



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

12X372

School Name:

URBAN ASSEMBLY SCHOOL FOR WILDLIFE CONSERVATION

Principal:

LATIR PRIMUS

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Urban Assembly School For Wildlife Conservation School Number (DBN): 12x372
Grades Served: 6th -12th
School Address: 2024 Mohegan Avenue
Phone Number: 7188234130 Fax: 7188234135
School Contact Person: Latir K. Primus Email Address: Lprimus2@schools.nyc.gov
Principal: Latir K. Primus
UFT Chapter Leader: Rosa Dobles
Parents' Association President: Valicia Adderly
SLT Chairperson: Eva Rose Davis
Title I Parent Representative (or Parent Advisory Council Chairperson): Jose Colon
Student Representative(s): Ojaira Suero
Alandra Rivera

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1970 West Farms Square
Superintendent's Email Address: Respina@schools.nyc.gov
Phone Number: 7183282310 Fax: 7185427736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 7187413156 Fax: 7187417603

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Latir K. Primus	*Principal or Designee	
Rosa Dobles	*UFT Chapter Leader or Designee	
Yenny Fortunato	*PA/PTA President or Designated Co-President	
Gwendolyn Thomas	DC 37 Representative (staff), if applicable	
Jose Colon	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jose Miranda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sienna Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mike Gionokis (Phipps)	CBO Representative, if applicable	
Veronica Cepellos	Member/ Teacher	
Carrie Bray	Member/ Teacher	
Tangela Gibson	Member/ Parent	
Diana Alvarez	Member/ Parent	
Valicia Adderly	Member/ Parent	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

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

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

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

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 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 Educational 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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The strength of our SCEP was its focus on the citywide instructional expectations, the Danielson Effective Teaching Framework, and the Common Core Standards. By interweaving all three of these major changes throughout the goals UASWC was able to effectively begin to implement these new systems. All three initiatives were started and every teacher gained a solid understanding of the expectations for each, while beginning to develop their own practice towards those expectations. Our goals centered around us improving instruction through the Danielson Rubric and increased student engagement, curriculum alignment and conceptual understanding of the Common Core. Last year we really focused on developing a coherent instructional core will solidify by unifying CCLS standard and assessment with the Danielson Effective Teaching Framework while simultaneously providing a structure of high supports – both academic and social/emotional for our students who are predominately entering with low proficiency levels and high poverty levels. These supports include an Advisory Program at every grade level, an enhanced Guidance Office with additional personnel and training provided by two key partners: Turnaround for Children and Phipps CDC, in addition to a 5 day after school program funded through Phipps CDC.

In addition we used the SCEP to guide our work around professional development program for staff, maximizing in school time for instruction and professional time for instruction, as well as utilizing outside partner organizations to provide greater social emotional support for students and families. The Professional Development Plan is derived from data from teacher surveys, classroom observations, and Department/Grade Team Meetings. A great deal of emphasis was put on the development of our professional learning community's ability to move teacher practice and incorporate our unique theme and partnership with the Bronx Zoo.

Our commitment to our schools mission towards developing students into high level thinkers has helped us pass our desired benchmarks in the areas of middle school math, ELA and science. The school partners with a wide array of community-based organizations to engage students in various programs on- and off-site that promote social and academic improvements. The school has partnered with a community-based organization that has social workers working with teachers and students during school hours providing students with counseling and social behavioral supports. Group meetings on topics relevant to students, such as bereavement, family, gender issues and cyberbullying, have improved student behavior and engagement in school life as evidenced in the increased number of students attending after school academic and college and career programs. The school is strategically partnered with the Wildlife Conservation Society at the Bronx Zoo that promotes career and college readiness experiences. For example, all students attend science, conservation and career workshops at the Bronx Zoo throughout the year. Some experiences include hands on work with the animals from determining how much to feed the animals using scientific, mathematical and computer tools. Also, students learn about varied wildlife careers by meeting and working with the wide array of professionals engaged in wildlife preservation. The school has low incidents of behavioral problems as evident in their suspension data and the tone and climate in the classrooms, halls and student areas. As a result, students concur that the school supports their academic and social growth by the challenging tasks offered in classes, supports from their social workers, and the wide variety of extra and co-curricular activities, such as the photo pen-pal collaboration with a school in Uganda, students express strong belief that all adults care for their welfare and academic success which motivates them to improve academic and student behaviors.

Across all content areas teacher teams align unit and benchmark assessments and include performance-based questions to meet the Common Core Learning Standards and Regents goals. As a result, compared to last year, the data shows that a majority of students were able to respond to more performance based questions in the Living Environment and Integrated Algebra assessments, which resulted in a significant passing rate on these tests. In the middle school, benchmark assessments indicate an increase in reading levels, English and math, as well as in core subject unit exams, which result in improved student achievement. The school, teachers and teacher teams strategically use assessment data to provide feedback to students regarding their goals and next steps to meet them. Students reflect on their work and peer review using rubrics to guide their thinking and questions. This results in meaningful peer conversations and individualized self-assessment, which guides students to improve their work products.

