



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE URBAN ASSEMBLY GATEWAY SCHOOL FOR TECHNOLOGY

DBN: 02M507

PRINCIPAL: APRIL MCKOY

EMAIL: AMCKOY@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
April Mckoy	* <u>Principal</u> or Designee	Signature of approval on file
Ian Leblanc	*UFT Chapter Leader or <u>Designee</u>	Signature of approval on file
Alakesha Murray	*PA/PTA President or Designated Co-President	Signature of approval on file
N/A	DC 37 Representative, if applicable	N/A
Donald Jenkins	Student Representative	Signature of approval on file
Wilber Valencia	Student Representative	Signature of approval on file
N/A	CBO Representative, if applicable	N/A
Kieran Flahive	Member/Teacher	Signature of approval on file
Ellen Hogarty	Member/ Community Coordinator	Signature of approval on file
Kerry Ann Reid Brown	Member/Parent	Signature of approval on file
Bernadette Taylor	Member/Parent	Signature of approval on file
Yesenia Lebron	Member/Parent	Signature of approval on file

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how yUA Gateway is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- YUA Gateway should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of yUAG’s needs.
- YUA Gateway should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires yUA Gateway to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. YUA Gateway is encouraged to use the template as it is provided, or align it in accordance with yUAG’s goals, or replace it entirely with a Parent Involvement Policy created by yUA Gateway that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

By June 2012 50% of freshman enrolled in integrated algebra will demonstrate college readiness by achieving a score of 80% or above on the integrated algebra regents.

Comprehensive needs assessment

As a new school we do not yet have comparative data from prior years. The data to set this goal comes from our students' 8th grade math scores, interim assessments and the summative assessments given so far this year. 8th grade scores reveal that 47% of students who are now in integrated algebra scored at level 3 or above on the 8th grade exam. The NYC progress report places a college ready standard passing rate of 80% for students who score at level 3 or above in the 8th grade. With 47% of our students in integrated algebra entering at level 3 or higher, UAG will work towards making 50% of our freshman enrolled in integrated algebra achieve at the college ready level of 80% or higher on the regents.

Action Plan/Strategies:

- ICT Math: Two teachers collaborating in one classroom for students with IEPs and students who benefit from the instruction of two teachers. Target Population: Students with IEPs and students who scored at a level of 2 or 1 on 8th grade exam. Timeline: Beginning in September and continuing all year
- GOLD: Goal Oriented Learning and Development (G.O.L.D), our support system for remediation and enrichment. Through GOLD, teachers identify between 1 and 8 students (who are not meeting at least 70% learning targets with proficiency) to meet with during the appropriate GOLD period. In this way, teachers have a structured time to meet with students in each of their classes, and students who are not meeting learning targets in multiple classes can meet with all necessary teachers. This systemized structure will prevent students from "slipping through the cracks." With intentional scheduling, no struggling students will go for more than one week without targeted teacher support. Students who are meeting and exceeding learning targets may also meet with teachers for enrichment activities. All other students engage in enrichment activities provided by community based organizations and partners. Struggling students also have opportunities for enrichment activities. By design, G.O.L.D. requires us to identify exactly *what* students are struggling with. If a student is struggling in three out of five classes, at least two days a week, they are engaged in enrichment activities. If a student is struggling in all classes, accommodations will be made to make sure that they also are a part of the enrichment activities for a portion of their week. Homework Help is an extension of GOLD. Whereas GOLD focuses on teachers helping students, Homework Help which occurs after GOLD is about students helping students. Target Population: Students who did not achieve the learning target for the day. Timeline: Beginning in September and continuing all year
- Daily instruction using an interactive SMART Board: Interactive SMART Board will be used for daily instruction. The interactive Smart Board is used to write and record lessons, create charts and link the classroom to the internet. Classroom teachers are able to save lessons for review and spiraling which is crucial to UA Gateway because of attendance and retention issues. The SMART board is also used to link internet sites, and software to daily classroom instruction. The board is now used by all five mathematics classroom teachers on a daily basis. The Smart Response system, an interactive response system allows teachers to instantly assess students during the lesson. Target Population: Students in all math classes. SMART board instruction will be supported by professional development through on-site trainers. Outside resources will be used to provide professional development Timeline: Beginning in September and continuing all year
- Graphing calculators: TI-83 Graphing calculators- TI-83 graphing calculators are used to support the teaching of algebra. These calculators are used in the Integrated Algebra courses to assist students with speed, as students are able to graph, compute and create table values quickly. Without technology, it is significantly more difficult for students who have few skills and little understanding of fractions and integers to study algebra in a meaningful way. With the calculators they have the opportunity to study rich mathematics and to improve manipulative skills. Studies have shown that students scored significantly higher on a test on solving linear equations with the use of these calculators. The calculators may also have an impact on students' attitudes toward math

problems. Graphing calculator technology is recommended by national standards in mathematics. Target Population: All students in math courses
Timeline: Beginning in September and continuing all year

