their academic and social emotional needs are addressed
- They feel like they belong and have a voice.

Our school community serves children with a variety of strengths and challenges. Each year, our students enter our school community performing below grade level. For example, our 2014 – 2015 Grade 6 incoming data is below.

Level	ELA	Math
Level 4	2.6%	2.7%
Level 3	10.5%	8%
Level 2	36.8%	56.7%
Level 1	50%	32%

Therefore, our challenge each year is to engage, support, and motivate each and every one of our students to meet the Common Core expectations. 14.1% of our students are English Language Learners, 26% of our students have an IEP, and 77% of our students are eligible for free lunch.

As a school community, we focus on meeting and developing the students’ literacy needs. We have prioritized key CCLS standards to ensure a focused, coherent approach to literacy across all content areas. In order to prepare the students for high school, we focus getting students to value not just passing a class, but demonstrating mastery by achieving an 85% or higher. In addition, many students struggle with the transition from elementary to middle school due to the increased expectation around personal organization. Both of these items result in a cultural shift that we work to engineer, as well as developing the academic habits necessary for success. However, the reduction of ELA periods from last year to this year has resulted in a slight increase in the percentage of students not meeting promotional criteria (from 26.8 to 28.8%). Therefore, we will be implementing 5 reading and 5 writing periods during the upcoming school year.

Student Opportunities: In addition, to attending to our students’ academic needs, we also need to attend to their social emotional needs and their interests, in order to develop the background knowledge they require. In order to develop a community of scholars who are prepared for college and 21st century careers, we believe we must provide opportunities for the students to learn about art, music, technology, etc. in order to cultivate their passion and talents. Additionally, by attending to the students’ social emotional needs, we are developing the personal and academic habits they need to be successful. Our school has attracted a variety of students and our participation rate remains above 93%.

Framework for Great Schools – Areas of Celebration

- 1) Supportive Environment:** Our school community is often referred to as a family, by staff, parents, and students. On our April 2, 2015 NYC Quality Review, we received a Well Developed for QR Indicator 3.4 – Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

A Preliminary Survey Report of the 2014 – 2015 Learning Environment Survey (teacher data only) revealed the following data:

Social Emotional Learning:

- Social-emotional measure: 100% positive response (citywide average 95%)
- Next level guidance: 100% response (citywide average 96%)

In all three areas on the 2013 – 2014 Learning Environment Survey, we met or exceeded citywide satisfaction rates.

- Instructional Core: 90% satisfaction (exceeded citywide satisfaction average)
- Systems for Improvement: 87% satisfaction (met citywide satisfaction average)
- School Culture: 86% satisfaction (met citywide satisfaction average)

These are some of the parent responses on the 2013 - 2014 Learning Environment Survey:

- 98% said their child is safe at school.
- 98% said the school has teachers who are interested and attentive.
- 98% said they would recommend this school to other parents.
- 98% said the school is headed in the right direction.
- 97% were very satisfied or satisfied with the education their child received.

- 97% were very satisfied or satisfied with the overall quality of their child’s teachers.
- 97% said they feel welcome.
- 94% said their child gets extra help when he or she needs it.

These are some of the teacher responses:

- 100% said they feel safe.
- 100% said the principal is an effective manager who makes the school run smoothly.
- 100% said the principal communicates a clear vision for the school.
- 100% feel supported by other teachers in the school and 100% trust each other.
- 100% said the professional staff believes that all children can learn.

These are some of the student responses:

- 96% said most adults know their name or who they are.
- 94% of students strongly agreed or agreed with “Most of the staff at my school helps me approach challenges by suggesting new strategies that I can use.”
- 90% strongly agreed or agreed with “Most of the teaching staff at my school believe that all students can do well in school.”
- 89% said there are clear consequences for breaking the rules.

This work around school culture and tone has resulted in the following impact:

<u>Attendance</u>	<u>Disciplinary Occurrences</u>	<u>VADIR</u>
2012 – 2013: 91.1% 2013 – 2014: 90.1% 2014 – 2015 - 92.3%	-Overall disciplinary occurrences have been reduced by 61% (September to April), when compared to the previous year. -Level 4+ occurrences have been reduced by 50% (September to April), when compared to the previous year.	2012: 3.37 2013: 1.66 2014: 1.09 2015: 0.51

Each year, we improve our parent and family engagement efforts to ensure a shared, reciprocal partnership between home and school. During the 2014 – 2105 school year, the opportunities for parents and families to increased tremendously with parent conferences (from two to four), Super Tuesday parent workshops offered, awards celebrations (from one to three), talent showcases (from one to two), and community celebrations (from zero to two).

Academic Effectiveness: Based on the Measures of Student Learning (MoSL) data, NYC teachers are rated ineffective, developing, effective, or highly effective. On the local MoSL, every Civic teacher scored Effective. On the state MoSL, 6% of teachers scored Highly Effective, while 96% scored Effective.

In the NYC MS Quality Snapshot, we scored Excellent for how we are closing the achievement gap for our students with special needs. Additionally, we scored Good or Excellent in 3 out of the 4 Student Progress areas. We also saw a 6% increase in students scoring a Level 2 or higher on the NYS Math Exam and a 8.6% increase in students scoring a Level 2 or higher on NYS ELA Exam.

2) Collaborative Teachers: Our school community is committed to collaboration and adherence to a short and clear theory of action. On our April 2, 2015 Quality Review, we received a Proficient on QR Indicator 4.2 – Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning and QR Indicator 1.2 – Develop teacher pedagogy from a coherent set of beliefs about how students learn best . Our department inquiry teams meet weekly to review curriculum, data, and student work to reflect on the effectiveness of our curriculum and instruction and to identify necessary revisions.

A Preliminary Survey Report of the 2014 – 2015 Learning Environment Survey (teacher data only) revealed the following data:

Collaborative Teachers

- School commitment: 89% positive response (84% citywide average)
- Innovation: 99% positive response (85% citywide average)
- Reflective dialogue: 100% positive response (96% citywide average)
- Peer collaboration: 96% positive response (92% citywide average)
- Focus of student learning: 96% positive response (88% citywide average)
- Collective responsibility: 98% positive response (82% citywide average)

During our AIR- facilitated Co-interpretation meeting, these were two of the great findings to celebrate:

- a) Multiple structures exist to support collaboration among staff.
- b) A high percentage of teachers feel they have influence over school wide decisions, with many assuming leadership roles.

3) Effective School Leadership: Our school community is committed to implementing a short and clear theory of action. In addition to the previously mentioned QR ratings, the following finding was also concluded during the Co-interpretation meeting:

- a) Positive changes including the development of the theory of action have led to a more coherent, shared understanding and clear and coherent practices across the vast majority of classrooms.

A Preliminary Survey Report of the 2014 – 2015 Learning Environment Survey (teacher data only) revealed the following data:

Effective School Leadership

- Teacher influence: 92% positive response (67% citywide average)
- School Leadership Team participation: 100% positive response (87% citywide average)
- Program coherence: 100% positive response (85% citywide average)
- Principal’s instructional leadership: 100% positive response (88% citywide average)

Framework for Great Schools – Areas of Challenge

1) Strong Family-Community Ties : As a school community, parent and family engagement remain a challenge. Learning Environment Survey results and interviews reveal that parents are satisfied or very satisfied with their child’s education and the communication they receive from the school. However, LES results and interviews reveal the following finding that arose during our Co-interpretation meeting:

- Parent involvement is a challenge at Civic.

2) Rigorous Instruction: The overwhelming majority of our students arrive reading well below grade level. On our April 2, 2015 Quality Review, we received a Developing on QR Indicator 1.1 - Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the This, along with the following finding from the Co-interpretation meeting, reveals our ELA curriculum to be a major focus for 2015 – 2016.