12X372 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	581	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				20
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	N/A	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	79.9%	% Attendance Rate		82.4%
% Free Lunch	73.9%	% Reduced Lunch		0.5%
% Limited English Proficient	10.9%	% Students with Disabilities		21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		22.1%
% Hispanic or Latino	71.6%	% Asian or Native Hawaiian/Pacific Islander		2.9%
% White	2.7%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		6.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.5%	Mathematics Performance at levels 3 & 4		14.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		54.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	65.5%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.5%	% of 2nd year students who earned 10+ credits		72.3%
% of 3rd year students who earned 10+ credits	83.7%	4 Year Graduation Rate		65.7%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, 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 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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
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.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>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>Despite 86% of our teachers earning a rating of effective, our school has a significant amount of work towards developing and implementing rigor within classrooms. The area of concern at UASWC is how to increase academic achievement of many of our students, as measured by results on State standardized assessments. The New York State tests in 2015 show that approximately 11.4% of our students are proficient in ELA. The 2015 test results show a median adjust growth percentile of 77.4% in ELA. The academic performance of special education and English language learners is a major concern for our community, as both groups represent disproportionately high percentage of students performing at level 1 in ELA.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the median adjusted growth percentile for grades 6-8 will increase to 85 % as measured by the State ELA Assessment and the NYC School Quality Snapshot.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <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>English Language Arts: Middle School: During the 2015-16 school year we plan to partner with Teachers College Reading and Writing Project to increase student mastery, especially with regard to preparing students</p>	<p>All Students</p>	<p>September, 2015- June, 2016</p>	<p>Teachers, Lead Teachers, Assistant Principals, Principal, Network staff, Teacher Development coaches</p>

for the Common Core Standards based on TCRWP's new work titled Pathways to the Common Core.

English Language Arts: High School: We have worked with a talent coach from the NYCDOE office of teacher effectiveness and adapted units from Engage New York for grades 9 – 12 and integrated them with some of our existing teacher-created curriculum units. This work has been led by our high school English team leader Judd Staley,, who is a Fellow and Master Teacher with the Academy of Teachers and experienced in curriculum design and instruction.

English Language Arts: Middle and High School: Provide 90 minute reading and writing block daily in grade 6-9, which includes explicit and demonstrative mini lessons with independent reading, read aloud, popcorn reading, shared reading, open ended discussion, student responses to higher order thinking questions, one on one reading conferences and small group instruction.

Mathematics: Middle & High School: We will adopt the Common Core aligned "College Preparatory Mathematics" in grades 6 – 12.

Science & Social Studies: Middle & High School: We will augment our teacher-created curriculum units with curriculum materials

from Teachers College Reading and Writing Project. Our middle school science teachers use Common Core aligned rubrics to assess their students' writing. High school science teachers work closely with professors from City College around student misconceptions via the CUNY Math & Science Project which trains peer tutors to work with our chemistry and physics students, which is aimed at improving both the tutors' and tutees' scores and science foundations.			
Provide differentiated PD in areas of small group, talk, decoding, fluency, pacing, recall and how to provide student feedback in efforts to grow their skill set.	All Staff	2015-2016	Teachers, Lead Teachers, Assistant Principals, Principal, Network staff, Teacher Development coaches
Offer native language, ELL and ESL instruction provided by certified teachers with support from lightsail reading program and ready program	ELL and F-ELL Students	2015-2016	Teachers, Lead Teachers, Assistant Principals, Principal, Network staff, Teacher Development coaches
Increase reading and writing across the curriculum especially within global studies as we shift it to a one year course as opposed to two years.	9 th and 10 th grade students	2015-16	Teachers, Lead Teachers, Assistant Principals, Principal, Network staff, Teacher Development coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will need to create a responsive block schedule for reading and writing classes to increase engagement. Grade level ELA department meetings for collaborative planning, Grade level ELA department meetings for collaborative planning , content area (science, social studies, and Art)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E

X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
---	--------------------	---	-----------	--	---------------	--	---------------------	--	-------------------------	--	-------

Part 5 – Progress Monitoring

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

The Degrees of Reading Power diagnostic will be administered three times a year (Fall, Winter and Spring) to track students' progress , reading level and insights on student skills in decoding and fluency. By February 2016 we expect to a 4% gain in student DRP scores school wide.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For 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), 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

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

Our learning environments survey from 2014-15 indicates that 60% of students agree or strongly agree that teachers treat students with respect and attention to their specific needs and culture. In moving towards 2015-16 school year school culture is a focus that we are looking to improve and create more teacher buy in and accountability we have increased the expectations around student advisors to take more proactive stances in diffusing student to student, student to teacher conflicts.

Part 2 – Annual Goal

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

By June 2016 as evidenced in the learning environment survey for 2015-2016, the number of students who agree or strongly agree that teachers treat students with respect will increase from 60 % to 80%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment 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>Create administrative structure with two assistant principals for both middle school and high school. Two of our assistant principals will receive DOE training in Respect For All Initiatives.</p>	<p>Assistant Principals, Students</p>	<p>September 2015-January 2016</p>	<p>Principal, Assistant Principals</p>
<p>100% of students will receive Respect for All Anti-Bullying curriculum in Advisory program.</p>	<p>All Students</p>	<p>September 2015-January 2016</p>	<p>Principal, Assistant Principals</p>
<p>Update and maintain the family handbook in Spanish,</p>	<p>All Students</p>	<p>September 2015-January 2016</p>	<p>Principal, Assistant Principals</p>