- Spiraling- the inclusion of previously covered material to reinforce current class content on course assessments. The IA math teacher spirals by using the following guideline: 10% of exams, 10% of homework, 10% of “Starters” are also spiraled. Spiraling math curriculum allows for students to revisit previously taught, key content areas with increased sophistication as they progress through the curriculum. Through spiraling, students practice the basic formulas and operations that are often the foundation for more difficult problems and concepts. Target Population: All students enrolled in math courses Timeline: Beginning in September and continuing all year
- Summative Assessments every two weeks: The IA math teacher engages in math item analysis for each and all summative assessments given to identify consistent areas of difficulty, gaps in the curriculum and ways to spiral content and skills. All assessments mirror the regents and are selected from regents exams. Target Population: All students Timeline: Beginning in September and continuing all year
- Predictive assessments: Students are administered the predictive for times per year in the form of two midterms and two finals. The midterms and final look exactly like a regents and are summative in nature. They include all content covered up until that point to gauge progress towards the exam. After each midterm and final, teachers break down the data and create a reflection plan for what to do with the data, how and what to re-teach and how to proceed for the rest of the year. Target Population: Students enrolled all math classes Timeline: November 2011, January 2011, March 2012, June 2012
- Math meetings: Bi-Monthly department meetings to discuss classroom strategies, students’ progress, spiraling, the lowest third, the top third, the middle third, PI Day, etc. Target Population: All students enrolled in math courses. Timeline: Beginning in September and continuing all year.
- Jupiter Grades: Teachers will use Jupiter Grades a school wide system data storage and grade reporting system to keep students and parents constantly informed about their progress. Jupiter grades also links all academic, attendance and anecdotal student data. Students enrolled in math courses will receive their Jupiter Grades report every two weeks, keeping them updated on their status in math. Target Population: All students enrolled in Mathematics courses Timeline: Beginning in September and continuing all year
- Differentiation through technology: UAG uses technology to differentiate instruction. Students receive individualized practice on math problems through Khan Math, Archipelago Learning, Juno and teacher found sites. Target Population: Students struggling in specific units Timeline: Beginning in October and continuing all year.
- Spring semester course leveling: After analysis of student progress in the first quarter, we have decided to greater level our math courses based on interim data. Increased leveling to place students within a range of success will allow for deeper differentiation and better pacing. Students who need an even smaller classroom setting will be slated for even smaller classes. Target Population: All students in integrated algebra Timeline: February 2012 through June
- Professional development on differentiation; AUSSIE staff members were brought in to conduct professional development on differentiation on Election Day to address specific staff questions on how to address the varied student needs. Target Population: For all students Timeline: November 2011
- Math teacher’s Observation of Master Math teachers: Our math teacher will make visits to the classrooms of successful math teachers to observe strategies for differentiation, assessment, student motivation and math achievement. Timeline: Four times during the school year beginning in October
- UAG Summative Assessment Retake Policy: At UAG all summative assessments can be re-taken by students if the assessment was failed or if the student wishes to retake the assessment for a higher grade. The student simply needs to work with the teacher during GOLD and then the reassessment date is set. Target Population: All students that did not do well on a summative assessments Timeline: Beginning in September and continuing all year
- Observation of the math classroom: The principal, peers, UA network coaches and a Math for America Coach will observe the math classroom to offer feedback and support to math teacher based on a common rubric and with particular students in mind. Target Population: All students Timeline: Beginning in September and continuing all year
- Review weeks in May and June: The math teacher has created a pacing calendar that plots new skills and content throughout the school year that ends in mid-May allowing for 3-4 weeks of review and reinforcement for the pending June regents. Target Population All students Timeline: May 2012 and June 2012
- Geometer Sketchpad: Software that gives students a tangible, visual way to learn mathematics Target Population All students Timeline: Beginning in September and continuing all year

- Math seminar for math teacher: The UAG math teacher will attend a yearly long monthly seminar designed as 7 interrelated, cohesive sessions suited for middle and high school math teachers and open to special educators and school leaders. There may be short reading and/or classroom-based assignments between sessions. Participants are strongly encouraged to attend all sessions
 - Nov 16th Mathematical modeling: What is it? Why does it matter?
 - Dec 14th Mathematical modeling: How students mathematize their reality
 - Jan 18th Mathematical talk: Crafting mathematical argument
 - Feb 15th Mathematical talk: Teacher moves to support development
 - Mar 21st Endless algebra: Why kids are struggling and what we can do
 - Apr 18th Endless algebra: Building a conceptual understanding 6 - 12
 - May 16th Common Core for Mathematics: Where are we now?

Increased Parent Involvement

- All families receive a home visits in July from a UAG staff member to build a strong relationship and establish the lines of open communication
- Parent Orientation and tour in August to acquaint families with the school
- Curriculum Night in September and February to inform parents about what their child is learning in their classes
- Thank-Cake Dinner in November to celebrate UA Gateway community
- Jupiter Grades to communicate grades, anecdotal information, referrals, and attendance in “real time.” Parents receive Jupiter Grades training at UAG during Parent Teacher Conferences
- Progress Reports updated every other week for students and parents
- Referral system of assigned advisors that relate and communicate with families on a regular basis.
- Introduce parents to online resources (Archipelago Learning, Khan Academy) that can be reached from home and that they can use with their child to help them study
- Parent handbook outlines the UAG polices and resources
- Parent Newsletter goes out every month to inform parents of the latest at the school
- Principal’s parent letter addresses the most pressing issues monthly
- School tours are conducted for any parents that wants to come to the school during the school day
- Parent meetings and their or our request

Strategies for increased teacher quality

- Teachers are observed before hiring
- The search for teachers begins one year before the teacher is hired
- UAG participates in all teacher fairs
- Referral system of teachers by other teachers
- Hiring committee reviews, interviews and hires teachers based on a rigorous interview process
 - All teacher references are checked and questioned
- New teachers receive mentoring
- All teachers teach with their licenses

- **Not Applicable for this goal**

Budget and resources alignment

- \$2000 Per session for extra tutoring from Title I and Fair Student Funding
- \$2000 Per session for Saturday School Title I and Fair Student Funding
- \$875 Archipelago Learning from Title I Funding
- \$65, 000 ICT teacher from Fair Student Funding
- \$1, 250 Professional development on differentiation from ARRA funding
- \$1, 250 Professional development on smart response
- \$4, 375 Graphing calculators from Fair Student Funding
- \$2,072 Math text Books from NYSTYL
- \$ 479.40 Geometer Sketchpad from Fair Student Funding
- \$5000 for SMART board from ARRA funding

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

By June 2012 70% of freshman will earn 10 or more credits including ELLs, students with special needs and students in the lowest third.

Comprehensive needs assessment

Research indicates that freshmen who earn 10 credits or higher have the greatest chance of graduating in four years. While we anticipate that many students will need an extra summer to make up additional credits, we are aiming for 70% of students to earn at least 10 credits at the end of June in their freshman year.

Instructional strategies/activities

- Consistent school-wide grading policy use of rubrics to communicate progress and achievement on learning targets. All instruction at UA Gateway is based on clear learning targets framed in "I can" statements. Student grades come from reaching learning targets on summative assessments and formative assessments. Summative Assessments are worth seventy percent of a student's grade and formative assessments are worth twenty percent of each student's grades. Learning targets that are not reach are logged and recorded. Students will receive credit for missed learning targets if they reach those learning targets later on in the semester. Target Population: All students Timeline: Beginning in September 2011 and continuing throughout the year
- Teachers at UA gateway consistently use rubrics on a four point scale to communicate progress on summative assessments. Passing at UA Gateway is considered to by a 2.5 or higher on a summative assessment. If a student scores below a 2.5 on a summative assessment, he/she is ALWAYS given an opportunity to be reassessed after working with a teacher to reach missed targets. Target Population: All students Timeline: Beginning in September 2011 and continuing throughout the year
- Frequent communication and updates through progress reports given out to students bi-weekly and all progress is tracked through Jupiter grades. This is online system that communicates with both parents and students about their child's progress. This will help parents and students keep track of their progress in each class. The system also allows parents and students to email teachers with questions and concerns to teachers. This tool is also used to

email teachers about questions on assignments. Target Population: All students Timeline: Beginning in September 2011 and continuing throughout the year