- SEC data shows area that are misaligned in ELA, both in time on subtopics and level of cognitive demand.

Expanded Learning Opportunities, 2014 – 2015

During the 2015 – 2016 school year, we offer the following expanded learning opportunities:

- a) As a Renewal School, every student has an extended school day with an additional hour Monday - Friday. We refer to this as period 9 so it is a seamless continuation of the regular school day. On Mondays students participate in social emotional enrichment provided by our CBO, Eastside House. The remaining four days of the week students take two days of math enrichment and two days of ELA enrichment.
- b) Through our SONYC grant and partnership with East Side House, we offered homework help on Mondays – Thursdays to all participants in the afterschool program.
- c) Saturday Academy – Starting in February 2016 we will offer a Saturday Academy to provide additional support towards meeting the CCLS.

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.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	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>Our school’s strength is our commitment to the theory of action, our willingness to collaborate, provide and accept critical feedback, and our focus on being results-oriented. Our priority need is to ensure we are providing a rigorous and robust curriculum that supports and challenges all of our students.</p> <ul style="list-style-type: none"> On our April 2, 2015 Quality Review, we received a Developing on QR Indicator 1.1 - Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the During the AIR Needs Assessment, SEC data shows areas that are misaligned in ELA, both in time on subtopics and level of cognitive demand. In order to provide our students with instruction that is customized, inclusive, motivating, and aligned to the Common Core, we have done the following: <ul style="list-style-type: none"> -Developed templates for curriculum maps, unit maps, lesson plans, and syllabi that teachers use to align their curriculum to the Common Core standards -Engage department teams in peer curriculum feedback on a weekly basis -Developed a protocol to analyze student work and reflect on the effectiveness of our curriculum and instruction In our School Quality Guide Summary, we attained the following: <ul style="list-style-type: none"> -Student Progress: Meeting Target -Student Performance: Approaching Target 		

--Each year, our students arrive far below grade level. This year, due to extremely low enrollment, the sixth grade consists of only five students. These 5 students are taking classes Mott Hall Community School which is on the same campus (X192).

-School Environment: Meeting Target

-Closing the Achievement Gap: Approaching Target (Scored a 37.4, needed a 38 to Meet Target)

• In our School Quality Snapshot, we attained the following:

-Improvement on ELA exam (all students): Good

-Improvement on ELA exam (lowest performing students): Excellent

-Improvement on Math exam (all students): Fair

-Improvement on Math exam (lowest performing students): Good

• In 2014, 9% of our students met the state standards on the ELA exam and 3% met the state standards on the math exam.

Our students are progressing, but we need to challenge and support them to progress even more, so we can close the achievement gap. Additionally, the following was a finding from the co-interpretation meeting:

-SEC data shows areas that are misaligned in ELA, both in time on subtopics and level of cognitive demand.

Therefore, we continue to focus on how we are working to engage, support, and challenge each of our students, especially our English Language Learners and students with disabilities.

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)

All students will be programmed for 5 periods of Reading, 5 periods of Writing, 6 periods of social studies, and 6 math periods of science. The reading and writing periods will follow the parameters of the Codex Reading Workshop and the Teacher's College Writing Units of Study. Teachers and Instructional Coaches have been trained in both models.

A locally developed curriculum, drawing heavily from the Teachers' College Writing Units of Study and Codex, will be implemented. Our study of genre will be driven by the writing units. For example, when the writing teacher is conducting a unit on Writing #1 - argumentative writing, the Reading, Social Studies, and Science units will align to this genre, as well. All teachers will follow the schoolwide writing process listed below:

Civic Writing Process:

- Teacher presents a text to students and models how to read and annotate the text/ parts of the text. All teachers will use the same approach to annotation and this approach will focus on claim/ thesis and supporting evidence. This text will be referred to throughout the writing process.
- Groups engage in a discussion protocol to annotate text within the genre of study.
- Students independently annotate a text within the genre of study.
- Students are asked to outline their writing piece.
 - o Students work in groups to provide feedback on the claim/ thesis and supporting evidence.

- o Teacher is conferencing with students.
- Students draft their writing piece.
 - o Students need to highlight their claim/ thesis and supporting evidence.
 - o Students work in groups to provide feedback on the claim/ thesis and supporting evidence.
 - o Teacher is conferencing with students.
 - o Teachers provide written feedback to all students
- Students incorporate their feedback to revise their piece of writing.

Two year projected progress: As a Renewal School, , all students will complete a baseline argumentative essay. A midline will be completed in January and an endline in May. This student work will be graded by grade teams and the data will drive the subsequent instruction. Grade teams will participate in the inquiry cycle to increase student performance in Introduction of claim and Support of claim. Teachers will use the Teachers’ College “If...then...” curriculum to help identify next steps for instruction based on student needs. After determining their instructional strategy, teachers will conduct intervisitations to provide peer feedback on the implementation of the writing process and the instructional strategy. At the end of each writing unit, grade teams will present their baseline data, instructional strategies, and resulting data to the staff. Teams will also use this student work and data to determine and mitigate student struggles and misconceptions. Teachers will use graphic organizers, conferences, word banks, sentence starters, etc. to provide multiple entry points. During the Expanded Learning Time, we will target increased independent reading based on individual leveling through the LightSail online reading program.

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 the Spring 2016 ELA Exam, the average ELA proficiency rating will meet or exceed our Renewal Schools Benchmark of 2.18 on NYS Assessments.

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) <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>Teachers will revise their curriculum, using the Teachers' College Writing Units of Study.</p>	<p>All students & teachers</p>	<p>Summer 2015</p>	<p>Principal & Teachers</p>
<p>The whole staff will participate in a professional development workshop on the Teachers' College Writing Units of Study. This work will continue at a minimum of one Monday PD per month. A minimum of five of these PDs will focus on supporting ELLs and SwDs in this area.</p>	<p>ENL & SWD students</p>	<p>August 2015 – June 2016</p>	<p>Principal & Teachers</p>
<p>Grade teams will analyze student baseline data and engage in the inquiry cycle to ensure all students progress in Introduction of claim and Support of claim. The ESL teacher will participate in this process and will focus on sharing language acquisition strategies.</p>	<p>ENL students</p>	<p>August 2015 – June 2016</p>	<p>Instructional Coach & ENL Teacher</p>
<p>Students will reflect on their baseline, midline, and endline writing pieces to determine their next step. The student data and reflections will be shared with the families.</p>	<p>All students & Parents</p>	<p>September 2015, January 2016, and May 2016</p>	<p>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>Principal Grade Team Leaders Teachers – Regular Grades</p> <p>Guidance Counselor – Summer Per Session for Civic Staff Retreat Teachers' College Writing Units of Study Study Halls for teacher collaboration, support, and feedback – 20 hours of Regular Grades Per Session</p>
<p>Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	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.

By February 2016, 50% of our students will show growth on the ELA MoSL as well as use of the TC writing on-demand assessments and per & post tests.

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.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
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>In reflecting on Tenet 5, Civic has created structures to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.</p> <p>Our Strengths:</p> <p>For the 2015-2016 School year, we have partnered with high quality organizations, Eastside House, SONYC, Scarsdale Strings, and Makeocity to provide after-school enrichment and homework help to all participating students. We have incorporated electives into the schedule to allow students to take both music and art. We will implement a PBIS point system to recognize positive behavior and a School Implementation Team (SIT) that meets weekly to plan interventions for at risk students. Civic will have an active Student Government that participates in the decision making process with School Leaders. We also have two full time guidance counselors who facilitate peer mediation and at-risk counseling for those students in need.</p>		

Our Needs:

The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs.