English and Arabic to share school policies and empower families.			
Our middle school will host six after school anti-bullying nights with workshops for students and families (three-per semester). Peer Mediation program with New York City Mediation created and implemented.	All Students and Parents	September 2015-January 2016	Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Newsletter, school calendar, school website, skedula, professional development for staff on parent outreach and involvement, parent workshops. School Open house, community day at the Bronx Zoo.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Because many of these initiatives are grant-funded, we monitor progress on regular, but slightly different time-tables according to the demands of the grant. We monitor progress around attendance, participation and justice monthly at our School Leadership Team meetings , culminating in a whole-school progress monitoring and goal setting session on February 2nd, which will monitor progress toward our goal of 90 percent engagement with a program.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For 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), 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
Part 1b. Needs/Areas for Improvement:		
<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 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>All departments will hold high academic expectations, but there was less evidence that all teachers consistently make room in their lessons for personalized, higher level tasks that allow students to develop thinking routines that lead to content mastery across all grade level. This was demonstrated in middle school classrooms by rote tasks that did not differentiate for multiple performance levels. Focusing on tasks that demonstrate student thinking and then adjusting units to allow all learners, including students with disabilities and English language learners more opportunities to explore content, will ensure continued high performance on all types of assessments’.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of teachers and administrators will possess a normed understanding of Domains 1 and Domain 3 of the Danielson Framework for Teaching as a means to strengthen lesson design, assessment, grouping and maximization of instructional time to improve pedagogical delivery. Our collective efforts around this goal his will result in overall 15% growth in NYS regents exam pass rates.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will engage in weekly subject area based inquiry teams to analyze student work, create and or refine unites, performance tasks within the curriculum.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Department heads</p>
<p>Departments will develop monthly CCLS aligned interim assessments</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Department heads, assistant principal, principal</p>
<p>Two full days PD’s led by School Professional Development Team focused on increasing student engagement through small group instruction centers. In addition to that our</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Department heads</p>

teachers are involved in the District 12 New Teacher Center Professional Development Offerings that fuels our mentoring program.			
Departments will have daily common planning periods in addition to mentoring by subject area. Professional development will be whole school each Wednesday of the week, while professional development is tucked into the day during teacher professional periods.	Teachers	September 2015-June 2016	Teachers, Assistant Principal, Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session (Training Rate) for Leadership Team Professional Development											
Lead Teacher/Model Teacher Funding from District 12											
Tax Levy for PSO Support											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will administer 3 benchmarks per year in their respective subjects.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(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 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), 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 (SCEP).	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 SCEP (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>Although there is much evidence across departments of teachers supported in improving their practice through actionable feedback received along a common teaching framework, there is less evidence that all teachers are held accountable to their own progress. By ensuring methods that have proven successful with newer teachers are applied to those with more experience, the school will ensure the continued growth of all teachers and an increase in student achievement.</p> <p>Our use of budget, scheduling, and teacher time, is aligned with the school's instructional goals to promote teacher development and engage students in meaningful work. (1.3)</p> <p>Budgetary allocations are used to provide ongoing one-to-one teacher coaching through the establishment of a new assistant principal, and the hiring a part-time coach who facilitate teacher team meetings and job-embedded professional development for teachers. In addition, funds for substitute teachers allow for coverage when teachers attend off-site professional development. A thoughtfully developed instructional schedule provides for a broad range of teacher team meeting time, including time for daily common planning. Grade-level teacher teams meet three times each week for 'Kid Talk', 'Teacher Talk', and 'Team Talk' where teachers use protocols to track student progress, assess lessons, unit plans, and performance tasks, determine text complexity of reading materials, and refine interim assessments. Content area teacher teams meet daily.</p>		

Part 2 – Annual Goal

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

By June 2016, feedback resulting from our Peer Observation process will include clear expectations for teacher practice for all teachers. Consequently, 100% of teachers will be held accountable for implementing actionable next steps, which will be monitored in each subsequent observation, and used to create the school’s Professional Development plan as a means to support teacher development. which will result in 10% gain in teachers being rated effective in Domain 3.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will begin the year with a data sheet complete with their MOSL SCORES, Regents/NYS assessment scores, DRP for grades</p>	<p>Teachers</p>	<p>September 2015 -June 2016</p>	<p>Principal, Assistant Principal</p>

taught, School goals and individual professional goals			
Administrators will work with teachers around professional goal setting and goal setting for students. Teachers and administrators will work hand and hand	Teachers	September 2015 -June 2016	Principal, Assistant Principal
<i>We use cycles of frequent observation and feedback to improve Teacher Pedagogy & Effectiveness (Quality Statement 1.2) based on Paul Bambrick-Santoya’s Leverage Leadership. Each of our Lead and Model Teachers is responsible for coaching teacher colleagues to improve their performance on selected components of the Danielson Framework and the implementation of the including the creation of meaningful student work products and the on-going collaborative review of these products by teachers and students. Administrators also serve as coaches for some teachers, and, of course observe all teachers classes throughout the year depending on their observation option.</i>	Teachers	September 2015 -June 2016	Principal, Assistant Principal
Principal AP’attend Urban Assembly for Teacher Effectiveness. We focus with other school leaders on implementing effective levers of school reform and on observation and feedback cycles.	Teachers	September 2015 -June 2016	Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

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

Administrative Team (Principal, Instructional AP, Organizational AP) Urban Assembly Public Schools Support Organization Coach

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

We monitor progress quarterly at our Leadership Team meetings and ask all teachers to complete a mid-year self-assessment on the Danielson Rubric and to reflect on their progress toward goals and set/adjust goals for spring term.