- Aligned Literacy Strategies for grade teams are used to help students in literacy. Across the grade students learn Cornell note taking to help process information and identify the main idea. They practice active reading strategies when studying a text. These skills help students retain and understand content. Target Population: All students Timeline: Beginning in September 2011 and continuing throughout the year
- Inquiry Team looks at student progress weekly. Through data collecting and discussion, we identify the students performing at the bottom third and target them for aligned strategies across content. These students receive the same strategies in all classes around a lagging skill to improve performance. Target Population: Students performing in the bottom third Timeline: Beginning in September 2011 and continuing throughout the year
- During Teacher Talk Tuesdays teachers share lesson plans, strategies, best practices and troubleshoot common areas of deficiency in teaching and learning. We use self assessment data from the teacher effectiveness rubric to guide our discussions and work. Principal observations also guide and set the agenda. Target Population: All students Timeline: Beginning in September 2011 and continuing throughout the year.
- ELL and Special Education Teams meet separately from the inquiry team to assess how ALL ELLS and students with IEPs are progressing. Their grades, academic growth and overall progress is discussed by the two teams. Action plans are created with follow up for teachers, the social worker, the special education teacher, advisor or principal. Target Population: ELLs and Students with IEPs Timeline: Beginning in September 2011 and continuing throughout the year.
- GOLD Target Oriented Learning and Development (G.O.L.D), our support system for remediation and enrichment. Through GOLD, teachers identify between 1 and 8 students (who are not meeting at least 70% learning targets with proficiency) to meet with during the appropriate GOLD period. In this way, teachers have a structured time to meet with students in each of their classes, and students who are not meeting learning targets in multiple classes can meet with all necessary teachers. This systemized structure will prevent students from “slipping through the cracks.” With intentional scheduling, no struggling students will go for more than one week without targeted teacher support. Students who are meeting and exceeding learning targets may also meet with teachers for enrichment activities. All other students engage in enrichment activities provided by community based organizations and partners. Struggling students also have opportunities for enrichment activities. By design, G.O.L.D. require us to identify exactly *what* students are struggling with. If a student is struggling in three out of five classes, at least two days a week, they are engage in enrichment activities. If a student is struggling in all classes, accommodations will be made to make sure that they also are a part of the enrichment activities for a portion of their week. Homework Help is an extension of GOLD. Whereas GOLD focuses on teachers helping students, Homework Help which occurs after GOLD is about students helping students. Target Population: Students that did not reach learning targets for the day Timeline: Beginning in September 2011 and continuing throughout the year.
- Academic Counseling in Advisory. Every Friday advisors meet with some of their advisees to talk about their academic progress in all classes. Advisors review their progress, set goals with students and help them identify areas of need and help students determine which teachers they should approach. Target Population: All students with a priority to students that are struggling Timeline: Beginning in September 2011 and continuing throughout the year.
- Increased teacher accountability for low passing rates: Teachers will meet with the principal to discuss students who are not passing courses. Teachers reflect after each major quarterly assessment. This includes the midterms and finals. During these meetings, teachers present the assessment. They answer questions about what the assessment is assessing and reflect on how varied population performed on the assessment. A plan is made for students who did not do well. Additionally, Teachers set goals for student achievement as a part of their yearly goal setting

- Target Population: All students after quarterly assessments Timeline: Beginning in September 2011 and continuing throughout the year.
- UAG Summative Assessment Retake Policy: At UAG all summative assessments can be re-taken by students if the assessment was failed or if the student wishes to retake the assessment for a higher grade. The student simply needs to work with the teacher during GOLD and then the reassessment date is set. Target Population: All students that did not do well on a summative assessments Timeline: Beginning in September and continuing all year
- Performance Task Assessments: Students are assessed in more ways than in traditional tests. Performance Task Assessments will be used to demonstrate student progress on learning targets. Target Population: All students Timeline: Beginning in September 2011 and continuing throughout the year.
- UA Gateway will use online learning and blended learning for credit recovery and to help students reach learning targets. Target Population: All students for are not passing courses. This is supported by one-one computing. Timeline: TBD
- Summative Assessments every two weeks: UAG teachers engage in math item analysis for each and all summative assessments given to identify consistent areas of difficulty, gaps in the curriculum.. All assessments in regents classes mirror the regents and are selected from regents exams. Target Population: All students Timeline: Beginning in September and continuing all year
- Incentives for passing classes including: National Honor Society membership, UAG awards at our awards ceremony, movie tickets, bulletin boards, school recognition. Population: All students Timeline: Beginning in November and continuing all year

Increased Parent Involvement

- All families receive a home visits in July from a UAG staff member to build a strong relationship and establish the lines of open communication
- Parent Orientation and tour in August to acquaint families with the school
- Curriculum Night in September and February to inform parents about what their child is learning in their classes
- Thank-Cake Dinner in November to celebrate UA Gateway community
- Jupiter Grades to communicate grades, anecdotal information, referrals, and attendance in “real time.” Parents receive Jupiter Grades training at UAG during Parent Teacher Conferences
- Progress Reports updated every other week for students and parents
- Referral system of assigned advisors that relate and communicate with families on a regular basis.
- Introduce parents to online resources (Archipelago Learning, Khan Academy) that can be reached from home and that they can use with their child to help them study
- Parent handbook outlines the UAG polices and resources
- Parent Newsletter goes out every month to inform parents of the latest at the school
- Principal’s parent letter addresses the most pressing issues monthly
- School tours are conducted for any parents that wants to come to the school during the school day
- Parent meetings and their or our request

Strategies for increased teacher quality

- Teachers are observed before hiring
- The search for teachers begins one year before the teacher is hired
- UAG participates in all teacher fairs
- Referral system of teachers by other teachers

- Hiring committee reviews, interviews and hires teachers based on a rigorous interview process
- All teacher references are checked and questioned
- New teachers receive mentoring
- All teachers teach with their licenses

- **Not Applicable for this goal**

Budget and resources alignment

- \$17,065 Professional development in the summary on grading policy , rubrics, curriculum development from Fair Student Funding
- \$12,008 for home visits to all families
- \$1000 Jupiter Grades from NYSTLY Software Funding
- \$5000 DYO Assessment Funding
- \$73, 547 for one-one computing with OTPS New school supplemental finding beginning in February 2012
- \$56, 386 for one to one computing with ARRA funding
- 23, 289 VITEA funding for one to one computing
- \$15,452 for staff computers with ARRA funding
- \$3,848 for staff computers with Title I
- \$? Online learning courses TBD

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

By June 2012 the yearly attendance average at UA Gateway will be 92%.

Comprehensive needs assessment

- According to the DOE, when students enter the ninth grade, when students miss less than 4 days in their freshman year, 87% of them graduated on time. When they missed 5-9 days 63% of them graduated on time. Missing a few days of school every month severely reduces a student's chances of graduating high school on time. As a new school, the importance of establishing high expectations around attendance is key. Our founding freshman will set the precedent for the rest of the years and future classes entering UAG. We want students to a. feel the academic pressure to come to school daily and b. *love the school* to want to come to school daily.

