



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE URBAN ASSEMBLY UNISON SCHOOL

**DBN (i.e. 01M001):** 13K351

**Principal:** EMILY JARRELL

**Principal Email:** EJARRELL@SCHOOLS.NYC.GOV

**Superintendent:** BARBARA FREEMAN

**Network Leader:** SHANNON CURRAN

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Emily Jarrell	*Principal or Designee	
Maggie Coppolo	*UFT Chapter Leader or Designee	
Arlette Williams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Judith Best	Member/ Parent	
Amy Piller	Member/ Director of Curriculum	
Tracy Gibson	Member/ ELA Teacher	
Cassandra Barnes	Member/ Parent	
Tashon Cooley	Member/ Parent	
Theresa Gass	Member/ Parent	
Johanna Josaphat	Member/ UFT Chapter Leader	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

During the 2013- 2014 school year, we will increase the literacy achievement of the students at The Urban Assembly Unison School. By June 2014, 75% of the students will meet or exceed the national yearly growth average on the Degrees of Reading Power Assessment (4 DRP points growth for 6<sup>th</sup> graders and 3 DRP points growth for 7<sup>th</sup> graders). By June 2014, 75% of the students in the lowest quartile as measured by the Degrees of Reading Power assessment in September 2013, will exceed the national yearly growth average of 4 points for 6<sup>th</sup> graders and 3 points for 7<sup>th</sup> graders. By June 2014, 75% of the students in the highest quartile as measured by the Degrees of Reading Power assessment in September 2013 will exceed the national yearly growth average.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Of the current 6<sup>th</sup> graders, 38% scored a Level 1 and 35% scored a Level 2 on the New York State ELA exams in Spring 2013.  
Of the current 7<sup>th</sup> graders, 52% scored a Level 1 and 39% scored a Level 2 on the New York State ELA exams in Spring 2013.  
65% of the 6<sup>th</sup> and 7<sup>th</sup> grade students scored below the 45<sup>th</sup> percentile nationally on the Degrees of Reading Power Assessment.  
64% of the 7<sup>th</sup> grade students whose unadjusted growth percentile on the Spring 2013 ELA exams was in less than the 50<sup>th</sup> percentile, scored Level 2.5 or higher on the 5<sup>th</sup> grade ELA exam.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- All teachers will use a consistent structure for small group reading instruction, Unison Reading, across all core curriculum classes as described in a comprehensive Unison Reading rubric that describes student responsibilities, teacher responsibilities, and necessary environment and procedural structures.
- All teachers will meet with every student once every two weeks in a Unison Reading group for 20 minutes each.
- The instructional coaching and observational feedback will be focused on getting students to actively participate in the reading groups – identifying misunderstandings and key understandings through text-based discussions with one another.
- Professional development will focus on the quality of reading instruction within Unison Reading.

#### B. Key personnel and other resources used to implement each strategy/activity

- All teachers
- Lead Teacher, Amy Piller
- Instructional Coaches, Sabina McNamara and Tamika Stewart
- Mentors, Annie Annunziato and Margaret Coppolo

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Curriculum-based Measures on Oral Reading Fluency and Reading Comprehension will be administered every 8 weeks – student progress will be tracked against national norms. Growth for all students will be tracked for growth aligned to norms and the students in the lowest quartile as well as the highest quartile will be analyzed for growth outpacing norms.
- Degrees of Reading Power Assessment will be administered in September 2013, January 2014 and June 2014. January 2014 data will be analyzed to track the growth of all students – looking for a half year's worth of growth. The lowest and highest quartile of students will be tracked for growth that outpaces national average growth.
- Teachers will inventory the cumulative total number of Unison Reading groups in which each student has participated by January and again in March.
- Administrators and coaches will inventory Unison Reading opportunities for the lowest five students and highest five students in each class by January and again in March. This instructional accounting will be part of teacher feedback to ensure sufficiency for each student in small group reading instruction.

#### D. Timeline for implementation and completion including start and end dates

- Summer training for all teachers in a network-wide, week-long institute dedicated to training teachers on Unison Reading
- Summer training for all Unison teachers at the Unison School that includes training on implementing Curriculum-based Measures and implementing Unison Reading in all core classes.