Our mid-year reviews began the week of December 8th and will run through January 30th, culminating in a whole-school progress monitoring and goal setting session on February 2nd.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(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 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), 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.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>UASWC school structures and culture are designed to create a safe and inclusive school culture where high expectations are regularly communicated to students, staff and families. This is an area in which we have made great strides over the past two years, yet where we still have far to go. Many of our students are in need of more extensive support in terms of health, mental health and emotional support than we are currently providing. We have partnered with The Urban Assembly, Blue Engine OSYD and Phipps Neighborhoods to improve our culture.</p> <p>Over the past several years, we focused on creating a culture of learning by instituting a Restorative Practices approach to school discipline. We received support from the Office of Safety and Youth Development and the Urban Assembly, including restorative circles and collaborative problem solving. Some of our teachers are trained in this work and we plan to continue this professional development work until all teachers have been reached. .</p> <p>Still we have many challenges, including low attendance (87%), poor credit accumulation (especially among the school’s lowest third), and some lack of engagement/acting out by students who have not mastered school appropriate behaviors.</p> <p>Finally, it is worth noting, we are partnering with our Public School Support Organization, The Urban Assembly data systems to better communicate and facilitate our attendance and advisory work.</p>		

Part 2 – Annual Goal

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

By June 2016, 95 percent of students and families will have engaged in at least one school culture initiative. This is measurable through the NYCDOE Learning Environment Survey and the Framework for Great Schools report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We have partnered with Blue Engine, Inc. to improve reading and math skills and wellness for high school students.</p>	<p>High school ELA and Math Tier 1 Students</p>	<p>September 2015-2016</p>	<p>Principal, Assistant Principal, Teachers, Blue Engine</p>

We have partnered with the Urban Assembly to promote college and career readiness among our black and Latino young men. This included training for teachers, parents and students in culturally relevant education.	All high school males	September 2015-2016	Principal, Assistant Principal, Teachers, Guidance Counselors
We have target improvements young men at risk of dropping out or involvement with the justice system. This includes work around Restorative Practices/Restorative Justice, mentoring and social work support. This also included training for teachers, parents and students in Restorative approaches.	All high school males	September 2015-2016	Principal, Assistant Principal, Teachers, Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Social Worker, Blue Engine Incorporated , Social Work Interns and Professional Developer											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Because many of these initiatives are grant-funded, we monitor progress on regular, but slightly different time-tables according to the demands of the grant. We monitor progress around attendance, participation and justice monthly at our School Leadership Team meetings , culminating in a whole-school progress monitoring and goal setting session on December 15 th , which will monitor progress toward our goal of 90 percent engagement with a program.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	Wilson, Just Words, book clubs, Word Generation, interactive reading, Achieve 3000	Interactive Reading and Writing Program	Small Group	During the school day, extended day and Saturday Academy
Mathematics	Computer assisted diagnostic, regular diagnostic, extended practice	Conceptual and Abstract Mathematics	Small Group	During the school day, extended day and Saturday Academy
Science	Project based support and lab assistance	Informal Education Model	Small Group	During the school day, extended day and Saturday Academy
Social Studies	Project Based Support	DBQ Preparation	Small Group	During the school day, extended day and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Solution focused counseling	Advisory and Group Counseling	Small Group	During the school day, extended day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Professional development: weekly meetings with coaches, collaborative planning, quick feedback, using teacher data to craft PD plan, teacher college PD, mentoring, action research (inquiry). Leadership development and opportunities: teacher leader, dean, special ed coordinator, dual language coordinator, testing coordinator, School Leadership Team Chair, mentors, summer teaching positions,. Leadership retreat. Recruitment: Teach For America blast, Teacher Advertisements, use of media, interview process, student teacher pipeline, and hiring subs to develop as teachers, and demo lessons. Incentivizing teaching: celebrations including 5 year wolf paws, and awards for attendance.

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).
The Professional Development Committee will support teachers in learning techniques of facilitation to improve participation in professional learning communities. School leaders and teachers will conduct learning walks to identify areas of strength and areas to improve on. Implement staff led professional learning communities centered on areas of interest within the categories of instructional strategies, data analysis and culturally relevant pedagogy for staff during Wednesday staff meetings. Professional development sessions will incorporate Google Docs as a means of creating an interactive, electronic database of professional development sessions, products and videos.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers attend training on the multiple assessment measures provided by the Department of Education. Teachers meet as a group to offer their selection for multiple assessment measures to the principal.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	556,352.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,820,182.00		

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Urban Assembly School For Wildlife Conservation**, 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. Urban Assembly School For Wildlife Conservation 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) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>UA School for Wildlife Conserv</u>	DBN: <u>12x372</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>52</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>7</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: All ELLS in middle school and high school receive supplemental Title III enrichment ELA/ESL instruction twice a week for 60 minutes from an ESL teacher who team teaches with an ELA teacher. Student scores on the ELA and NYSESLAT exams indicate that our ELL students need support to increase their achievement. This will help accelerate student achievement and development in academic achievement. Our program stretches between November and May. There are two programs, the Title III afterschool enrichment program and the Saturday literacy enrichment program. The ESL and ELA teachers teach 6-8 on Mondays and Wednesdays, 4-5, and grades 9-11 on Tuesdays and Fridays from 4-5. The Saturday program is scheduled to occur for 6 Saturdays a semester, 3 days of which are dedicated to middle school and 3 which are dedicated to Highschool. 6 days are held between November and January, the other 6 are held between the months of April to early June. Expected outcomes are to achieve higher levels on the NYSESLAT and within content areas. Students also have access to technology such as smartboard, computers, e-books and other interactive materials to support them in building vocabulary, achieve reading fluency, and improve reading comprehension across curriculum content.