Action Plan/Strategies:

- Phone calls: UAG will make phone calls to students daily after each absence. Target Population: All absent students Timeline: Beginning in September and continuing throughout the year.
- Attendance Board The names of all students will be placed on the attendance board of UAG. Every Monday, the secretary will repost the names based on updated student attendance records. Target Population: All UAG students Timeline: Beginning in November and continuing throughout the year. \
- Attendance goal setting with students with traditionally low attendance: All students at UAG will develop a personal attendance goal during goal counseling sessions with their advisors. To make attendance goals realistic and authentic, the goals will be developed based on the student's previous year's attendance, current circumstances and responsibilities. After the initial attendance goal-setting session, students will receive weekly RISA (individual attendance reports). Advisors play a key role in establishing strong bonds with teachers in order to help them set goals. Target Population: Students will attendance below 80 Timeline: Beginning in November and continuing throughout the year.
- The UAG Attendance Team will meet once during the week, during lunch period on Thursdays. . As a part of meeting protocol during both meetings, the team will discuss the strategies that are working and those that are not. Suggestions and adjustment to the strategies will be tweaked during these meetings. The data necessary to conduct meetings will include lists of targeted students, their current attendance, and student attendance goals and interventions strategies to date. Target Population: Students with attendance below 80% Timeline: Beginning in November and continuing throughout the year.
- Incentives UAG will use varies incentives to get students to come to school and keep them happy about being at UAG. . Tiered incentives include: the posting of names, positive phone calls, assembly recognition, t-shirt, movie tickets, The Gate-Away, Sprit Week, Thank-Cake Dinner, ice skating, PI day, Snowboarding, paintball, Poem in your pocket day, college trips, Broadway plays, etc Target Population: All UAG Students Timeline: Beginning in September and continuing throughout the year.
- School Social Worker as a trained clinician works with students and families, referring them to outside services and resources. The social worker counsels students around emotional and family issues to help them negotiate difficult times. . Target Population: Students with attendance below 80% Timeline: Beginning in September and continuing throughout the year.

Clubs, partner events and special trips tied to the technology theme of the school: The UA Gateway Partners, including the Hospital for Special Surgery, Iridescent Learning, Channel Thirteen, the Educational Video Center, Brooklyn Experimental Media Center (BxMC) at NYU Polytechnic have reached out in

different ways to our school during the summer and throughout the fall. We had individual strategic planning sessions with all partners during the summer, and several partners came to our inaugural Friendraiser in August. Goldman Sachs has further defined their relationship with UA Gateway as a close friend of the school and demonstrated this by planning a Minds Wide Open vent in November with the school featuring an on-site panel and preparatory session with the school, and a more small scale audience in conversation with a Goldman Sachs executive at a lunch session. The November event is leading to a December visit to Goldman Sachs for twenty-five of our students featuring a tour and a cloud computing workshop. NYU Polytechnic has had additional planning meetings to integrate their Betaville 3D imaging software into our geometry class this Spring, and has also reached out to their K-12 STEM Funding Office to brainstorm additional ways we can work with their departments, particularly in regards to their Cybersecurity Program with Mouse Squad, and increasing awareness of the biomedical field for students interested in the Health IT pathway. The Hospital for Special Surgery has also participated in our CTE Advisory Board Meeting and additional planning meetings for a February visit and tour of their facility, in conjunction with their media department and our students, who will create a film of their visit. The Educational Video Center has proposed a year-long video production curriculum and professional development program for one of our English Language Arts classes next year, which will also be coordinated with the Channel Thirteen proposal to have the students create their own program with Channel Thirteen and learn about different production roles while mentoring younger students through a pipeline. Iridescent Learning has reached out to their network to respond to our Honorary Partner Survey to determine what technology employers, especially women executives in technology, seek in their new employees, from soft skills to software know-how. Iridescent Learning will be sponsoring the Technovation Challenge program at UA Gateway in the Spring.

- Target population: All students Timeline: Beginning in September continuing throughout the year.

Increased Parent Involvement

- All families receive a home visits in July from a UAG staff member to build a strong relationship and establish the lines of open communication
- Parent Orientation and tour in August to acquaint families with the school
- Curriculum Night in September and February to inform parents about what their child is learning in their classes
- Thank-Cake Dinner in November to celebrate UA Gateway community
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- Referral system of assigned advisors that relate and communicate with families on a regular basis.
- Introduce parents to online resources (Archipelago Learning, Khan Academy) that can be reached from home and that they can use with their child to help them study
- Parent handbook outlines the UAG polices and resources
- Parent Newsletter goes out every month to inform parents of the latest at the school
- Principal’s parent letter addresses the most pressing issues monthly
- School tours are conducted for any parents that wants to come to the school during the school day
- Parent meetings and their or our request

Strategies for increased teacher quality

- Teachers are observed before hiring
- The search for teachers begins one year before the teacher is hired
- UAG participates in all teacher fairs
- Referral system of teachers by other teachers
- Hiring committee reviews, interviews and hires teachers based on a rigorous interview process
- All teacher references are checked and questioned
- New teachers receive mentoring
- All teachers teach with their licenses

- N/A

Budget and resources alignment

- \$15,000 Urban Arts Partnership with ARRA funding
- \$10,332 UA Gateway OTPS School Supplemental Funding
- \$445 Thank-Cake Dinner (OTPS NSS, Fair Student Funding)
- \$5,000 Broadway Play with Fair Student Funding
- \$1,475 Ice skating with fair Student Funding
- \$60,819 School Social Worker with Title I Targeted Assistance and Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

By June 2012 70% of students will effectively take note using the Cornell note-taking method based on the Note Taking Rubric developed by the 9th grade team.

Comprehensive needs assessment

Teaching a freshman how to and categorize information through note taking will help them immensely in high school as well as college when note-taking and information organization is required on a daily basis. Cornell Note Taking (CNT) gives students a way to get students to review notes systematically, practice higher level thinking skills and to think actively as they learn. At UAG, Cornell notes are used in all classes during reading activities, lecture and presentations.