- Professional Development Focus for Unison Reading: Rules, procedures, and systems in Fall 2013, Instructional accounting and sufficiency in Winter 2013, Raising the quality of discourse in Winter 2014, Raising the quality of discourse and increasing student agency in Spring 2014
- CBM Administration: September 2013, December 2013, February 2014, April 2014, June 2014
- Instructional Accounting in January 2014, March 2014, May 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 64 minute periods for all core classes
- Book orders for classroom libraries
- Magazine subscriptions for all core classrooms
- Ipads for every classroom
- Desktop computers for every classroom
- Laptop computers for every classroom
- Title 1 funding for a Lead Teacher
- Title 1 funding for compensatory coaching positions
- ARRA per session allocated toward teacher professional development

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Third Thursdays – Unison School will hold an open house for all parents to come into classrooms and observe Unison Reading in the core classes one morning per month. It includes an informal discussion breakfast with time for questions and answers with staff and Principal and opportunities to visit their students to see Unison Reading in action.
- Summer Bridge – Incoming families and students are invited in to Unison School to experience Unison Reading and to discuss the process and approach to the small group reading instruction at Unison School.
- Curriculum Night – Inviting all families in to Unison School for an evening event to meet teachers and to hear about how Unison Reading will work in the core classes.
- Learning Leaders – Title 1 funding to pay for a Learning Leaders program that will train parents as in-classroom volunteers and will provide multiple workshops for parents.
- Creating a “Family and Community Engagement Lead” position as a Circular six title for teachers.
- Family Phone Call System – Implementing a family phone calling system where every student is partnered with one Unison team member for bi-weekly phone calls home about upcoming events and to update parents on student work progress. These phone calls also serve as an opportunity to answer questions about instruction and curriculum.
- Parent Teacher Conferences – Twice a year, inviting families to come to the school and discuss their students’ academic improvement
- Jupiter Grades – online communication tool for sharing academic growth and achievement data
- DRP letter home to families in January to share data about DRP scores and explain growth

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teachers will plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts at least 85% of the time.

## **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

ELA:

Of the current 6th graders, 38% scored a Level 1 and 35% scored a Level 2 on the New York State ELA exams in Spring 2013.

Of the current 7th graders, 52% scored a Level 1 and 39% scored a Level 2 on the New York State ELA exams in Spring 2013.

65% of the 6th and 7th grade students scored below the 45<sup>th</sup> percentile nationally on the Degrees of Reading Power Assessment.

64% of the 7th grade students whose unadjusted growth percentile on the Spring 2013 ELA exams was less than 50<sup>th</sup> percentile, scored Level 2.5 or higher on the 5th grade ELA exam.

Math:

Of the current sixth graders, 55% scored a Level 1 and 33% scored a Level 2 on the New York State Mathematics Exam in Spring 2013

Of the current seventh graders, 64% scored a Level 1 and 29% scored a Level 2 on the New York State Mathematics Exam in Spring 2013

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **A. Strategies/activities that encompass the needs of identified subgroups**

- Implement Common Core aligned curriculum in ELA and Math: Expeditionary Learning and CMP3.
- Implement a Common Core instructional inventory checklist system in all core classes. Teachers track lesson taught against Common Core standards in a checklist format to track coverage of standards.
- In January, Principal will meet with all core content teachers to check in amount of coverage and to revise lesson and unit pacing as needed.
- Implement a universal unit planning guide across all core classes
- Build content teams to collaborate for unit planning, and to give feedback to one another on units and lessons.
- Content Teams will use data from classroom and standard assessments to differentiate instruction based on individual student needs.
- Classroom observation feedback to all teachers on a Danielson Domains two and three.
- One-on-one standards based content learning conferences between teachers and students.
- Utilize Citizen Schools expanded learning day to implement needs-based mathematics learning centers with a twice weekly "math league" period

### **B. Key personnel and other resources used to implement each strategy/activity**

1. All teachers
2. Lead Teacher, Amy Piller
3. Instructional Coaches, Sabina McNamara and Tamika Stewart
4. Mentors, Annie Annunizato and Margaret Coppolo

### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Utilize unit assessments from CMP3 and Expeditionary Learning
2. Students will reference standards in 85 % of conferences with teachers by February of 2014
3. When asked, students will be able to identify the common core aligned learning objective of their independent work 85% of the time by February, 2014