Part 2 – Summative Vision for Supportive Environment

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

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

Our school community is often referred to as a family, by staff, parents, and students. We are deeply committed to knowing all students and their families well, open lines of communication, and holding all students to a high expectation. Our CBO partnerships sustain and support the social and emotional growth and health of our students by having a social worker on staff, student advisors who work with small groups of students who are facing various challenges, and providing additional mentors for our students to connect with and look up to. The CBO's priority focus is attendance improvement and work with a targeted group of students with between 80% to 89% attendance in the last school year. Our CBO staff is seen as a part of Civic. Whenever we are planning a new initiative, such as the after school program or our annual Respect for All initiative, we convene groups of students who want to influence how the program is conducted. This year we are implementing more PBIS strategies to improve student behavior and interaction. We now have two full time counselors on staff at Civic to give comprehensive attention to the social and emotional well being of all ninety nine students. In order to be more proactive in promoting student social-emotional skills, we have begun a peer mediation program and expose all students to mediation techniques. Together our guidance counselors and CBO Director facilitate Young Men and Young Women's groups to target specific needs. The SIT is led by the Special Education Coordinator and will consist of all Special Ed, After school Program Director, Community Schools Coordinator, social worker and student advisors. This team will work to identify, address and develop strategies to address student needs, specifically to support students in developing their ability to self-advocate and communicate their needs.

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.

With a weekly full day visit by a NYCDOE Attendance Teacher and having weekly attendance meetings with Attendance Teacher, Principal, Parent Coordinator, Pupil Accounting Aide, Guidance Counselors and CBO staff, By June 2016, our attendance will meet or exceed our Renewal Schools Benchmark of 91.1% as measured by ATS data

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The Student Intervention Team will use the inquiry cycle to review discipline, IEP, FBA, and BIPs to identify the social-emotional challenges facing our students. The team will identify targeted interventions for students and will analyze the effectiveness of these interventions.</p>	<p>Students with IEPs</p>	<p>September 2015 – June 2016</p>	<p>Special education coordinator</p>
<p>The Community School Coordinator and his team will train select students to be peer mediators during the week of August 10, 2015. CBO staff will align this work to the instructional focus by asking students to articulate their emotions clearly and support their “side” of the story.</p>	<p>Select students</p>	<p>Summer 2015 – Fall 2015</p>	<p>Community School Coordinator</p>
<p>Peer mediators will begin facilitating mediations during lunch and afterschool, under the supervision of CBO staff, dean, or guidance counselor.</p>	<p>All students</p>	<p>October 2015 – June 2016</p>	<p>CBO staff</p>
<p>Grade teams will review discipline, attendance, and anecdotal data to identify students for Kid Talk, referrals to the peer mediators, and/ or referral to the Student Intervention Team.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>
<p>The school will share the individual student attendance profile with each family via mailing in February 2016, via Parent Teacher Meetings in March 2016 and again as needed</p>	<p>All students</p>	<p>February 2016 - June 2016</p>	<p>Attendance Team</p>
<p>CBO Student Advisor will expand attendance outreach to targeted tier 3 students(71% - 80% attendance) who are identified as pushable by the attendance team</p>	<p>Select students</p>	<p>January 2016 - June 2016</p>	<p>CBO Staff</p>

Part 5 – Budget and Resource Alignment

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

Principal
 House (Grade) Team Leaders
 Teachers – Regular Grades
 CBO Staff (East Side House)

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.

In February 2016, our attendance will meet or exceed 92% as measured by the January 31st ATS report.

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>Teachers use a schoolwide lesson plan template and our instruction is guided by our core beliefs about how students learn best and a criteria list that guides what instruction looks like in a Civic classroom. Our school’s strength in this area is the collaboration and adherence to a short and clear theory of action. On our April 2, 2015 Quality Review, we received a Proficient on QR Indicator 4.2 – Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning and QR Indicator 1.2 – Develop teacher pedagogy from a coherent set of beliefs about how students learn best . Our department inquiry teams meet weekly to review curriculum, data, and student work to reflect on the effectiveness of our curriculum and instruction and to identify necessary revisions. During the American Institute of Research (AIR) facilitated Co-interpretation meeting, these were two of the great findings to celebrate:</p> <ol style="list-style-type: none"> Multiple structures exist to support collaboration among staff. Positive changes including the development of the theory of action have led to more coherent, shared understanding and clear and coherent practices across the vast majority of classrooms. A high percentage of teachers feel they have influence over school wide decisions, with many assuming leadership roles. <p>As mentioned previously, on the School Quality Guide, we were “meeting the target” for student progress, but “approaching the target” for student performance. Therefore, we are focusing on the following three questions while revising our curriculum.</p> <ol style="list-style-type: none"> How can I assess students and provide precise, immediate, and actionable feedback? How am I supporting my ELLs and SwDs? 		

3. How am I challenging my students?

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?

All teachers are programmed for a weekly department meeting and a weekly house meeting. All teacher work is aligned to the principles of inquiry work: data-based, action-oriented, and the importance of collaboration. Department meetings are focused on curriculum planning and feedback, inquiry work, and sharing of best practices. House (grade) meetings are focused on advisory, kid talk, student opportunities, and the writing process. Both teams analyze student work and data to ensure all students are supported and challenged. The principal models the inquiry process and our school protocols on curriculum feedback and looking at student work to ensure consistency across the teams. On a quarterly basis, teacher leaders present their team’s inquiry work to the Cabinet for feedback. Teachers will use graphic organizers, conferences, word banks, sentence starters, etc. to provide multiple entry points. During this past year, our teachers participated in Action Study Groups which were incredibly well-received and effective at moving teacher practice. The Action Study Groups were guided by the following principles: growth mindset, importance of action and reflection, importance of collaboration, and the answer is in the room. The Action Study Groups allowed for teachers across grades and departments to focus on a common need/ challenge. Additionally, all teachers are programmed for the same lunch period to allow for informal collaboration.

School’s Instructional Focus

If teachers engage students in a structured, schoolwide writing process that focuses on support of claim/ thesis, then students will increase their capacity to identify, analyze, and integrate the evidence/ details effectively. This will be measured using the Introduction of Claim and Support of Claim traits on our writing rubrics.

As a school community, we believe the following:

How do students learn best?	How are teachers best supported?	How are leaders best supported?
<p>As a school community, we believe students learn best when they are respected, engaged, challenged, and supported. Reflection and ownership are key.</p> <p>Students learn best</p> <ul style="list-style-type: none"> • The purpose is clear • They have time to discover, practice, question, discuss, and apply • They listen to each • They take ownership of their learning by checking for their own understanding, asking questions, and seeking feedback • They receive actionable and meaningful feedback 	<p>As a school community, we believe teachers are supported best when they are respected, engaged, challenged, and supported. Reflection and ownership are key.</p> <p>Teachers are best supported</p> <ul style="list-style-type: none"> • They receive differentiated support and are provided with collaborative opportunities to try new strategies • They receive honest feedback that is aligned to the goals of the individual and the school • Their feedback includes clear, actionable next steps 	<p>As a school community, we believe leaders are supported best when they are respected, engaged, challenged, and supported. Reflection and ownership are key.</p> <p>Leaders are best supported</p> <ul style="list-style-type: none"> • They are provided with opportunities for honest feedback and an open sharing of ideas • They are reflective of the needs of the school and their team to push responsive and action-oriented team work • They are trusted to remain committed to our school’s shared purpose

<ul style="list-style-type: none"> • Their academic and social emotional needs are addressed • They feel like they belong and have a voice 	<p>and the support needed to implement</p> <ul style="list-style-type: none"> • They are reflective, honest, and committed to growth 	
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This led us to developing the following in our classrooms:

- Student to student discussion in response to open ended questions that have multiple possible responses
- Texts and text-based discussions
- Texts that are differentiated by DRP level and beginner ELLs are provided with translated texts.
- Workshop model (Do Now, Mini Lesson, Work Time, Share and Summary) and use of timers to protect work time
- Checkpoint assessments and checks for understanding
- A consistent and strategic approach to lesson planning with a focus on scaffolds
- Students helping students

In order to ensure a collaborative teaching approach, CBO staff will be trained in our schoolwide writing process, Writing Standards #1 and 2, and our schoolwide Argumentative and Informational Writing rubrics. Teachers and CBO staff will collaborate to design learning activities across a variety of disciplines that focus on these areas. Our CBO will continue to employ a teacher as an Education Liaison to provide instructional feedback to the CBO staff. This will ensure a coherent approach to implementing our school’s instructional focus.