Instructional strategies/activities

- Teachers will receive professional development in the summer on the skills required in order for students to take notes effectively August 2011
- Teachers will develop a common rubric for note taking based on the skills and outcomes necessary for information processing , identifying the main idea and categorizing. Lessons are modeled to ensure a standard September 2011
- Teachers will identify lesson plans across content where the skills required for effective note-taking will be taught. They will plan aligned lessons together to be taught across the grade team. The lessons will be common core-aligned and incorporates opportunities for students to process and categorize content through text and lecture research using the Cornell Note taking method. Beginning September 2011 and continuing throughout the year.
- Lessons will be implemented across the 9th grade in several units during the school –year Beginning September 2011 and continuing throughout the year.
- Teachers and students will use the note taking rubric to rate themselves on their ability to process information and take notes effectively Beginning September 2011 and continuing throughout the year.
- Teachers will increase text and lecture difficulty over the course of the year to help students move up on the rubric Beginning September 2011 and continuing throughout the year.
- Teachers will assess student note taking skills during Teacher Talk Tuesday meetings. Beginning September 2011 and continuing throughout the year.
- Teachers will receive observations and will receive feedback based on the Cornell Note Taking rubric November and continuing throughout the year.
- School wide evaluation of all student’s skills on Cornell Note Taking in February 2012 and May 2012

Increased Parent Involvement

- All families receive a home visits in July from a UAG staff member to build a strong relationship and establish the lines of open communication
- Parent Orientation and tour in August to acquaint families with the school
- Curriculum Night in September and February to inform parents about what their child is learning in their classes
- Thank-Cake Dinner in November to celebrate the UA Gateway community
- Jupiter Grades to communicate grades, anecdotal information, referrals, and attendance in “real time.” Parents receive Jupiter Grades training at UAG during

Parent Teacher Conferences

- Progress Reports updated every other week for students and parents
- Referral system of assigned advisors that relate and communicate with families on a regular basis.
- Introduce parents to online resources (Archipelago Learning, Khan Academy) that can be reached from home and that they can use with their child to help them study
- Parent handbook outlines the UAG policies and resources
- Parent Newsletter goes out every month to inform parents of the latest at the school
- Principal's parent letter addresses the most pressing issues monthly
- School tours are conducted for any parents that wants to come to the school during the school day
- Parent meetings and their or our request

Strategies for increased teacher quality

- Teachers are observed before hiring
- The search for teachers begins one year before the teacher is hired
- UAG participates in all teacher fairs
- Referral system of teachers by other teachers
- Hiring committee reviews, interviews and hires teachers based on a rigorous interview process
- All teacher references are checked and questioned
- New teachers receive mentoring
- All teachers teach with their licenses

- N/A

Budget and resources alignment

- Summer Professional development on Cornell Note Taking (included in budget on goal # 2)
- DYO grading of Cornell Note Taking Skill (included in budget in goal #2)

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

By June 2012 50% of freshman will demonstrate college readiness by achieving a score of 75% or above on the living environment or earth science regents.

Comprehensive needs assessment

As a new school we do not yet have comparative data from prior years. The data to set this goal comes from our students' 8th grade math and ELA scores, interim assessments and the summative assessments given so far this year. 8th grade scores reveal that 47% of students who are now in integrated algebra scored at level 3 or above on the 8th grade exam. 8th grade scores also reveal that 29% of our freshman scored at a level 3 or above on the 8th grade ELA exam. The NYC progress report places a college ready standard passing rate of 75% science exams. UAG will work towards making 50% of our freshman enrolled in science regents achieve at the college ready level of 75% or higher on a science regents.

Action Plan/Strategies:

- Aligned literacy strategies: Cornell Note taking and Close Reading Strategies will be used in both Living Environment and Earth Science courses to help students develop academic vocabulary and process large amounts of information. Teachers will be assessed on their teaching of these strategies in informal observations by the principal. Target Population: For all students Timeline: Beginning in September and continuing all year
- ELL teacher push into Science classes: Two teachers collaborating in one classroom for ELLs to increase ELL literacy skills including academic vocabulary Target Population: ELLs. Timeline: Beginning in February and continuing all year
- GOLD: Goal Oriented Learning and Development (G.O.L.D), our support system for remediation and enrichment. Through GOLD, teachers identify between 1 and 8 students (who are not meeting at least 70% learning targets with proficiency) to meet with during the appropriate GOLD period. In this way, teachers have a structured time to meet with students in each of their classes, and students who are not meeting learning targets in multiple classes can meet with all necessary teachers. This systemized structure will prevent students from "slipping through the cracks." With intentional scheduling, no struggling students will go for more than one week without targeted teacher support. Students who are meeting and exceeding learning targets may also meet with teachers for enrichment activities. All other students engage in enrichment activities provided by community based organizations and partners. Struggling students also have opportunities for enrichment activities. By design, G.O.L.D. requires us to identify exactly *what* students are struggling with. If a student is struggling in three out of five classes, at least two days a week, they are engaged in enrichment activities. If a student is struggling in all classes, accommodations will be made to make sure that they also are a part of the enrichment activities for a portion of their week. Homework Help is an extension of GOLD. Whereas GOLD focuses on teachers helping students, Homework Help which occurs after GOLD is about students helping students. Target Population: Students who did not achieve the learning target for the day. Timeline: Beginning in September and continuing all year
- Daily instruction using an interactive SMART Board: Interactive SMART Board will be used for daily instruction. The interactive Smart Board is used to write and record lessons, create charts and link the classroom to the internet. Classroom teachers are able to save lessons for review and spiraling which is crucial to UA Gateway because of attendance and retention issues. The SMART board is also used to link internet sites, and software to daily classroom instruction. The board is now used by all five mathematics classroom teachers on a daily basis. The Smart Response system, an interactive response system allows teachers to instantly assess students during the lesson. Target Population: Students in all science classes. SMART board instruction will be supported by professional development through on-site trainers. Outside resources will be used to provide professional development Timeline: Beginning in September and continuing all year
- Summative Assessments every two weeks: Science teachers engage in assessment item analysis for each and all summative assessments given to

identify consistent areas of difficulty, gaps in the curriculum and ways to spiral content and skills. All assessments mirror the regents and are selected from regents exams. Target Population: All students Timeline: Beginning in September and continuing all year

- Predictive assessments: Students are administered the predictive for times per year in the form of two midterms and two finals. The midterms and final look exactly like a regents and are summative in nature. They include all content covered up until that point to gauge progress towards the exam. After each midterm and final, teachers break down the data and create a reflection plan for what to do with the data, how and what to re-teach and how to proceed for the rest of the year. Target Population: Students enrolled all math classes Timeline: November 2011, January 2011, March 2012, June 2012
- Science meetings: Bi-Monthly department meetings to discuss classroom strategies, students' progress, spiraling, the lowest third, the top third, the middle third, etc. Target Population: All students enrolled in science courses. Timeline: Beginning in September and continuing all year.
- Jupiter Grades: Teachers will use Jupiter Grades a school wide system data storage and grade reporting system to keep students and parents constantly informed about their progress. Jupiter grades also links all academic, attendance and anecdotal student data. Students enrolled in math courses will receive their Jupiter Grades report every two weeks, keeping them updated on their status in math. Target Population: All students enrolled in Mathematics courses Timeline: Beginning in September and continuing all year
- Differentiation through technology: UAG uses technology to differentiate instruction. Students receive individualized practice on science questions through Khan Academy, Archipelago Learning, Juno and teacher found sites. Target Population: Students struggling in specific units Timeline: Beginning in October and continuing all year.
- Professional development on differentiation: AUSSIE staff members were brought in to conduct professional development on differentiation on Election Day to address specific staff questions on how to address the varied student needs. Target Population: For all students Timeline: November 2011
- UAG Summative Assessment Retake Policy: At UAG all summative assessments can be re-taken by students if the assessment was failed or if the student wishes to retake the assessment for a higher grade. The student simply needs to work with the teacher during GOLD and then the reassessment date is set. Target Population: All students that did not do well on a summative assessments Timeline: Beginning in September and continuing all year
- Observation of the science classroom: The principal, peers, and UA network coaches will observe the science classroom to offer feedback and support to science teachers based on a common rubric and with particular students in mind. Target Population: All students Timeline: Beginning in September and continuing all year
- Review weeks in May and June: Science teachers have created a pacing calendar that plots new skills and content throughout the school year that ends in mid-May allowing for 3-4 weeks of review and reinforcement for the pending June regents. Target Population: All students Timeline: May 2012 and June 2012