### **D. Timeline for implementation and completion including start and end dates**

1. NYC DOE provided specific summer workshops on CMP3
2. Summer training for all teachers in a network-wide, week-long institute dedicated to training teachers on Curriculum Planning
3. Summer training for all Unison teachers at the Unison School that includes training on unit and lesson planning in all core classes.
4. Professional Development Focus for Curriculum and Unit planning: Classroom structures, classroom materials, and unit planning in Fall 2013, Assessment and lesson planning in Winter 2013, Raising the quality of projects and student work in Winter 2014, Increasing student agency in Spring 2014
5. Instructional Accounting in January 2014, March 2014, May 2014

### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 64 minute periods for all core classes
2. CMP3 and Expeditionary Learning curriculum materials

3. Magazine subscriptions for all core classrooms
4. Ipads for every classroom
5. Desktop computers for every classroom
6. Laptop computers for every classroom
7. Title 1 funding for a Lead Teacher
8. Title 1 funding for compensatory coaching positions
9. ARRA per session allocated toward teacher professional development
10. Circular Six position for common planning time for all teachers

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Third Thursdays – Unison School will hold an open house for all parents to come into classrooms and observe instruction in the core classes one morning per month. It includes an informal discussion breakfast with time for questions and answers with staff and Principal and opportunities to visit their students to see them in action.
- Summer Bridge – Incoming families and students are invited in to Unison School to experience sample math, reading, and writing activities and to discuss the process and approach to the small group instruction at Unison School.
- Curriculum Night – Inviting all families in to Unison School for an evening event to meet teachers and to hear about how curriculum will work in the core classes.
- Learning Leaders – Title 1 funding to pay for a Learning Leaders program that will train parents as in-classroom volunteers and will provide multiple workshops for parents.
- Creating a “Family and Community Engagement Lead” position as a Circular six title for teachers.
- Family Phone Call System – Implementing a family phone calling system where every student is partnered with one Unison team member for bi-weekly phone calls home about upcoming events and to update parents on student work progress. These phone calls also serve as an opportunity to answer questions about instruction and curriculum.
- Parent Teacher Conferences – Twice a year, inviting families to come to the school and discuss their students’ academic improvement
- Jupiter Grades – online communication tool for sharing academic growth and achievement data

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, Unison School will create a positive culture for learning as demonstrated by a threefold decrease in VADIR score and a 50% decrease in OORS incidents as compared to the 2012-2013 academic year.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The 2012-2013 VADIR (Violent and Disruptive Incident Reporting) score for Unison School was 4.19. A VADIR score of 1.5 signifies that a school is considered “persistently dangerous”.

Unison School scored a composite 6.4 out of ten, which is below the Citywide average of 7.7 and includes a student rating of 5.2 and a teacher rating of 5.6 out of ten

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Four deans, including a Citizen Schools Dean of Culture, one D-75 Shared instruction paraprofessional serving as dean focused on the D-75 shared instruction student enrolled in Unison School, and two Unison staff members serving as part-time deans
2. Hallway Duty as a Circular Six professional period for teachers
3. Advisory program in conjunction with Citizen Schools during the expanded learning day
4. Full time School Social Worker
5. School-wide implementation of consistent, coherent and systematic behavioral response system used in all classrooms
6. Behavior intervention meetings, including parents, with students who have the highest number of reported incidents that interrupt learning or break school rules
7. Girls' Leadership Group that meets weekly for lunch with the Principal for six recidivist female students
8. Network Safety Liaison leads weekly boys' group for four recidivist male students plus ten boys identified as high risk

**B. Key personnel and other resources used to implement each strategy/activity**

1. Amy Piller and Annie Annunziato, Unison teachers that each act as part-time Deans
2. Ryan Francis, D-75 paraprofessional and dean for shared instruction students
3. Courtney Lemm, Citizen Schools Dean of Culture
4. Eric Berg, School Social Worker
5. Emily Jarrell, Principal
6. Vinnie Hurst, Network Safety Liaison
7. Summer per session from grant funding to create a school culture committee responsible for creation and implementation of school-wide systems and structures
8. Daily detention
9. School pride events and materials including talent show, bracelets, spirited sports games, key chains, stickers, etc.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. VADIR score checked monthly to maintain a level less than 1.5, reflecting a threefold decrease from last academic year
2. OORS data will be looked at quarterly to compare to last year, targeting a 50% reduction in reported incidents
3. Social emotional development self-assessments given twice yearly to monitor shift in student self-perception

**D. Timeline for implementation and completion including start and end dates**

1. Summer 2013 professional development focused on school-wide behavior response systems
2. Fall 2013 classroom presentations to all students on school-wide rules, regulations, expectations and response systems
3. Weekly school culture meetings
4. Ongoing interventions as needed
5. Spring 2014 – re-visit incident reporting and suspension data to revise systems for upcoming academic year