Part 3 – Annual Goal

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

By June of 2016 ELA Exam, the average ELA proficiency rating will meet or exceed our Renewal Schools Benchmark of 2.18.

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>Each grade team will be programmed for a weekly meeting to conduct inquiry work, provide curriculum feedback to</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>House leaders</p>

each other, and share effective practices. House leaders will lead the inquiry cycle.			
Grade leaders will participate in a weekly Cabinet meeting with the principal and instructional coaches. At these meetings, the principal models the inquiry cycle, norms our understanding of effective curriculum design and feedback, and facilitates the meetings to reflect on school data and determine next steps.	Grade Team leaders	September 2015 – June 2016	Principal
The Cabinet will conduct quarterly Learning Walks to reflect on the instructional focus at the school level and to determine our school’s next steps. This work, coupled with teacher observations, will inform future professional development and teacher team work.	All teachers	September 2015 – June 2016	Principal
The whole staff will participate in a professional development workshop on the Teachers’ College Writing Units of Study process and the workshop model of instruction. This work will continue at a minimum of one Monday PD per month.	All teachers	September 2015 – June 2016	Instructional Coach

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.											
Principal Grade Team Leaders Teachers – Regular Grades Instructional Coach Teachers’ College Writing Units of Study Study Halls for teacher collaboration, support, and feedback – 20 hours of Regular Grades Per Session (\$1011)											
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.
By February 2016, 50% of our students will increase a minimum of one level on the Teachers’ College Writing Units of Study
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).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
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>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>At Civic, distributed leadership and teacher teams have been integral to our work. Almost one-half of our teachers/ staff play a leadership role in our school community and all teachers attend weekly department and house team meeting. Each spring, the principal and staff leaders develop a Theory of Action document to communicate the vision and instructional focus for the upcoming school year. This is done to ensure clear expectations, a cohesive approach to professional development, and a shared vision among all leaders in our community. This Theory of Action is then shared with all stakeholders at the beginning of the school year.</p> <p>The RSCEP's SMART Goals are developed by the Cabinet and the SLT and then communicated to the entire school community for feedback and revision. These goals are reviewed closely by the Cabinet and SLT, communicated to all stake holders, and posted throughout the school.</p> <p>Our priority need for this element is to provide targeted and responsive coaching and support to our teachers to develop their capacity to challenge and support all students, especially our English Language Learners and students with disabilities.</p>		

Part 2 – Summative Vision for Effective School Leadership

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

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

Each spring, the Principal organizes a spring leadership retreat with all teacher leaders. In May 2015, the retreat focused on revising our school's mission and vision and to develop our instructional focus for the 2015 – 2016 school year. These items were then shared with the SLT and the entire school community for feedback. The principal meets with the CBO's leadership on a regular basis to reflect on the CBO's adherence to our school's mission, vision, and instructional focus as well as to discuss program effectiveness and next steps. CBO partners will continue to collaborate with the staff through a daily "standing meeting" to check in, the Student Intervention Team, the Education Liaison, and Student Success Summit meetings.

The principal conducts a "data dive" 2-3 times per year to assess our progress towards meeting those goals and to ensure students' needs are being met. The results of these "data dives" are shared with the school community and adjustments to our action plans happen as needed. Grade team leaders will present their inquiry data to the Cabinet in October, February, and June for analysis and feedback.

Teacher observations and data are used to establish professional goals for teachers during the initial planning conference. These goals as well as the instructional focus are revisited during the Mid Year Conference, End of Year Conference, and all interim observations. These observations and data are used to develop a responsive and targeted Professional Development Plan, with special attention paid to meeting the needs of ELLs and SwDs.

CBO staff will be the primary person assigned to a group of students. Each CBO staff member will be responsible for analyzing and sharing the data and student progress towards meeting their attendance, academic, and behavioral goals. The principal will review expectations with the CBO staff at the beginning of the year and explain the student goal setting process. The Community School Director will conduct an Initial, a Mid Year and an End of Year conference with each CBO staff member. These discussions and student goals will be shared with the Principal.

Part 3 – Annual Goal

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

By June 2016, 100% of teachers will have participated in an Initial Planning Conference, a Mid Year Conference, and an End of Year Conference where clear goals and individual professional support plans are developed and revisited to monitor progress and effectiveness.

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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Fall semester: The Professional Development Committee will identify the needs of the staff to create a list of 3 Action Study Groups. Based on observations conducted by the principal and the instructional coach, teachers will be assigned to a specific Action Study Group. The groups will analyze lesson plans, read articles and case studies, watch videos of teacher practice, and implement and monitor new instructional strategies.</p>	<p>All teachers</p>	<p>September 2015 – January 2016</p>	<p>Instructional Coach</p>
<p>Spring semester: The Professional Development Committee will identify a menu of Action Study Groups for the teachers to select their preferences from. The process will be the same as above.</p>	<p>All teachers</p>	<p>February 2016 – June 2016</p>	<p>Instructional Coach</p>
<p>All teachers meet with the Principal for a End of Year Conference to review monitor progress towards meeting the teacher’s goals, to reflect on the effectiveness of the professional support plan, and to identify next steps.</p>	<p>All teachers</p>	<p>May – June 2016</p>	<p>Principal</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>Principal Teachers – Regular Grades</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	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.

By February 2016, the principal will have conducted a Mid Year Conference with all teachers and documented each teacher’s progress, next steps, and effectiveness of provided supports as evident in Advance.

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

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

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

Part 1 – Needs Assessment

<p>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.	E
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.	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 NYC School Survey data reveals that our parents are satisfied with the education their child is receiving, the response they get when they contact the school, the direction of the school, and the ongoing information and communication they receive. But our staff finds that parent involvement is a great challenge. However, based on income and housing along with informal data collected by the counselors, we have identified a small group of students and families who require more supports. Therefore, we wrote the RFP to become a community school and ultimately, we were selected as one of NYC’s brand new community schools. As previously mentioned, we selected East Side House as our CBO partner. Through this partnership, we have hired a full time community school coordinator to provide our students and parents with the wrap around services they need at this time.</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?

4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Families are warmly welcomed into our school community. Staff greet all parents and visitors and provide any necessary directions or guidance. All parent phone calls and emails are returned within 24 hours to ensure concerns and questions are addressed in a timely manner. School safety officers greet all visitors and provide specific directions to them.

Each marking period, we send home a mid point progress report and we regularly update Jupitergrades, our web-based grade book, to ensure students and their families are aware of their academic progress. In addition, we communicate the students' performance on the Degrees of Reading Power assessment to inform students and their families about their progress as a reader.

During the 2015 – 2016 schoolyear, the Parent Engagement time will be used for each grade team to workshops on how the families can take an active role in what their child is learning. These workshops will include, but are not limited to - Developing Young Readers, Using Jupitergrades to Support Your Child, Local and Exciting Places to Visit, Effective Homework Time, Communicating Your Child's Needs.

We will continue to engage the community and families with our community celebrations, awards dinners, and talent showcases. We will also use the September conference to have the students and their families communicate their needs and their 2015 – 2016 goals. At the August Parent Summit and the September Parent Conference, the instructional focus will be shared and strategies and opportunities to support their child will be shared.