Increased Parent Involvement

- All families receive a home visits in July from a UAG staff member to build a strong relationship and establish the lines of open communication
- Parent Orientation and tour in August to acquaint families with the school
- Curriculum Night in September and February to inform parents about what their child is learning in their classes
- Thank-Cake Dinner in November to celebrate UA Gateway community
- Jupiter Grades to communicate grades, anecdotal information, referrals, and attendance in "real time." Parents receive Jupiter Grades training at UAG during Parent Teacher Conferences
- Progress Reports updated every other week for students and parents
- Referral system of assigned advisors that relate and communicate with families on a regular basis.
- Introduce parents to online resources (Archipelago Learning, Khan Academy) that can be reached from home and that they can use with their child to help them study
- Parent handbook outlines the UAG policies and resources
- Parent Newsletter goes out every month to inform parents of the latest at the school
- Principal's parent letter addresses the most pressing issues monthly

- School tours are conducted for any parents that wants to come to the school during the school day
- Parent meetings and their or our request

Strategies for increased teacher quality

- Teachers are observed before hiring
- The search for teachers begins one year before the teacher is hired
- UAG participates in all teacher fairs
- Referral system of teachers by other teachers
- Hiring committee reviews, interviews and hires teachers based on a rigorous interview process
- All teacher references are checked and questioned
- New teachers receive mentoring
- All teachers teach with their licenses

- **Not Applicable for this goal**

Budget and resources alignment

- All discussed and accounted for in goal number 1

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in yUA Gateway.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	26	26	26	N/A			43	
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Mathematics	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Science	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Social Studies	Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	All students at risk are reviewed regularly and intervention plans are created in conjunction with teachers and advisors by the social worker. During Teacher Talk Tuesdays and Kid Talk Thursdays, the 9 th grade team participates in grade level meetings developing strategies to guide instruction and differentiated learning. The grade team is involved in identifying students for AIS including but not limited to after-school, lunch-and-learn and tutoring services. The team also involves parents in the intervention process and makes referrals for outside intervention services where necessary.

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. YUA Gateway is encouraged to use the template as it is provided, or align it in accordance with yUAG's goals, or replace it entirely with a Parent Involvement Policy created by yUA Gateway that meets federal requirements.

The PIP should describe how yUA Gateway will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**THE URBAN ASSEMBLY GATEWAY SCHOOL FOR TECHNOLOGY 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 UA Gateway. Therefore, UA Gateway, 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 UA Gateway and the families. UAG'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 UA Gateway community. UA GATEWAY 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 UA Gateway community;

UAG'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. UA Gateway 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 UA Gateway. 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, UA Gateway 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 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 schools 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 our 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 UA Gateway and will work to ensure that UA Gateway 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;

UA Gateway 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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;

THE URBAN ASSMEBLY GATEWAY SCHOOL FOR TECHNOLOGY SCHOOL-PARENT COMPACT

UA Gateway, 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 and 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jon Green	District 02	Borough Manhattan	School Number 507
School Name The UA Gateway School for Technology			

B. Language Allocation Policy Team Composition [?](#)

Principal April Mckoy	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Ian LeBlanc	Guidance Counselor
Teacher/Subject Area Corinth Hunter/ELA	Parent Alakesha Murray
Teacher/Subject Area Rodney Jackson/Sped	Parent Coordinator type here
Related Service Provider Gabby Canale	Other type here
Network Leader Jon Green	Other type here

C. Teacher Qualifications [?](#)

Please 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 ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	124	Total Number of ELLs	11	ELLs as share of total student population (%)	8.87%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

- 1.1. UA Gateway makes home visits to all freshman the summer prior to their entrance in September. At this time, the home language is determined, the survey is given during some visits and all others are followed up by our social worker. Our certified social worker with a bilingual extension, Gabby Canale, administers the Home Language Identification Survey (HLIS) to remaining every students and families within the first ten days of the school year, including the oral interview and the formal initial assessment. Mrs. Canale along with the ESL teacher Mr. LeBlanc also administers the LAB-R by the first deadline for LAB-R evaluation in September.
2. During the student application process from September to January, we publicize through open houses, presentations, and individual conversations that we only offer Freestanding ESL and do not have Bilingual or Dual Language programs. We also relay that information to the Office of Student Enrollment so that students and families have accurate expectations of our program choice.
3. The certified ESL teacher distributes the entitlement letters and monitors closely the return of survey and selection forms with the school pupil personnel secretary. All survey forms are returned to the teacher and then stored in each student's cumulative file in the main office.
4. The school has many structures in place to ensure that parents understand all of the programs offered at our school. Meetings are conducted for the parents of newly arrived students, the ELL Parent Brochure is distributed, and the DOE Parent Orientation Video is shown to explain all of the programs offered and answer questions at the UAG Parent Orientation. Individual interviews at the home visits help parents select the programs that best address the needs and desires of their children. The ESL teacher and bilingual social worker also teach Advisory classes that includes all of the ELL students, which increases the regular telephone and face-to-face communication with each family.
5. This is UAG's first year as a school.
6. Our programs are aligned with our parents' choices. We have built this alignment by conducting meetings (home visits) where parents are free to ask questions about the programs offered at the school and their different components and tour the school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes❄	No❄	If yes, indicate language(s):
Dual language program	Yes●	No❄	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										5				5
										6				6
Total	0	0	0	0	0	0	0	0	0	11	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	6

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 special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	1			2						3
Dual Language										0
ESL	1						6			7
Total	2	0	0	2	0	0	6	0	0	10

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish										0				0
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other 0										0				0
TOTAL	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	
	EL L	EP																		
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second 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										9				9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	11	0	0	0	11								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

Our students are served in self contained classes and in heterogeneous groups of ELL's organized by the 9th grade level. This allows students to have the maximum interaction with English-proficient peers and the general education curriculum. ELLs are supported by the 9th grade team of teachers. Students in the freestanding ESL program the mandated minutes of ESL instruction per week in a heterogeneous as well as self contained ELA class in a classroom taught by a certified ESL teacher. Beginner and some intermediate students are grouped together in one section with the teacher. Some intermediate and advanced students are grouped together in one section with the teacher with a large number of English-proficient peers making up the remainder of the class.