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session for detention and professional development
2. Compensatory position for dean
3. Additional after school per session for dean work and parent contact
4. Lead teacher
5. Jupiter online log to track phone calls home and concerns about particular students

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Third Thursdays – Unison School will hold an open house for all parents to come into classrooms and observe instruction in the core classes one morning per month. It includes an informal discussion breakfast with time for questions and answers with staff and Principal and opportunities to visit their students to see them in action.
- Summer Bridge – Incoming families and students are invited in to Unison School to experience sample math, reading, and writing activities and to discuss the process and approach to the small group instruction at Unison School.
- Curriculum Night – Inviting all families in to Unison School for an evening event to meet teachers and to hear about how curriculum will work in the core classes.
- Learning Leaders – Title 1 funding to pay for a Learning Leaders program that will train parents as in-classroom volunteers and will provide multiple workshops for parents on topics including study skills and high school choice.

- Creating a “Family and Community Engagement Lead” position as a Circular six title for teachers.
- Family Phone Call System – Implementing a family phone calling system where every student is partnered with one Unison team member for bi-weekly phone calls home about upcoming events and to update parents on student work progress. These phone calls also serve as an opportunity to answer questions about instruction and curriculum.
- Parent Teacher Conferences – Twice a year, inviting families to come to the school and discuss their students’ academic improvement
- Jupiter Grades – online communication tool for sharing academic growth and achievement data
- National Lawyers Guild presentation to PTA about Stop-and-Frisk and student legal rights

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Unison Reading</li> <li>• Reading conferences – one-on-one tutoring</li> <li>• Writing conferences – one-on-one tutoring</li> </ul>	Small group and one-on-one	<ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Extended Day</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Learning Groups</li> <li>• Needs-based learning centers</li> <li>• Math conferences</li> </ul>	Small group and one-on-one	<ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Extended Day</li> <li>• Expanded Learning Day</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Learning Groups</li> <li>• Needs-based learning centers</li> <li>• Science Conferences</li> </ul>	Small group and one-on-one	<ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Extended Day</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Learning Groups</li> <li>• Needs-based learning centers</li> <li>• Social Studies Conferences</li> </ul>	Small group and one-on-one	<ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Extended Day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• At-risk counseling</li> </ul>	Small group and one-on-one	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

11. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>School Wide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to recruit high quality teachers, we posted for vacancies in various places, and ultimately culled through hundreds of resumes, with a special eye for teachers who had received accolades for achieving within their field. Additionally we looked at their achievement scores and student data. We attended many hiring fairs to reach all potential candidates.

To retain high quality teachers we offer a plethora of professional development, with a focus on using in house methods to ensure that our teachers are consistently collaborating and getting high quality professional support. To this end, the administration conducts residencies in which we co-teach with teachers for a week at a time, helping the teacher establish strengths, needs and goals to push the caliber of instruction. Additionally the school offers lab sites where teachers can observe one another conducting various elements of the curriculum. All of the teachers use a curriculum called Learning Cultures, which allows for coherence across classrooms, and allows staff to depend on one another for ideas and support. Finally the staff meets for an hour and a half every Friday to analyze student work and video of classrooms to critique and make suggestions going forward. These professional development sessions are based on the New York City instructional expectations as well as the National Common Core Standards. Since the curriculum calls upon teachers to keep prolific records of their student growth it also affords the opportunity to have teachers analyze this data and look for trends and ways to push the student body and the teaching staff further.

As far as assignments go, we ensure that all of our teachers are certified in the areas that they teach. This way our teachers will be able to use both their content knowledge and their pedagogical skills to make sure our students are learning the material they need to succeed. We also have a partnership with an extended learning program called Citizen Schools, whose teachers in training work alongside our teachers for one period of the day. Through this partnership our teachers can hone their own teaching skills in the process of teaching brand new teachers to the profession, who can then more effectively support our students in the after school program. As we also work with a District 75 school, we also have multiple paraprofessionals working with our students, and their collaboration with our teachers lends another layer of support.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teacher Teams:

- Department teams meet weekly to provide feedback to one another on unit and lesson plans using Danielson.
- Department teams meet weekly to share pedagogical practices that increase student engagement.
- Grade teams meet bi-weekly to support one another in implementing consistent, coherent and systematic behavior responses

Feedback:

- Teachers inter-visit each other's classrooms to give Danielson-aligned feedback to one another.
- Principal meets with teachers every two weeks to give classroom feedback on common-core aligned tasks, lessons, and units.
- Mentors and coaches visit new teachers weekly and meet with them to give them feedback on standards-aligned instruction.