CBO staff will each be assigned a small group of students to support. Staff will partner with the parents to identify and mitigate the challenges that are facing the child and/ or the family. CBO staff will maintain their own space to welcome and meet with families. Currently, we are reviewing survey data to determine our adult education offerings.

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, 90% of our families will have participated in a minimum of one conference with the grade team.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The September Parent Conference will be structured to allow students and families communicate the students' needs and to collaboratively set goals for the 2015 – 2016 school year. One goal will be aligned to the school's instructional focus. These goals will be revisited in November, March, and May.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Parent coordinator</p>
<p>Grade teams will conduct one workshop per month to engage families in their child's learning process.</p>	<p>All families</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>
<p>Community celebrations and talent showcases will be used to engage the parents in our school community and to celebrate our students. These will occur in November, December, February, and May.</p>	<p>All families</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>
<p>CBO staff will participate in weekly Student Success Summit meetings and each staff member will be assigned a small group of students to support. Staff will partner with the parents to identify and mitigate the challenges that are facing the child and/ or the family.</p>	<p>Students with attendance below 90%</p>	<p>September 2015 – June 2016</p>	<p>Community school coordinator and Principal</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>Principal Parent Coordinator Community School Coordinator Student Success Committee (Consists of Principal, Parent Coordinator, Community School Coordinator, and CBO staff) Non-contractual services for community celebrations and talent showcases Supplies for grade team workshops</p>
<p>Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st 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.

By February 2016, 75% of our families will have participated in a minimum of one conference with the grade team as evident in our attendance sign in sheets.

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.
By June 2016 ELA Exam, the average ELA proficiency rating will meet or exceed our Renewal Schools Benchmark of 2.18 as evident by the NYS Assessments scores.

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?
In order to provide a seamless learning day where academics, enrichment, and skill development are relevant and engaging, our CBO will hire 1 full time staff members who will conduct their work during the school day and the ELT. This staff will consist of the Community Schools Coordinator, a social worker, and a student advisor. During the school

day, CBO staff will sit on the Attendance Team and the Student Intervention Team to ensure open and fluid lines of communication around students. Additionally, CBO staff will participate in morning arrival and dismissal, as well as coordinate activities, such as peer mediation and Young Men’s and Young Women’s groups, during the lunch period. Through our community school and SONYC! partnerships with East Side House, we will offer the Renewal Hour to all students and offer 90 seats in our comprehensive afterschool program. In order to ensure consistency and to meet the literacy needs of our students, all CBO staff will participate in professional development around our instructional focus, our schoolwide writing process, and best instructional practices.

Our academic activities will include, but are not limited to: book clubs, debate, robotics, music lessons, poetry, and STEAM design. Additionally, to meet the academic, social, and emotional needs of our students, we will continue to offer community service, leadership, art, music, dance, and athletics. The CBO will continue to hire bilingual staff, teachers, and use the support of paraprofessionals to address the unique learning needs and interests of all types of students.

In order to target our students’ needs, we will be providing students with afterschool opportunities for accountable independent reading and writing, as well as targeted instruction in the four core content areas. Teachers who are not advisors will facilitate targeted instruction on Tuesdays and teachers of the four core content areas will be compensated to teach afterschool on Wednesdays, Thursdays, and Fridays. The Friday enrichment opportunities (community service and leadership will take place on Mondays at Civic.

Community educators will receive professional development from the principal, the teacher who has been hired as the Educator Liaison, East Side House, and other organizations, such as Agape Leaders. Specific professional development opportunities will be designed to engage all school and CBO staff to ensure a strong, coherent approach to this work.

Over the summer, outreach efforts, such as phone calls, school-based workshops, and home visits, will be made by the parent coordinator and CBO staff. CBO staff will be introduced at our annual Parent Summit breakfast and additional outreach will be made, as needed.

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.

The Campus Master Principal, Civic's Principal, the Community School Coordinator, and the Director of the Afterschool Program will work collaboratively, with the support of East Side House’s leadership, to implement and oversee the ELT program. Additionally, a lead teacher from the school will be hired to act as the Education Liaison. The ELT program will be designed to take advantage of staff members from the community schools grant as well as the SONYC grant.

The program’s impact will be measured using the following metrics:

- Attendance
- Course pass rates
- LightSail Online Reading Program
- iReady Online Math Program
- Degrees of Reading Power (DRP) assessment
- Average ELA and Math Proficiency Ratings
- Performance Index on State ELA Exam

Throughout the school year, the Master Principal, the Principal and Cabinet will review these data sources, as identified in the Professional Development Plan.

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

Spring 2015 – Principal, Cabinet, and CBO meet to determine the offerings and how the activities will align to the instructional focus.

Summer 2015 – CBO staff, Principal, and Educational Liaison will meet to develop the program, finalize all hiring decisions, and identify and purchase necessary resources.

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.											
Principal Community School Coordinator SONYC! Afterschool Program Coordinator General supplies Books for book clubs Art and music supplies											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program. <i>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.</i>											
	21st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
By February 2016, 80% of our students will have received 65 additional hours of instruction as evident by the attendance records for our 9th period ELT class. Impact will be measured by progress in the LightSail Reading and iReady math programs as well as data collected from the midyear MOSL.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By June 2016, the percentage of students with an annual attendance average of 85% or below will be reduced by 5%. (currently 14.7% - 6/8/15) as evident by STARS generated student report cards.

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.

We will be targeting the students whose 2014 – 2015 attendance was below 85%. We will target these students and their families in the following ways:

- Our CBO has hired three student advisors. Each student will be assigned to a student advisor, in accordance with the Primary Person model. This person will be responsible for improving the student’s attendance. The advisor will participate in the morning arrival and dismissal process as well as the student lunch period to “check in” with the student. The advisor will be responsible for reaching out to the family to schedule an initial, mid year, and end of year meeting as well as daily outreach when the child is absent or late.
- The advisor, in collaboration with the students and family, will identify the obstacles that have prevented the student from maintaining an attendance rate of 90% or higher. After identifying these obstacles, the advisor, student, and family will develop an action plan with a mid year and end of year goal. The advisor will provide ongoing progress monitoring and support.
- Students who meet their attendance goals will be celebrated monthly.
- CBO staff, including the advisors, will analyze attendance data among their target group to identify patterns and trends. These will be addressed with ongoing support for parents, parent workshops, and youth development groups.
- Advisors will work to ensure all of their students participate in at least one school based student opportunity.

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.

Our Community School Director was hired in March 2015. He has already implemented the needs and asset assessment, the community kick-off event, and the parent discussion groups. The Principal, Community School Coordinator, and leadership from the CBO have already begun the planning of the ELT. In order to meet the mental health needs of our students, a full time social worker will be hired for the 2015 – 2016 school year. Other programming may include, but is not limited to – art, music, dance, debate, robotics, community service, filmmaking, poetry, and leadership.

In order to ensure our parents and families feel welcome in our community, attend parent-teacher conferences, and participate in the conversation and decision making around the renewal of our school, we will do the following:

- Attach a monthly newsletter to our monthly calendar
- Host monthly coffee and doughnut sessions where parents may come in to ask a question, voice a concern, or share ideas/ best practices
- Student advisors will identify the specific needs/ wishes of our target students’ parents and design workshops to meet their needs.
- Use the School Leadership Team and Parent-Association meetings to elicit ideas about upcoming decisions and to share best practices
- Use incentives, such as dinners and/ or raffles, to improve attendance at PA meetings and parent-teacher conferences
- Provide adult learning opportunities such as ESL, GED and/ or parenting skills

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.

The Principal, the Parent Coordinator, the Community School Coordinator, and the Director of the Afterschool Program will work collaboratively, with the support of East Side House’s leadership, to implement and oversee the Community School program.