Program: Title III Afterschool enrichment program

Students: Middle School ELLs – grades 6 – 8

Total number of ELLs: 30

Focus: Building vocabulary, fluency, and comprehension (Achieve 3000 and Words Their Way)

Rationale: Students are grouped according to NYS ELA proficiency level and DRP reading scores, years in the country

Schedule: 12 Sessions

- November 17th, 2014 -May 18th, 2015
- Mondays and Wednesdays from 4:00 to 5:00 PM

Name of Teacher & Certification:

- ELA Teacher: Judy Murray 7-12 ELA
- ESL Teacher: Rosa Dobles 6-12 ESL

Program: Title III Afterschool enrichment program

Students: High School ELLs – grades 9 -12

Total number of ELLs: 26

Focus: Building vocabulary, fluency, and comprehension Achieve 3000, Words Their Way, Wilson

Rationale: Students are grouped according to language ability, home language, ELA and DRP reading assessments and NYSESLAT.

Schedule: 12 sessions

- November to May 11/18/2014-05/15/2015
- Tuesdays and Fridays from 4:00 to 5:00 PM

Name of Teacher & Certification:

- ELA Teacher: Veronica Cepellos 7-12 ELA
- ESL Teacher: Rosa Dobles 6-12 ESL

Program: Title III Saturday Literacy Enrichment Program

Students: Middle School – grades 6 – 8

Total number of ELLs: 15-30

Focus: Achieve 3000, ready gen, Words Their Way, Wilson

Rationale: Students are grouped according to language ability, home language, ELA and DRP reading

Part B: Direct Instruction Supplemental Program Information

assessments and NYSESLAT.

Schedule: total of six classes

- November to January and April to June 11/15, 1/10, 4/11,4/24, 6/6
- Saturday 9 AM- 12 PM

Name of Teacher & Certification:

- ELA Teacher: Victor Roman 7-12 ELA
- ESL Teacher: Rosa Dobles 6-12 ESL

-
-
-
-

Part C: Professional Development

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

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

Begin description here: The ESL instructor and literacy teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars. PD occurs every Wednesday of every week, with whole staff. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas, specifically in aligning CCLS instruction to ELL student needs. For ELLs who transition from middle to high school, the Parent Coordinator, the Guidance Counselor, and the ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. Guidance counselors attend network training sessions in order to assist ELLs as they transition. We are a 6-12 school, transition from middle school to high school is seamless. For ELLs who transition from middle school to high school, the Parent Coordinator, Guidance counselor and ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. School leadership meets with guidance and ESL staff to plan transition activites and dates. Content area staff will be exposed to a minimum of 7.5 hours of ESL strategy training during the 2014-2015 school year during Wednesday PD session and Chancellor Day workshops. These workshops and PD will cover best practices, ELL strategies for gened teachers to execute and assessment analysis of ELL student progress. A record of these workshops and PD are kept with attendance and agenda sheets. A major focus of of our PD series is intended to assist Gen Ed classroom teachers, bilingual teachers, and instructional personnel on how to implement Sheltered Content Instruction while teaching English language learners with diverse abilities. Teachers will learn how sheltered instruction signifies the teaching of content area knowledge and skills in a more understandable way. A portiton of our weekly planning time devotes time for teachers to come together and read resarch based information and come to a shared undstanding and thinking in regareds to finding way to teach academic language on the secondary school level. Through much professional development and through a balanced literacy program ELL students are an integral part of the classroom. Teachers will learn and use strategies such as grouping students who speak the same native language and English speaking students to partner with ELL students so that the English Language Learners have a conduit to both give and receive information in the classroom. Professional Development akin to an ICT structure will allow teachers to use best practices around using A push-in model also aids in the acceleration of the ELL

Part C: Professional Development

students because they are active in the same instruction that all their classmates receive with additional assistance from ESL specialists with an increased emphasis on improving academic vocabulary.

Continued professional development will be provided by ESL teachers, outside sources and through teacher intervisitation so that classroom teachers know what strategies to use and what barriers to expect when teaching children in various levels of language acquisition. Books in students' native languages are helpful in supporting ELL students' transition from their native languages to English.

1. Welcoming English Language Learners. Conducted on November 06th, 2014 by Principal to ELA and ESL teachers from 7:00 AM- 8:00 AM. Audience: 8 ELA and ESL Teachers

Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

2. Environmental and Classroom Elements that Promote Acceptance. Conducted on November 13th, 2014 by Principal to ELA and ESL teachers from 7:00 AM-8:00 AM. Audience: 8 ELA and ESL Teachers

Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui. Audience: 8 ELA and ESL Teachers. Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

3. Nurturing Relationships with Families. Conducted on November 20th, 2014 by principal to ELA and ESL teachers from 7:00 AM-8:00 AM. Audience: 8 ELA and ESL Teachers. Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

4. Effective Classroom/ESL Strategies for Teaching English. Conducted on December 06th, 2014 from 7:00 AM-8:00 AM. Audience: (include number of teachers) 8 Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

5. Sheltered Instruction for teaching content area knowledge and skills in a more understandable way.

Conducted on December 13th, 2014 from 7:00 AM- 8:00 AM. Audience: 8 ESL and ELA Teachers

Materials: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLS and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

Part D: Parental Engagement Activities

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

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

Begin description here: A series of parent workshops will be conducted throughout the course of the year in school by our ESL coordinator, bilingual teachers, and the social worker on topics such as homework help, emotional and social issues that ELLs encounter at home, and other topics that would help parents assist their children's learning and maintain a good relationship with them.