- Mentors and coaches visit new teachers weekly and meet with them to give them feedback on pedagogical practices.
- Coaching:
- Monthly consultant, Cynthia McCallister, professor from NYU and creator of Unison School's instructional model visits for one full day a month holding lab sites and classroom coaching.
  - Lead teacher plans and models lessons with teachers.
  - Mentors and coaches observe and help teachers set goals aligned to Danielson. Coaches and mentors model when appropriate.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

At Unison School, funds are coordinated and integrated as a means to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in our school. This includes:

- Title I funds are used to fund teachers to increase the core curriculum class minutes per week.
- Title I funds are used to provide professional development opportunities for teachers.
- ARRA funds are used to provide expanded learning time for all students.
- ARRA funds are used to provide technology resources to students on a daily basis.
- Fair Student Funding and Title I will be used for a compensatory coaching position.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

Unison Schools is a Middle School.

**Measures to Include Teachers in Decisions Regarding Assessments**

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

Unison School is not SWP for the 2013-2014 Academic year.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, 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 our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school 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 our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic

quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 dedicated staff person to serve as a liaison between the school and families. A dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The dedicated staff person 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 1<sup>st</sup> 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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.

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>351</b>
School Name <b>The Urban Assembly Unison School</b>		

### B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Emily Jarrell</b>	Assistant Principal
Coach <b>Amy Piller, Dean of Culture</b>	Coach <b>Sabina McNamara, ELA teacher</b>
ESL Teacher <b>Olga Tyminska</b>	Guidance Counselor
Teacher/Subject Area <b>Johanna Josaphat/social st.</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Sharon Jacker, Business Manage</b>
Related Service Provider	Other <b>Maggie Coppolo, Special Ed.</b>
Network Leader (Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>144</b>	Total number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>13.19%</b>
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# Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							1	1						2
SELECT ONE							0	0						0
<b>Total</b>	0	0	0	0	0	0	1	1	0	0	0	0	0	2

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10			8		3	1			19
Total	10	0	0	8	0	3	1	0	0	19
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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							2	3						5
Chinese								0	0					0
Russian							0	0	0					0
Bengali							4	2						6
Urdu							0	0	0					0
Arabic							3							3
Haitian							0	0	0					0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1						4
<b>TOTAL</b>	0	0	0	0	0	0	13	6	0	0	0	0	0	19

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	2						5
Intermediate(I)							3	2						5
Advanced (A)							7	1						8
Total	0	0	0	0	0	0	13	5	0	0	0	0	0	18

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	3	2			5
7					0
8					0
NYSAA Bilingual (SWD)					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	5		1						6
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

1. We use the Degrees of Reading Power (DRP) assessment to track the reading progress of all of our students, including ELLs. We are awaiting the results of our second administration of this assessment in a few weeks. We will use that data to analyze trends. Additionally, our teachers assess students in a standards based grading and conferencing system. We've noticed that students are currently focused on comprehension and social process skills, and are pushing students toward more sophisticated genre based analysis of text. ELL students are assessed on an ongoing basis with the help of teachers' assessments and conferences, observations data to drive teaching goals and instruction. Running Records are also used which inform teachers on what and how to teach and help students with comprehension, pronunciation, spelling, and reading fluency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT and LAB-R provides us with a great amount of information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

After review the NYSESLAT data and LAB-R , the patterns across proficiency reveals:

- Patterns across proficiency and grades show that many ELL students who were Intermediate in the 6 grade after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students.
- The reports show that an English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
- ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient.
- ELLs who are in the beginning level are the new comers at all grade levels or ELL students from six and seven grades.
- Also most of the newcomers ELL students who took LAB-R were tested as beginner students with the raw score 0. The newcomers often test on LAB-R as the beginners, but this year only one of them tested as proficient student on LAB-R.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We can't see the patterns across NYSESLAT modalities because this year we are unable to access NYSESLAT modality report RNMR in ATS.

Unison school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. We can't see AMAO data since we can't get the access to the modality report.

4. For each program, answer the following:

- a. 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?