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

Principal
 Parent Coordinator
 Community School Coordinator
 SONYC! Afterschool Program Coordinator
 Attendance incentives for parents and students
 Celebrations
 Trips
 General supplies

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

The program’s impact will be measured using the following metrics:

- Attendance 9/9/15 - 6/28/16
- Course pass rates - 11/6/15 - 6/28/16
- Reading Leveling determined by LightSail online reading program 10/15
- Math Leveling determined by iReady online math program 10/15
- Performance Index on State ELA Exam

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)	Due to the high number of students who enter our school with a Level 1 or 2, all students receive two periods of ELA Academic Support. Test sophistication and readiness	Guided reading, close reading of texts, and skills-based instruction	Small group instruction One on one conferencing	Two-27 minute periods during the day Renewal Hour and Homework Help afterschool
Mathematics	Due to the high number of students who enter our school with a Level 1 or 2, all students receive two periods of Math Academic Support. Test sophistication and readiness	Intensive skill remediation on number sense, operations, and numerical fluency. Mathletics	Small group instruction One on one conferencing	Two-27 minute periods during the day Renewal Hour and Homework Help afterschool
Science	Small group instruction One on one conferencing Test sophistication and readiness	Scientific method remediation MoSL preparation and remediation	Small group instruction One on one conferencing	During the school day Renewal Hour and Homework Help afterschool
Social Studies	Small group instruction One on one conferencing Test sophistication and readiness	Historical concept remediation MoSL preparation and remediation	Small group instruction One on one conferencing	During the school day Renewal Hour and Homework Help afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and individual counseling Mental health counseling Young Men and Young Women's groups Provided by the guidance counselor, community school	Conflict resolution Social emotional health and strategies	Small group instruction One on one conferencing	During the school day Renewal Hour and Homework Help afterschool

	coordinator, social worker, and dean.			
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Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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>Strategies for Recruitment Each spring, the Principal reaches out to local colleges and universities with teacher education programs asking the deans to refer promising teacher candidates. In addition, current teachers are asked to constantly be looking for highly qualified colleagues that would be a good fit at Civic Engagement. We also use all available DOE resources as well as some non-DOE resources to advertise vacancies.</p> <p>Retention Teacher leadership roles have been developed to support the growth of our stronger, more experienced teachers and to ensure that their voice is a part of the decision-making process. This work has been supported greatly by our new involvement with the Teacher Incentive Fund. First year teachers are provided with a mentor as well as coaching in the following areas: literacy-based instruction, classroom management, and/ or the Danielson competencies. Several activities are planned throughout the year to celebrate teacher successes and to show our appreciation of their dedication.</p> <p>Assignments Assignments are made based on a teacher's capacity to meet the needs of their students and to work collaboratively with their colleagues.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Support Professional development is provided every Monday and also through the department meetings. In addition, school leaders conduct frequent cycles of observations to provide teachers with support and actionable next steps. Other strategies, such as school intervisitations, peer intervisitations, collaborative lesson planning, curriculum feedback sessions, and modeling of lessons, are also utilized. Action Study groups – differentiated External PD</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.
Instructional Cabinet – All department chairs and instructional leaders sit on the Instructional Cabinet. The Cabinet analyzes student and school data to develop the school’s theory of action, professional development plan, and to determine the school’s next steps. Measures of Student Learning (MoSL) Committee Staff workshops and team meetings are also used to elicit ideas, strategies, areas of concern, and next steps.

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	n/a	n/a	n/a

Title I School Improvement 1003(a)	Federal	\$16,979	X	1 Teacher, 1 Paraprofessional
Title I Priority and Focus School Improvement Funds	Federal	\$29,746	X	Curriculum and Staff Development Procurement
Title II, Part A	Federal	0	n/a	n/a
Title III, Part A	Federal	0	n/a	n/a
Title III, Immigrant	Federal	0	n/a	n/a
Tax Levy (FSF)	Local	\$1,212,311	X	Teacher Salary, Per Diem, Per Session, OTPS

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. The Urban Assembly Academy of Civic Engagement, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Urban Assembly Academy of Civic Engagement 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 Assembly Academy of Civic Engagement, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 366
School Name The UA Academy of Civic Engagement		

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 Kelly von Hoene	Assistant Principal
Coach Jacqueline Negrón	Coach
ENL (English as a New Language)/Bilingual Teacher Oliver Ling	School Counselor Shavon Evelyn
Teacher/Subject Area Dayniah Manderson / ELA	Parent type here
Teacher/Subject Area Jeffrey Bohner / Science	Parent Coordinator Johanna Cuevas
Related-Service Provider Barbara Brusco / Speech	Borough Field Support Center Staff Member type here
Superintendent Dr Karen Ames	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	99	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	4	0	1	10	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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
Arabic														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																
Albanian																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							4	7	3					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5				0
7	8				0
8	4				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	1								0
7	8								0
8	4								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								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	12		0	
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.
 Mott Hall Community School uses various assessment tools to assess the ELLs in our community. Reading fluency and comprehension are evaluated through 100 Book Challenge and Codex Materials. Teacher created assessments are also used to check for understanding and cognitive abilities. Oral questions as well as writing samples guide instruction and indicate how broad an academic background offers each ELL offers.
 This provides insights to where the strengths and weaknesses lie and serves as a starting point for instruction for the classroom as well as the ESL teacher. Instruction is then guided and driven based on ELLs baseline performance and benchmarks are noted. This information is used for differentiation or individualizing instruction and is incorporated in the school's instructional plan as an objective to increase their listening, speaking and writing capabilities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Inconsistencies are apparent in the performances of some ELL students. Other ELL students demonstrate a consistency in scores. All would benefit from more oral practice and one on one or cooperative group interactions with their peers who are proficient in English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Mott Hall uses Annual Measurable Achievement Objectives to guide instruction and measure achievement. In Professional Development, school wide initiatives are shared to unite the staff in leading them to adapt curriculum in order to service all students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELLs are underperforming their non-ELLs students who are more motivated and are able to follow instruction and do their homework assignments. ELLs who take the test in their home language often do better. They are motivated and get validation for the task they are being assessed. Lack of achievement is consistent with the ELLs until they have some understanding of their new instructional surrounding. ELL periodic assessments can specify benchmarks for the ELLs, as teachers instruct students through the curriculum. These are being used as aims for lesson planning and unit planning.

Periodic Assessments indicate the starting point of each ELL student. This reflects their strengths and weaknesses. The Home Language is used to further understanding and complete any voids/ deficits that the ELL student may have.

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](#).]

Mott Hall uses meaningful data is derived from Response to Intervention and uses it to guide instruction in the classroom. This enables a teacher to assist in filling deficits or voids that ELLs are experiencing in school.

It is through data that instruction is individualized in a smaller group. The basics can be retaught in a risk-free environment. Teachers present the material again or may have a peer who speaks the language do it.

6. How do you make sure that a student's new language development is considered in instructional decisions?
The ELLs new language development needs to be respected according to the different stages of language acquisition. An Entering ELL may understand some the language, but not be able to speak it. Each stage is different and needs to be followed (Emerging; Transitioning; Expanding; Commanding).

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Mott Hall Does not offer a dual Language program.

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

Mott Hall uses various tools to measure the success of the ELLs. Dated portfolios and anecdotal records are kept on the ELLs.

Part IV: ELL Identification Process

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

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

Initial identification of ELLs are done by the school secretary, Ms L. Diaz as she registers each student and administers the Home Language Survey, together with the interviews for student and parent. The Parent Coordinator, Ms D. Leidy is also present to assist in speaking to parents about after school resources for both parents as well as students. PTA schedules are shared as well as information regarding Academic Intervention Services (AIS), Beacon Program (After School Program based on enrichment activities).

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).