The curriculum of these courses is identical to that of the 9th grade ELA course, but with additional scaffolded support for the ESL students offered via the teacher's expertise and training. In addition, beginner and low intermediate ELL's will begin to receive push in ESL instruction in science in the spring semester. Students are identified for this support via the NYSESLAT modality report, their interim assessments and internal diagnostics implemented in the first 2 weeks of schools. Beginner ELL's receive at least 540 minutes/week in both grades via the ESL/ELA course, tutoring and push-in support in the content area courses.

Intermediate ELL's in both grades receive at least 360 minutes of ESL instruction through the heterogeneous ELA/ESL push in course, meeting the 360 minutes/week mandate. Advanced ELL's in both grades receive at least 180 minutes of ESL and 180 minutes of ELA through though the heterogeneous ELA/ESL push in course, meeting the 180 minutes/week for ESL and ELA mandate.

In the freestanding ESL program, beginner and intermediate ELL's have their content courses with a ESL-certified teacher. Our ELL's with special needs are serviced within co-taughtclasses in ELA/ESL and the content areas with a focus on basic literacy as well beginning in the spring semester. We have no SIFE or new comer ELLs.

Students in US schools less than three years receive intensive ESL support, which includes a lunchtime and after school one-one tutoring sessions and prep for all high school Regents exams to simultaneously help them improve their proficiency levels in English and complete the coursework in their core content areas. In addition, the materials for their other courses are modified to their level so that they can complete the same works as their native speaking classmates.

For ELLs receiving service from 4-6 years their problem areas have been identified and they receive tailored instruction in their weaker areas. Like students who have are receiving services for less than three years, materials for their other courses are modified to their level so that they can complete the same works as their native speaking classmates.

The long-term ELLs receive the same services and support as the other ELLs, but in addition, like the newcomers, they are receiving extra support in the form of lunch-time tutoring and AIS. Furthermore, they are being evaluated to see if there is a learning disability that has affected their ability to adequately learn English.

ELLs with special needs receive ESL support as well as push-in, small class setting, and/or related services support as mandated by their IEPs.

All ELL students receive targeted Academic Intervention Services (AIS) in the content area targeted for support. AIS services are provided in English during lunch periods and after-school by the content-area teacher and the licensed ESL teacher.

All ELLs who reach proficiency will continue to receive AIS services in English as needed in targeted content areas. This includes:

- continued small group instruction to support these students
- continued native language instruction and support
- age appropriate books in the students native language
- pairing and/or grouping with other students that can continue to support growth in the second language
- Support in the area of writing in the second language
- Continued attendance of afterschool AIS

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100% shared writing, guided writing, independent writing, and grammatical structures bonding.	100% shared writing, guided writing, independent writing, and grammatical structures bonding.	100% shared writing, guided writing, independent writing, and grammatical structures bonding.
75% Beginning: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.	75% Beginning: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.	75% Beginning: Focuses on phonetic awareness, listening discrimination and cooperative learning activities that facilitate speaking.
50% Intermediate and Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing. All ESL, native language, ELA and content area teachers meet weekly.	50% Intermediate and Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing. All ESL, native language, ELA and content area teachers meet weekly.	50% Intermediate and Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing. All ESL, native language, ELA and content area teachers meet weekly.
25% Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing. All ESL, native language, ELA and content area teachers meet weekly.	25% Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing. All ESL, native language, ELA and content area teachers meet weekly.	25% Advanced: Build on skills in meta-cognition, sequencing and summarizing, compare and contrast, schema building, making predictions in areas such as listening, reading, and writing. All ESL, native language, ELA and content area teachers meet weekly.
0% None	0% None	0% None

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

In the 9th grade we target interventions and support through co-teaching, the ESL pull-out course, and tutoring/study skills to students based on identified need, including 8th grade grades and test scores for 9th grade students and 9th grade credit accumulation and Regents and NYSESLAT scores. Students with the greatest need (regardless of ELL status or NYSESLAT scores) are added to additional sections of cotaught classes in the content areas or smaller classes. Students in need of less support are programmed for GOLD - a 30 minute period each day with the teachers in the content areas where they have struggled the most. Because most of our ESL instruction is delivered in a heterogeneous classroom environment, ELL's who are transitioning out of ESL class can and should be peers in these courses and so can continue to benefit from the ESL methodology. Native language support remains available to these students in the content areas through the involvement of the bilingual ESL teacher and school social worker in planning in those areas.

Since our emphasis is on including ELLs to the maximum extent possible in all academic and extracurricular programming in the school, ELLs have equal access to after school and extracurricular programming to other students. Materials advertising these programs are available in English as well as Spanish and provided to parents in these languages. As part of our programming, we will ask all students to participate in a summer bridge

We use a combination of teacher created materials that reference basic ESL textbooks to plan our curriculum. In creating our scope and sequence for English Language development, we referenced the common core standards as the basis of the learning targets for ELLs. We use Rosetta Stone for students interested in independent study. Native language support is provided for Spanish-speaking ELLs through co-teaching with a bilingual ESL teacher in the content areas.

During the summer before school, our entire staff did home visits or in school parent meetings for all of our incoming student. We prioritized students with IEPs and ELLs for our outreach. Our bilingual school social worker, ESL teacher and community associate met with families and informed them of programming choices as well as offered assistance for students and families in transitioning them to high school. We also held a parent orientation in late August that provided information about the school in both English and Spanish and an opportunity for parents to gain more information about the school and its programming. Finally, the advisors of all students reached out to students during the first two weeks of school to check in and offer support for transitions. Electives in technology are offered to all of our students.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
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D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers, coordinators, and administrators, including the principal, ESL, special education, and subject-area coordinators and teachers, participate in a summer professional development institute and regular in-service professional development workshops focused on differentiation and problem-based instruction. ELL personnel also attend professional development workshops on ELL instruction as offered by our PSO organization, the Urban Assembly, and other organizations. PD in ELL methodology will be embedded in the year long professional development sequence. These activities include classroom intervisitations and debriefing, school intervisitations, task analysis, data disaggregation, differentiated instruction and best practices with ELL's totaling approximately 20 hours of professional development.