Additional efforts have been made to connect parents with ESL classes through PHIPPS Community Development, one of the school's partners. PHIPPS came to one of the parents' meetings and described all of their programs available to parents and signed up a number for their various classes. Translation is

Part D: Parental Engagement Activities

provided by school staff who speak Spanish at parent-teacher conferences. For other languages, DOE translation services are used as needed. Because most of our ELL students are native Spanish speakers, this system allows for an automatic translation into Spanish of all information. In addition, have an ELL parent night once a month, our first was December 12th, 2014. We will continue to work on a plan to engage these parents during the school day since these parents tend to be the most disengaged from the school. Our ESL teachers, community partner Phipps and school administration will aid our parent coordinator in outreach in both english and the native languages of the ell students. Topics for workshops offered to parents to reinforce their understanding and support the learning of english for their children. Topics to be included will be the following:

-
- 1. What is ESL and ELL services (October 7th, 2014, 11:00 AM- 12:00 PM). Conducted by Parent Coordinator, AP, ELA and ESL Teachers. Audience: Parents of ELL's.
- 2. How can parents support Sheltered Instruction (November 18th, 11:00 AM- 12:00 PM). Conducted by Parent Coordinator, AP, ELA and ESL Teacher. Audience: Parent of ELL's
- 3. English classes for parents with limited english proficiency. (December 16th , 2014 11:00 AM- 12:00 PM). Conducted by Parent Coordinator, AP, ELA and ESL Teacher. Audience: Parents of ELL's
-
-
-

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 372
School Name SCHOOL FOR WILDLIFE CONSERVATION		

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 LATIR K. PRIMUS	Assistant Principal CYNTHIA TURNQUEST JONES
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher ROSA DOBLES	School Counselor RAYMOND GODWIN JR.
Teacher/Subject Area EMILY ELKIND	Parent YENNY FORTUNATO
Teacher/Subject Area VICTOR ROMAN	Parent Coordinator ISMERI RODRIGUEZ
Related-Service Provider Janine Klien	Borough Field Support Center Staff Member type here
Superintendent RAFAELA ESPINAL PACHECO	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	2	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]	3	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]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	589	Total number of ELLs	53	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	53	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	5
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	13

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	26	6	0	12			13		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			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: _____
--	---

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							5	6	7	8	4	4	2	0
Chinese														0
Russian														0
Bengali							1						1	0
Urdu														0
Arabic							2		1	2				0
Haitian														0
French							2	1	1	3				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			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	2	1	4	1	0	1	0
Emerging (Low Intermediate)								2	2	3	3	1	0	0
Transitioning (High Intermediate)							1	1	0	3	3	1	0	0
Expanding (Advanced)							2	3	3	2	1	2	2	0
Commanding (Proficient)							2	1				1		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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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										4		3		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	3			0
7	6	3			0
8	8	3			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	9		1						0
7	5		4						0
8	7		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			5		6				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	6			
Integrated Algebra/CC Algebra	20			
Geometry/CC Algebra	11			
Algebra 2/Trigonometry Math _____	2			
Chemistry	2			
Earth Science	16			
Living Environment	15			
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	13			
Geography				
US History and Government	8			
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.
In addition to schoolwide interim assessments given in core classes, our ELL's also take the DRP reading assessment 3 times a year. This data provides information on student reading ability, fluency and stamina. Students are then grouped according to their reading level and tracked throughout the year. We use the information obtained from these assessments to provide specific assignments using Acheieve 3000.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveals that many of our students are struggling with writing in extended responses and texts that are complex and on grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The Tool has been very instrumental in our groupings and scheduling. We have used data from the reports and tool to strategically program our students for ELL instruction and ELL Push In Instruction.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Many of our ELL's elect to take state assesments in English as they are more familiar with the vocabulary and concepts in english .
The data from the assessments has helped us sharpen our approach
- 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](#).]
Students receive itemized reports on their goals in regards to reading and writing proficiency in English
- How do you make sure that a student's new language development is considered in instructional decisions?

Our lesson plan template that is used schoolwide has a requisite plan for instruction that's targeted for ELL's

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

Paste response to questions here:

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

Paste response to question here:

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.

Students are identified through an intake. The three typical, preliminary assessment questions are as follows: What is the first language you learned to speak? What language is spoken the most by other persons in your home? What language do you speak the most at home? One way of making a final determination of a child's dominant language is by administering a language proficiency test. The final determination process may include an observation of the student in a non-structured environment if it appears that the student cannot tolerate a more formal language proficiency assessment.

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).

Spanish-speaking students take a school-created test that examines their reading comprehension and writing skills. Non-Spanishspeakers work with the ESL teacher to read a passage from a book, copy it and explain it. School staff then supplement these assessments with a survey filled out by the student's family, but find that these are not always reliable indicators of students' skill levels.

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).

We administer the Home Language Identification Survey to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, in collaboration of review with IEP and consultation

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.

Paste response to question here:

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).

Through Parent Teacher Meetings, Phone Blasts, Email and use of our school website Skedula.

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.

Our Parents as Partners meetings has programming specifically targeted towards the parents of ELL's to provide

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.

Paste response to question here:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here:

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here:

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

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.