Mott Hall uses informal as well as formal assessments in their Native Language are used to identify SIFE. Oral questions as well as written responses are administered to assess. Teachers who are fluent in the foreign language, Mr M Islam (Arabic), Ms Mendia (Spanish) and Ms Maschio (Spanish). In the situation where a staff member is not available, peers fluent in the language have been used.

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).

Newly enrolled students with IEPs have been identified through a similar process as above with the assistance of Ms Maschio, who is a bilingual IEP Teacher with an ESL background. IEP Students may present as a student with larger deficits in English because of their

disabilities. It is their disability which may prevent a student from reaching language proficiency. The ELAND procedure maybe used if the child can benefit from general English language class services. This would excuse the child from ELL services based on his disabilities.

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.
At Mott Hall, the Pupil Secretary, Ms L Diaz, the Parent Coordinator, D Leidy, the IEP Teacher, Ms R Maschio, the Guidance Counselor, Ms T Plummer, the ESL Teacher, Mr O Ling, as well as the Assistant Principa, Mr J Jeanty and the Principal, Mr Basile are committed to informing parents of their children's entitlement to ELL services. Consent Records are kept and recorded.
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).
Parents are informed of their options at the parent orientation and in writing when they receive the notification letters.
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.
In Mott Hall, different staff memebbers are in place to ensure that the process, outreach plan and timelines are in accordance. The ESL Teacher, Mr Ling, the Parent Coordinator, Ms Leidy, the guidance counselor, Ms Plummer, and the IEP Teacher, Ms Maschio are in constant communication with the parents via phones, emails and genral notification letters to confirm and assist in all aspects of the process. The Attendance Teacher, Mr William does home visits to those parents which have not responded.
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.
The school reaches out to parents through its qualified staff. Specially there to oversee the process are the Principal, Mr Basil and Assistant Principal, Mr Jeanty . Specially trained are the ESL Teacher, Mr Ling, the Parent Coordinator, Ms Leidy, the guidance counselor, Ms Plummer, and the IEP Teacher, Ms Maschio are in constant communication with the parents ensuring that Parental Surveys and Program Selections are kept on file reflecting their choices.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In Mott Hall, parental Surveys and Program Selections are usually completed at the parental orientation. Those parents who choose to reflect on it and return it another day are assigned to a list by which ESL Teacher, Mr Ling, the Parent Coordinator, Ms Leidy, the guidance counselor, Ms Plummer, and the IEP Teacher, Ms Maschio , as well as the Attendance Teacher, Mr William are aprised to. These staff members make out reach and house visits to ensure that the forms are up to date.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed in homeroom at the end of the day by the homeroom teacher. As they are returned, the letters are monitored for completeness.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
At Mott Hall, all ELL documentation on each child is kept in a file along with other relevant information.
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.
The school, creates and shares the schedule that reflects all the components of administering the NYSESLAT. This is shared with the staff through Performatonal Development Days, NewsLetters as well as Emails. This is so that there are no conflicts in programming. ELL students are then pulled out and taken to a quiet classroom or the library.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Mott Hall ensures that continued entitlement and transitional support parent notification letters are distributed through the ESL Membership Team which closely monitors the ELL program.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The trend at the school, as reflected in the Parent Survey and Program Selection form, seems to indicate a 100% tedency toward a free-standing ESL program. That is the model we offer here.

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.
ELL students are programmed for the same class according to grade level. Same age-grade level ELL Students clustered into the same classroom so as to facilitate push-in or pull out by ESL Teacher. In addition, being in the same class allows the ELLs not to feel so isolated.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
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)?
At Mott Hall, the mandated number of instructional minutes is provided in accordance to the ELLs proficiency level as reflected by the score on the NYESLAT. By grouping students with similar proficiency level in pulling out and pushing-in in other classrooms, ESL teachers and schools are able to meet the mandated requirements.
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.
Core content is delivered to ELL students through a push-in model. The ESL teacher circulates and monitors student's comprehension and progress. Re-stating content area instruction and modeling responses aid in making information more comprehensible. Grouping ELLs with peers who speak the same language reinforces topics. This assists the ELLs in making them feel for successful.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
At Mott Hall we ensure that ELLs are appropriately evaluated in their home language through the year by using in addition to our multicultural/lingual staff, but also avail ourselves to the Translation Unit which is available for Testing, state testing and parental outreach.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All four modalities, listening, speaking and writing, are evaluated by using different assessment tools. By presenting the test orally, The ELL student's response can be evaluated in terms of comprehension. Reading can be measured in shorten passages with limited multiple choice answers. Writing can be first start off in a dictated form. This can be transformed with a lap top which has spell check.
are are examined are taken into consideration when scoring ELL students.
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 statusAt Mott Hall, differentiated instruction can take on many forms in a classroom.
 - A) A SIFE/ELL student, an ESL teacher may want to occasionally pull the student out and emphasize one important point at a time; have the ELL repeat and or explain the teaching point.
 - B) A Newcomer/ELL student would benefit from a peer where he can make valuable who speaks his language and the ELL can make contributions; learn new content vocabulary.
 - C) Developing/ELL would benefit from collaborative group where he can hear other's ideas and build the ELL's own; find nouns in the lesson.
 - D) Long Term/ELL would benefit from working with peers in cooperative groups where the ELL leads the discussion; write sentences with unknown words.
 - E) Former ELLs would benefit from taking more leadership roles in discussions; take part in peer's works.

Chart 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.

Careful monitoring is in place to ensure that the ELL's academic progress goes forward and progress is attained. Inquiry group discussion is fostered around the ELL to support the ELL's language proficiency.

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?

Instructional Strategies used at Mott Hall include :

- Providing comprehensive input so as to make the information relevant to them.
- Make as many lessons as visual as possible.
- Link information to prior knowledge so that they can make connections to something that is known.
- Modify instructional vocabulary to a few words-so that they are not overwhelmed with 20 words.
- Use of collaborative learning groups to create a safe environment to speak and be heard.
- Adjust testing and homework assignment so that it becomes a do-able task.
- Create interactive lessons with hands on learning so as to make experience more memorable and meaningful.
- Encourage creativity and flexibility in the responses that expected so as to establish a risk-free environment.
- Enhance and support the curriculum by creating activities for all ELLs and students to become successful.

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?

At Mott Hall, by offering Integrated Co-teaching models, Physical Education and Music, the school uses curricular, instructional and scheduling flexibility to enable ELL-SWD to achieve their not only their IEP goals but their English proficiency in least restrictive environment.

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	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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