Records of these meetings are kept electronically through agendas and sign in sheets. 9th grade advisors and social worker receive information about their incoming ELL students and families and time in their schedule each week to do family outreach and 1:1 counseling with all students, including ELL's to ease their transition to high school. The advisory orientation program for the first 5 days also works to support students in this transition and make connections between ELL's and English speaking peers. ELL training was provided during summer professional development and focused on techniques for differentiating instruction within a heterogeneous class to support English Language Learners.

Teachers receive staff development on how to assess and monitor student progress. Teachers will develop techniques and strategies for collecting and analyzing student data and using this information to differentiate instruction. Teachers will receive professional development on specific scaffolding techniques that enhance the performance of ELL students both in ESL and in subject classes. The instructional materials we use to support the learning of ELLs include leveled libraries, dictionaries, visual aides and lesson plans that allow for differentiated instruction. The ESL teacher works collaboratively with all administrators, including the principal and content-area and special education teacher in the school. Teachers also receive coaching in research-based instructional strategies, differentiating instruction, and lesson planning. Teachers will participate in weekly professional development conferences in problem-based learning, aligning the curriculum to the standards, and academic rigor in a thinking curriculum.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are involved through conversations with advisors that take place at least once per month, twice annual parent/teacher/student conferences, which are held both on the mandated evenings but also through individually scheduled appointments, and the PTA and SLT. Translation for all of these events are provided via in school staff and DOE translation services for major language groups, in our case Spanish. The parents of ELL's are some of the most highly engaged parents on the PTA. We gather information from parents via individual conversations with advisors and through the PTA leadership and plan on tailoring our activities to this feedback.

We have monthly parent association meetings, which all parents participate in, including parents of ELLs. Spanish translation is available to Spanish speaking parents. Communications and calls to parents are translated. Parent involvement is high due to our advisory structure. We evaluate the needs of parents through conversations with Advisors and parent surveys. Parents receive information on the academic program, preparation for graduation, college, and career, outside agencies and resources and other topics through our parental involvement activities. The school is not yet partnered with a CBO.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
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cotaught classes in the content areas or smaller classes. Students in need of less support are programmed for GOLD - a 30 minute period each day with the teachers in the content areas where they have struggled the most. Because most of our ESL instruction is delivered in a heterogeneous classroom environment, ELL's who are transitioning out of ESL class can and should be peers in these courses and so can continue to benefit from the ESL methodology. Native language support remains available to these students in the content areas through the involvement of the bilingual ESL teacher and school social worker in planning in those areas.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

UA Gateway uses Degrees of Reading Assessment to measure and monitor student literacy. We also use a reading and writing workshop model in our ELA and ESL classes and the reading levels of these students are used to target texts at their reading levels. Based on the our NYSESLAT and LAB-R results, our students tend to be much stronger in the listening and speaking modality than in the reading and writing modality. Instructional implications for this information include providing a schoolwide focus on literacy across the content areas to help all students, including ELL's, to strengthen their reading and writing skills through regular, meaningful practice. The LAB-R and NYSELAT data also reveal a pattern of continued attempts to pass the NYSELAT exam with deficiencies in reading and writing. Grades show that students have had difficulty in content area classes due to those deficiencies.

We use the periodic assessments to target instruction to the NYSESLAT and to evaluate the success and progress of students towards the goal of improving these scores. The ESL teacher teams get access to this data and can use it for broad instructional decisions as well as student-specific interventions. The success of our programs is evaluated using the following metrics: credit accumulation, passing of summative and formative assessments. We also use CPAS (DYO interim assessment) progress, student and parent feedback.

We are using the ELL Periodic Assessments in common planning meetings to examine student mastery rates vis-à-vis learning targets. The results of the ELL Periodic Assessment have been distributed to all of the teachers and a school wide professional development meeting was held to discuss what the students needed to work on and how we could support them across the content areas. The teachers were able to take these results and use them to help inform their instruction.

The native language of the ELLs is used on occasion to support their learning. The students all have access to bilingual dictionaries and sometimes have the option to write in their native language.

We use the following criteria to evaluate success:

- ESL and content-area class grades
- Formative Assessments
- DRA results
- Summative Assessments
- Student feedback
- Parent feedback

We do not have students taking the ELA Regents yet. We do not offer dual language at this point.

Additional Information

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

Paste additional information here

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	6	5			11
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8			7		4				11
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		2		5		1		10
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		1		1
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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									

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Urban Assembly Gateway School</u>		School DBN: <u>507</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
April Mckoy	Principal		12/19/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ian LeBlanc	ESL Teacher		12/19/11
Alakesha Murray	Parent		12/19/11
Corinth Hunter	Teacher/Subject Area		12/19/11
Rodney Jackson	Teacher/Subject Area		12/19/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Gabby Canale	Other <u>Social Worker</u>		12/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M507 **School Name:** UA Gateway School for Technology

Cluster: _____ **Network:** The Urban Assembly

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We review the home language survey results of entering students as well as call each family to find out the translation needs of our families during home visits. All students are given a Home Language Identification Survey upon entrance into the New York City Department of Education schools and this information is available through ATS for us to review and identify the language needs of students' families. We also administer a survey to both parents and students (available in English and most common native languages based on HLIS) during the summer and first week of school asking for additional preferences in terms of both written and oral communication.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Spanish is the language of the vast majority of non-English speaking parents. A few parents speak French, Arabic, Albanian, Chinese, and other languages. Student home languages are reported to the school community through our internal Google Docs database. This information is distributed via staff on a student demographics spreadsheet at the beginning of the year and available on ARIS throughout the year.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All school letters and other materials are translated by in-house staff or by the NYC DOE Translation Department into Spanish. Where possible, external services are utilized. The findings were that the vast majority of parent/guardians with language difficulties requested Spanish translations or interpretations. Larger longer term projects and translation of critical documents will be translated via the NYC DOE's Office of Translation Services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Bilingual personnel are always ready to provide translation services in Spanish. Where necessary, NYC DOE and external services are utilized. Oral interpretation services will be provided into Spanish at all meetings of parents, including PTA, SLT, Parent/Teacher Conferences, and IEP meetings. Legal Interpreting services will be contracted for large group meetings to provide simultaneous interpretation. In house staff, including the school social worker and community coordinator will provide translation for smaller meetings into Spanish. Over the phone translation from DOE's Office of Translation Services will be used during Parent/Teacher Conferences, when multiple translators are needed simultaneously and to translate into other languages.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that translation services are available if needed. The "Parent Bill of Rights and Responsibilities" will be distributed to families via mail each year and be made available at large meetings of parents – parent/teacher conferences, PTA, curriculum night, etc. The translation services posters are posted prominently in the main office of the school for all visitors to see upon entry into the school's space. We will work in conjunction with the other schools on the Graphics Campus to include translation service provisions in more of our official documents