Paste response to question here:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here:
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).
Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
Each of our ELL's have a combination of Stand Alone and Team Teaching in either math or English.
 - TBE program. *If applicable.*
Paste response to questions here:
 - DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
90 minutes in ELA/ ESL and 45 minutes a day in Stand Alone ESL each day.
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.
Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- We are placing a concentration of ELL students in two of three classrooms on each grade level with selected teachers, creating a master schedule whereby all ESL services were delivered through a push-in (rather than sole pull-out) model, and crafting individual program cards for all teachers to ensure that ESL teachers were pushing-into classrooms during content area studies in addition to providing pull out services.**
- In addition to this we will coordinate monthly planning days, where by the ESL teacher, classroom teacher and content area teachers meet and plan unit of instruction for science and social studies, with a specific focus on academic language.**
- Our Inquiry Team work focused on upper ELL learners with the lens of developing academic language and vocabulary, using deconstruction/reconstruction of "vivid imagery sentences" (sentences with descriptive words). Staff members attended in-house professional development opportunities offered by our Network as well as attended professional development offerings through our PSO, Urban Assembly and cluster, focused on developing academic language. We have a year round Saturday program for our 6th through twelve graders in content area studies.**

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.

Paste response to questions here:

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?
All teachers have common planning time where looking at student data and conversations on student work occur at the horizontal and vertical levels. Our Special Education teachers and ESL teachers participate and lead portions of our school wide PD.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our students in grades 6-9 receive at least 90 minutes of ELA instruction a day. Our ESL students receive 135 minutes of ESL/ELA instruction a day. This is a combination of ELA/ESL collaborative teaching and stand alone ESL.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart 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.

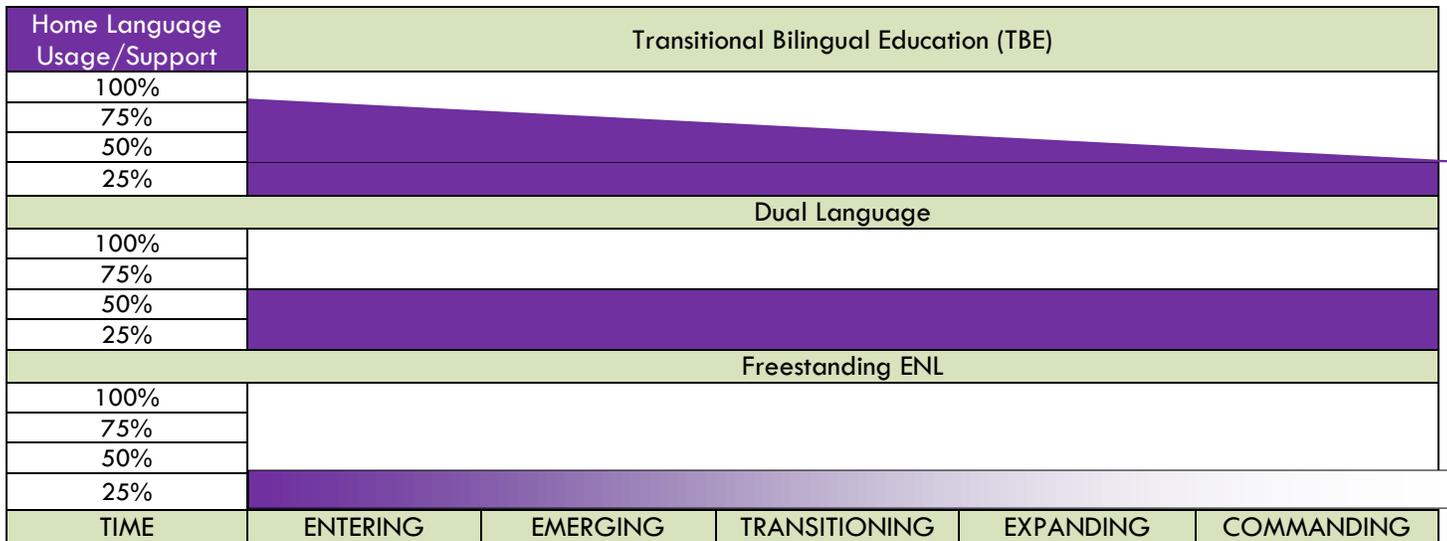


*Note: “other approved services” does not apply to New York City at this time.

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.
IN addition to pull out, push in and co-teaching models we offer extended day and Saturday academy to help support and offer small group instruction for most neediest population of students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELL's have made significant progress charted through our administrations of the DRP Reading Diagnostic in English.
12. What new programs or improvements will be considered for the upcoming school year?
We are implementing Achieve 3000 and offering up to 675 minutes of ESL instruction a week for students in grades 9-12 and 540 in grades 6-8.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are afforded the same opportunities in terms of extra curricular activities. ESL students within the 9th grade which is our most significant population in terms of size is offered classes in ELA and Math with a 1:6 adult to student ratio:
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.
We have procured an IPAD Cart, Lightsail Reading Program and Achieve 300
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
A major part of programming efforts were done to ensure that all ELL's and former ELL's receive more than the required amount of ELA, Math and Science.
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).
We conduct our parents as partners program to engage parents of ELL's. Our assistant principal, technology teacher, ESL Teachers, Parent Coordinator and members of our PTA.
19. What language electives are offered to ELLs?
Spanish Level 2 is offered as an elective. We are looking to implement Advanced Placement Spanish in the near future.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ESL instructor and literacy teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars. PD occurs every Wednesday of every week, with whole staff. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas, specifically in aligning CCLS instruction to ELL student needs. For ELLs who transition from middle to high school, the Parent Coordinator, the Guidance Counselor, and the ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. Guidance counselors attend network training sessions in order to assist ELLs as they transition. We are a 6-12 school, transition from middle school to high school is seamless. For ELLs who transition from middle school to high school, the Parent Coordinator, Guidance counselor and ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. School leadership meets with guidance and ESL staff to plan transition activities and dates. Content area staff will be exposed to a minimum of 7.5 hours of ESL strategy training during the 2015-2016 school year during Wednesday PD session and Chancellor Day workshops. These workshops and PD will cover best practices, ELL strategies for general teachers to execute and assessment analysis of ELL student progress. A record of these workshops and PD are kept with attendance and agenda sheets. A major focus of our PD series is intended to assist Gen Ed classroom teachers, bilingual teachers, and instructional personnel on how to implement Sheltered Content Instruction while teaching English language learners with diverse abilities. Teachers will learn how sheltered instruction signifies the teaching of content area knowledge and skills in a more understandable way. A portion of our weekly planning time devotes time for teachers to come together and read research based information and come to a shared understanding and thinking in regards to finding way to teach academic language on the secondary school level. Through much professional development and through a balanced literacy program ELL students are an integral part of the classroom. Teachers will learn and use strategies such as grouping students who speak the same native language and English speaking students to partner with ELL students so that the English Language Learners have a conduit to both give and receive information in the classroom. Professional Development akin to an ICT structure will allow teachers to use best practices around using A push-in model also aids in the acceleration of the ELL students because they are active in the same instruction that all their classmates receive with additional assistance from ESL specialists with an increased emphasis on improving academic vocabulary. Continued professional development will be provided by ESL teachers, outside sources and through teacher intervisitation so that classroom teachers know what strategies to use and what barriers to expect when teaching children in various levels of language acquisition. Books in students' native languages are helpful in supporting ELL students' transition from their native languages to English.
- 1.
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?