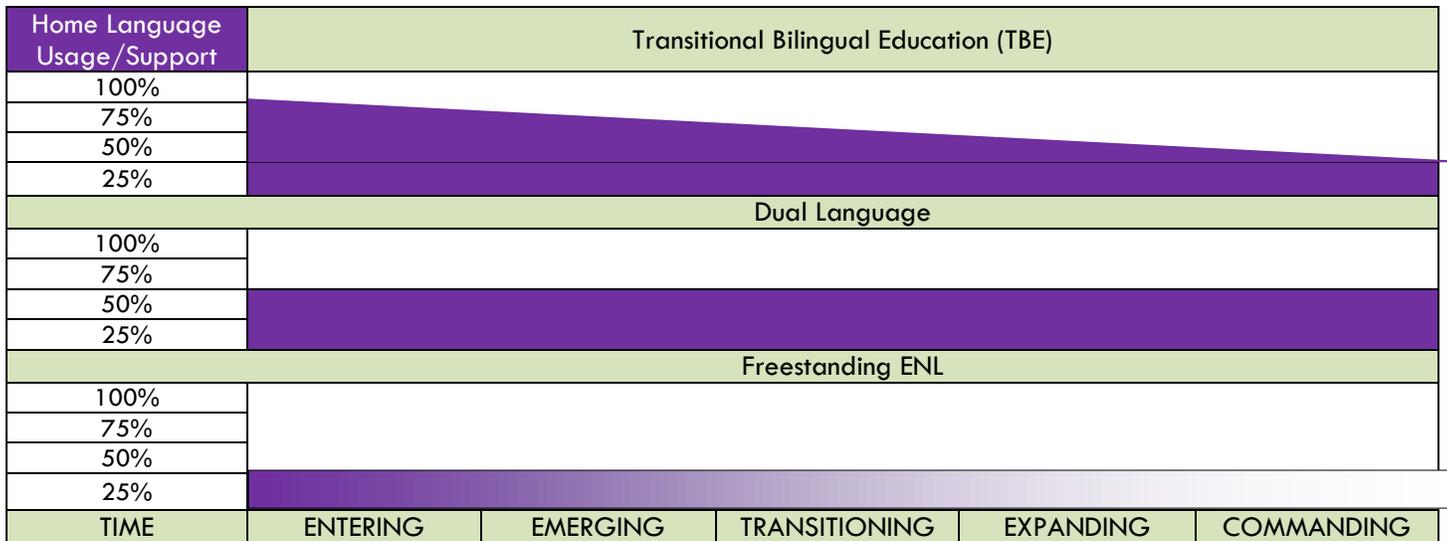


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
**At Mott Hall, the following are Intervention programs for Ells:
Academic Intervention Services (AIS) After School in ELA, Math in English
Special Education Teacher Support Services (SETSS)in ELA, Math in English, Spanish and ESL**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELLs' needs are being served. Improvement is being seen and monitored.
12. What new programs or improvements will be considered for the upcoming school year?
At Mott Hall, early morning programs for ELLs would be considered to benefit the ELLs.
13. What programs/services for ELLs will be discontinued and why?
Programs / services at the school are expected to continue through the school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Equal access to all school programs are afforded through the availability of mulit-lingual staff which conduct each program with all students in mind.
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.
**Mott Hall uses various instructional materials to support ELLs. Some examples of this is:
-technology: use of ipads and pcs; websites
-cognitive games, ie bingo using content vocab words
-pocket charts with sentence strips**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support- Spanish- is delivered through the offering of Spanish as a foreign language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Mott Hall ensures all required services/ resources support and correspond to ELL's ages and grade levels by establishing, monitoring and funding programs.
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).
**Some activities that assist newly enrolled ELLs are:
-Library sessions regarding story telling/ audio books (before the beginning of the school year)
-Parent workshops offered by the Parent Coordinator, Ms D Leidy
-High School choices which offer special ESL programs**
19. What language electives are offered to ELLs?
Mott Hall offers Spanish as a language elective.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?**The school does not offer a dual language program.**

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.)
Mott Hall offers Professional Development for all personnel on the school level in and outside the school. The school based coaches, Ms I Williams and Ms J Negron will review the four stages of Second Language Acquisition (i.e. Pre-Production; Early Production; Speech Emergence; Intermediate Fluency) Activities relevant to each stage will be explained. Teachers will have to develop activities that would be appropriate for each of the stages.
Teachers are encouraged in seeking workshops within NYC to strengthen their core knowledge.
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?
Professional Development is offered to teachers of ELLs so that all can support and recognize the four stages of second language acquisition. Ms I Williams and Ms J Negron will offer these and develop appropriate PD to strengthen and foster ELL understanding.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Mott Hall provides ELLs as they transition to from middle school to high school visits to high schools which offer ESL programs as well as programs which may offer classes in the native language.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development requirements are met by releasing ESL staff to attend professional developments and appropriate Conferences that support ELL philosophy. Agendas and attendance sheets are kept on file. Staff attending these ELL professional developments and conferences are asked to turn key the staff.

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?
Mott Hall provides through the parent coordinator, Ms D Leidy, an annual individual and group meetings with parents of ELLs to provide an orientation. This is done through Blackboard Connect for mass phone and email messaging. Funds are set aside for interpretation personnel to be contracted.
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.
Parental outreach is done through Blackboard Connect for mass phone and email messaging, parental letters/notifications and word of mouth. Agendas and attendance sheets are kept as records of the events.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
In Mott Hall, parental involvement is organized by the parent coordinator, Ms D Leidy. Specific Activities might include having parents continue reading to their children in their native language; having parents pose critical thinking questions related to stories that they have just read; talking about tradition and cultural events relative to their countries.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school does partner with Beacon and other organizations which provide workshops or services to ELL parents. On Tuesdays, special guest speakers come to deliver information.
5. How do you evaluate the needs of the parents?
At Mott Hall, parental needs are evaluated through a survey in which parentals are asked to evaluate each of the given topics.
6. How do your parental involvement activities address the needs of the parents?
Parental Involvement activities address the needs of the parents as reflected by the evaluation sheets collected at the end of the activity.

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: 467

School DBN: 08x467

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)
Benjamin Basile	Principal		11/2/15
Jean Jeanty	Assistant Principal		11/2/15
Darlene Leidy	Parent Coordinator		11/2/15
Oliver Ling	ENL/Bilingual Teacher		11/2/15
	Parent		11/2/15
Rose Maschio	Teacher/Subject Area		11/2/15
	Teacher/Subject Area		11/2/15
Irene Williams	Coach		11/2/15
Jackie Negron	Coach		11/2/15
Tanya Plummer	School Counselor		11/2/15
Dr Karen Ames	Superintendent		11/2/15
	Borough Field Support Center Staff Member _____		11/2/15
	Other _____		11/2/15
	Other _____		11/2/15
	Other _____		11/2/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X366 **School Name: The UA Academy of Civic Engagement**
Superintendent: Dr. Karen Ames

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.

We utilize the home language survey to assess the languages present in the school, along with an analysis of our ENL students. After a determination of spoken languages is ascertained, we seek the translation services in those languages.

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.

English and Spanish

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.)

In addition to Student & Family Handbook, Monthly newsletter/calendar, After School Program Information, Parent Teacher Announcement and Appointment letters, NYS Testing dates and information, class curricula, and all letters from school, we also translate permission slips and informative memos pertinent to activities and expectation relative to the school community like trip forms, extended day programs and any student celebrations that require written communication.

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.

Parent-Teacher conferences - 11/16/15, 3/17/16, 5/11/16
Parent/Student Orientation - 9/1/15, 9/3/15
Curriculum night - 9/16/15
Parent Association Meetings - 9/16, 10/8, 11/5, 12/4, 1/8, 2/4, 3/3, 4/7, 5/5, 6/2
School Leadership Team Meetings - 10/8, 11/5, 12/4, 1/8, 2/4, 3/3, 4/7, 5/5, 6/2
Coffee with the Principal - 9/11, 10/9, 11/13, 12/11, 1/15, 2/12, 3/11, 4/15, 5/13, 6/10
Proposed Consolidation Parent Meeting - 9/25/15
Perfect Attendance Assembly - 11/13, 1/29, 4/22, 6/27/16

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.

In house school staff translates all necessary documents within 48 hours of receiving said materials. Documents are edited and reviewed for content with the necessary staff and the translator will promptly edit as needed.

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.

In house school staff are always on hand when parents or caregivers come in requiring interpretation. This includes formal and informal interactions and meetings. Examples of formal interactions are Parent Teacher Conferences, IEP meetings, discipline meetings, guidance meetings or

other scheduled meetings regarding the well being of students. Informal interactions are parent drop-in visits, student drop off and pick up.

Part D: Training Staff on Policies and Procedures

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

All staff members have been familiarized with Chancellor's Regulation A-663 and have been afforded opportunities to view the Translation & Interpretation Brochure available through NYCDOE.

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

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)

A mid year parent survey will be disseminated in both hard copy and electronic format to determine quality and accessibility to translation and interpretation services at our school.