Patterns across proficiency and grades show that many ELL students who were Intermediate in the 6 grade after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students. This year the number of ELLs students is growing and they are mostly in the six grade. Adittionaly, ELLs are faring in tests taken in English much better as compared to the native language tests on the NYS tests. We have five newcomers this year and the pattern across proficiency shows that they are all beginners. Only newcomers get higher score on those tests in native language. In addition, the performance data in ELA, math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESl teacher is focusing on these areas in the classroom instruction. The performance on standardized tests informs ESL teacher for the future planning.

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions ( Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.

b) Last school year our school didn’t order NYSESLAT ELL Periodic Assessment, but this year we are planning to order it for grades 7 and 8.

c) The School leadership and teachers are planning to use the results of the ELL Periodic Assessment for the future planning in the instruction. The Unision School wants to learn from the Periodic Assessment about the strength and weaknesses of the ELL students. The implications for the school’s LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations).

At Unision there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations, and also, the Department of Education may provide them with translated editions of some tests.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Our school is using Response to Intervention (RtI) model to provide our ELLs with rigorous, culturally responsive instruction. This set of guidance assists teachers, instructional leaders, and ELL support services with RtI implementation and they are familiar with documents outline and a rationale for using the RtI model with a school’s ELL population. They understand and implement Tier 1, 2 and 3 and are also aware that the single biggest error made in placing English language learners (ELLs) into special education is misinterpreting language acquisition as a learning or language disability.

All students at Unision school , including the ELLs, undergo the universal screening assessment that identifies students who may be

at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When students are in need for ESL services, the literacy skills are also assessed so that the students could also receive high-quality instructional support in the general classroom. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decision about the additional special education services.

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

We make sure that a child's second language development is considered in instructional decision by placing our ELLs in appropriate groups according to their language proficiency level which is distinguished by LAB-R and NYSESLAT tests results. Our ESL program doesn't only accelerate English language development of our students. It reaches beyond language learning to help students maximize their diverse talents and skills in the language literacy and academic subjects, like science and math. Also, in order to ensure that the student's second language development is included in instructional decisions, teachers match the curriculum with the student's assessment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, concrete objects and videos in order to support student's learning.

For ELLs to excel academically in our schools, they must meet the same rigorous state and city educational standards for their grade level as English proficient students. This requires more than just English language support. Our English as a Second Language (ESL) programs use strategies to help students access new language development and subject matter through English. It also provides students with ESL support tailored to their English proficiency level.

7. 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?

At Unison School, we do not have a dual language program.

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

The success of our ELL program will be evaluated by comparing the student Degrees of Reading Power (DRP) test scores from the start and the end of the school year in addition to monitoring student classroom grades and scores on standardized tests including the NYSESLAT and state Math and ELA exams.

The success of the program for ELLs at Unison school is also evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. In addition, it is measured based on the percentages gain of NYSESLAT result from beginner to advanced levels. Also it is strongly connected to the ELL students' academic achievements, cultural awareness, development of their language development, academic language, performance in their content area classes and the performance on the NYS standardized tests.

Additionally, our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

#### Part IV: ELL Identification Process:

1. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English with the parents and in the native language, and the formal initial assessment. Informal oral interview it's conducted by a pedagogue. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the newly registering parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the teaching pedagogue present in the office, Ms. Tyminska the licensed ESL teacher who assist the parents during the whole process. HLIS are distributed according to home languages of the parents. It is the responsibility of pedagogues at our school to discuss home language with the family, and provide assessments to determine eligibility for English language support services. We stress the importance of attentive engagement with parents during the home language identification process. Translation services are available during ELL identification or by a person in a school: a pedagogue, para or a qualified pedagogue who is proficient in the language of a parent. In our school we have pedagogues and paras who speak Spanish, Arabic and Bengali. This process must be completed within 10 school days of initial enrollment as per CR Part 154.

After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the formal assessment takes place and the ESL teacher Olga Tyminska gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The test establishes English proficiency level. The child that scores at or below proficiency level becomes eligible for ESL services. The hand scores are first written down and accessed by the ESL teacher, and are later confirmed with the ATS report (RLAT). The LAB-R test is kept confidential and the hand scores are checked after the formal scores are shown in the system.

Furthermore, if students who speak Spanish at home and score at or below proficiency level are also administered Spanish LAB to determine language dominance. Spanish LAB is administered by Spanish speaking pedagogue, Para or other qualified pedagogue who is proficient in this language to determine language dominance. Subsequently, an Entitlement Letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification and parents are invited to an ELL Parent Orientation session. The ELL Identification process is completed within 10 days after child's enrollment. Urban Assembly Unison School informs parents of their child's placement providing parents with notifications and information and maintaining a dialogue with the parents in English or their native language.