Our ESL Teacher is sent to trainings at Columbia University's Teacher's College on writing through the common core and turn-keys it for staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

During our Thursday Kid-Talk, Each grade team nominates an ELL student to develop a case study around. IN addition to that we have a high school and middle school bridge program.
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.

The ESL instructor and literacy teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars. PD occurs every Wednesday of every week, with whole staff. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas, specifically in aligning CCLS instruction to ELL student needs

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?

A series of parent workshops will be conducted throughout the course of the year in school by our ESL coordinator, bilingual teachers, and the social worker on topics such as homework help, emotional and social issues that ELLs encounter at home, and other topics that would help parents assist their children's learning and maintain a good relationship with them.

Additional efforts have been made to connect parents with ESL classes through PHIPPS Community Development, one of the school's partners. PHIPPS came to one of the parents' meetings and described all of their programs available to parents and signed up a number for their various classes. Translation is provided by school staff who speak Spanish at parent-teacher conferences. For other languages, DOE translation services are used as needed. Because most of our ELL students are native Spanish speakers, this system allows for an automatic translation into Spanish of all information. In addition, have an ELL parent night once a month, our first will be scheduled for December, 2015. We will continue to work on a plan to engage these parents during the school day since these parents tend to be the most disengaged from the school. Our ESL teachers, community partner Phipps and school administration will aid our parent coordinator in outreach in both english and the native languages of the ell students. Topics for workshops offered to parents to reinforce their understanding and support the learning of english for their children.

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.

Records are kept through our school website Skedula, parent logs, llogs and agendas.:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement is growing but still has a tremendous ways to go. The inclusion of cultural themed events has helped propel our ELL parent involvment.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Phipps Community Development, Blue Engine and the Bronx Zoo all work to :
5. How do you evaluate the needs of the parents?
Parents needs are assessed informally throughout the year and during intake sessions.
6. How do your parental involvement activities address the needs of the parents?
Our events and activities are based off of data from the NYCDOE survey and requests made through our SLT and PTA. Activities are planned with their feedback in mind.

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:

School Name: Wildlife Conservation		School DBN: 12x372	
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)
Latir K. Primus	Principal		10/1/15
Cytnhia Turnquest Jones	Assistant Principal		10/1/15
Ismeri Rodriguez	Parent Coordinator		10/1/15
Emily Elkind	ENL/Bilingual Teacher		10/1/15
Yenny Fortunato	Parent		10/1/15
Victor Roman	Teacher/Subject Area		10/1/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Raymond Godwin Jr.	School Counselor		10/1/15
Rafaela Espinal Pacheco	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12x372** School Name: **Urban Assembly School For Wildlife**
Superintendent: **Espinal Pacheco**

Before you begin, please check the following:

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

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

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

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

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

Language preferences are assessed at intake in addition to reports gathered from ATS, STARS and transcripts from previous schools.

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

The preferred languages are Arabic, Spanish, French, Albanian and Bengali

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.)

Our school currently produces, student handbooks, family handbooks, School Calendar and our skedula website in Spanish and English. All communications sent home are produced in English and Spanish. We have sent other items to be formally translated into Arabic.

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.

Our ESL teacher and Parent Coordinator meets with each incoming family and conducts an intake assessment. At this point, our ESL teacher administers a running record reading assessment in the child's native language and English as well.

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.

We have and will continue to utilize services from the Translation and Interpretation Unit, members of community organizations and staff that speak many of the obscure languages here at our school such as Albanian, Arabic and French.

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 order to meet our translation needs we will use interpreters from the Translation and Interpretation Unit and members of our staff who are fluent in French, Albanian and Arabic to provide translations on site when necessary.

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.)

We have issued the brochure from the Translation and INterpretation unit in advance of our Open house and back to school events.

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

We have issued parents bill of rights in spanish, and have made our school website through Skedula accessible in Spanish and English

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)

We will be using the NYCDOE survey in addition to surveys develop in house to guage feedback develop a more targeted approach towards enhancing parent engagement.