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.
  2. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Then, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. The entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered LAB-R to inform them about their child's identification within ten days of their enrollment. There is a strong collaboration between our articulation personnel and our certified ESL teacher Olga Tyminska to make sure that all new entrants are identified as eligible or not within those ten days of their initial enrollment. In addition, the parents of the children who scored below the cut off scores receive the letter with the ELL Parent Brochure that describes and explains all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) and Parent Survey and Program selection form teacher together with the invitation to the Parent Orientation meeting, all in their home language. They are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the

classroom teacher who in return, give it back to the ESL s. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place.

During the first two weeks after the beginning of a school year, the parents of ELLs are informed about their child language assessment and invited to the Parent Orientation meeting. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. We have teachers and paras who assist us with the translations with parents and whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents. During a meeting parents view a parent information CD, or watch it online where program placement options are presented with clarity and objectivity(Transitional Bilingual, Dual Language, Freestanding ESL) and are available in nine languages. After they watch a video the ESL teacher discusses with parents the choices, the different programs available and describes the plans(Transitional Bilingual, Dual Language or Freestanding ESL). The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. The parents/ guardians are told to read the survey, make their selection and return signed documents. Children are placed as per parent choice. Our schools ensures that parents understand all three program choices. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

Ms. Tyminska, the ESL teacher and the Parent Coordinator both make sure that parents' preferences regarding the three program choices are met. During the orientation or later, at the individual meeting, they discuss all of the options with the parents who have previously chosen a TBE or Dual Language Program, which are not available at our school at this time. Ms. Tyminska keeps the record to track of all data regarding the parents program choice. In case one of the programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decion and possible student's transfer. In case of any language communication issues, the multilingual staff available at school serves as translators between the teacher and the parent. In other instances the Parent Coordinator or ESL teacher use the services of Translation and Interpretation Unit provided by NYC Department of Education.

After reviewing the the Parent Survey and Program Selection forms for the past two years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. In the past we didn't have any parents who previously chosen a TBE/DL program. If in the future we have any parents who choose these programs we would inform them about their options when the program becomes available in our school

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3. An entitlement letters are provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The entitlement letters, in home languages, are handed in at the beginning of a school year by the ESL tacher Olga Tyminska to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned.

Entitlement, Placement letters and the Program Selection forms are distributed during the Parent Orientation meeting by ESL teacher Olga Tyminska. During this meeting Ms. Tyminska, the ESL teacher, and the parent coordinator, provide the parents with the information regarding NYS mandates of eligibility for ESL programs. The parents have the chance to view the NYC Chancellor's informational DVD on program choice options, available in their languages (Transitional Bilingual Education, Dual language, Freestanding ESL), have the opportunity to ask questions and discuss them, and finally fill- out or return the Program selection forms. At the end of the orientation, Ms. Tyminska collects Parent Surveys and Program Selection forms which, after careful reviewing, are stored in a secure place in the office and copies are also stored in the proper file in the cabinet of the ESL classroom together with all of the copies of Entitlement and Placement, Continued Entitlement letters that were distributed. The continued Entitlement Letters were distributed by ESL teacher and sent home by a student or mailed from the office. If the Program Selection form is never returned, the default program for ELLs is the Transitional Bilingual Education however, in our school, the default program is ESL.

If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. All the letters are translated in the parents language. Parent coordinator, as well as other school personnel are able to access those forms and checklists throughout the year. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154, they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The submitted forms are closely reviewed by ESL teacher in order to conform to the choice of the parents, and any requests or concerns are brought to the attention of school administrators.

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.

4. There are many criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. ESL teacher after meeting with the parents during the parent orientation meeting is honoring the parents choice that fills - out and returns the Program Selection Forms. Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. The parents are informed about their children's placement and the entitlement letters, continued entitlement letters and placement letters are distributed by ESL teacher Olga Tyminska to them in their native language. ESL teacher sends the continued entitlement letters home with students or mails them from the office. Ms. Tyminska, the ESL teacher maintains all the letters which are stored in a secure place in the office and copies are also stored in the proper file in the cabinet of the ESL classroom. ELPC, the ELL Parent Choice Update screen for all new admits in ATS is updated within 20 days.

The communication or consultation activities with the parents are also in their native language. During the meetings or conversations over the phone with the parents the translation is available either Para, or a pedagogue or the translation services over the phone are used. During the whole process Ms 351 has possibility to use the translated materials and brochures, and the services offered by Translation and Interpretation Unit as well as onsite interpretation services. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. The Unison School is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. They are also provided with an access to the translation unit.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ESL students are annually evaluated using New York State English as a Second Language Achievement Test (NYSESLAT) which is a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be ELL. Additionally, students are given the periodic assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) and carefully reviewed by the ESL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. Our school notifies parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Students who transition to all-English monolingual classes receive ESL support, supported by state funds, according to CR Part 154.

In the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

Every year there are many steps taken to ensure all ELLs receive the NYSESLAT annually. ESL teacher ensures that all ESL children receive the NYSESLAT. The results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. We run the RLAT codes in the ATS (NYSESLAT history report) to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ESL service (NYSESLAT scores and LAB scores in the past 3 years) and RLER (students eligible to take the LAB-R or NYSESLAT, as well as NYSESLAT combined modality report (RNMR) and REXH (Exam history report). We also check ATS report the list of ELLs' to ensure all the students took LAB R, (RLAB in ATS) and that we have all the hand scores for the new admits. Then, within 20 school days of enrollment our staff records parent choice information in the ELPC screen in ATS. Also we ensure that all the students are entered correctly in BESIS every year. The pedagogues who administer NYSESLAT are ESL teacher Olga Tyminska and other pedagogues from school. The school administrators are involved in the testing process. When we administer the NYSESLAT, we make sure that all students have taken all four components (speaking, listening, reading and writing) and that the administration of the components are in the following sequence within the mandated timeframe: speaking, listening, reading and writing. We keep track of their attendance and offer make-up sessions.

ATS reports are used to determine NYSESLAT eligibility. One of the ATS report that determine NYSESLAT eligibility is RLER (List of students eligible to take LAB-R or NYSESLAT). Also ESL teacher checks the Home Language Code in RPOB in ensure there is no mistake, and all the language codes are corect. Unison school notifies parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Students who transition to all-English monolingual classes receive ESL support, supported by state funds, according to CR Part 154.

6. 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.)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. 

Parents complete the parent selection form and the school will confirm to the parental choice selections. The results of the Parent Survey and Program Selection forms for the last two years indicate that all parents choose the Freestanding ESL program. Surveys are available at the school for review in ESL classroom. In recent years, ELL parents have been reluctant to leave Unison school, and are content with their final choice. All parent - related documents can be found in the ELL parent information card.

The program models offered at our school is aligned with parent request. All of the parents choose Freestanding ESL program and they are content with their final choice. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population at Unison school, Freestanding ESL is the only program offered. Surveys are available at school for review. Later parents are notified about their childrens' placement in ESL program and the ELLs are placed in the groups (Beginners, Intermediate or Advanced) according to their age and the English proficiency level.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

1. Our program implements a Freestanding pull-out English as a Second Language (ESL). The language of instruction is English. Program services children daily as a part of their language development and academic instruction. In this program the ESL teacher provides ESL instruction out of class setting and students are grouped by language fluency within age parameters therefore, the program most often follows the homogenous model (same proficiency levels in one class). ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

The program helps ELL students to achieve proficiency and attain the standards established for all students for a grade promotion and graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Also the goal is to amplify the literacy and academic skills of ELLs who participate in this program and to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

The total number of students in the Unison school is 144. In this Freestanding pull - out ESL component we have 19 students, from grades 6-7. They range from Beginners to Advanced Proficiency levels. The number of beginners is 6, intermediate 5 and 8 advanced. All the beginning, intermediate and advance students receive daily, small group ESL instruction. The six grade population consists of 13 students and seven grade ELL population consists of 6 students. The Special Education population has 3 students in the Unison school. Students with IEP are identified and served as per the IEP. Languages spoken are mostly Spanish, Arabic, Bengali and African dialect.

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)?

Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes per week of ESL instruction. All Beginner and Intermediate students receive two units of study of ESL which totals 360 minutes per week, and Advanced students receive one unit of ESL instruction which totals of 180 minutes. At the Advanced level of English proficiency students in all grades take one unit of ESL instruction which is 180 minutes and one unit of ELA coursework which is also 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language.

There is a constant collaboration with the ESL teacher and content area teachers. Mainstream content teachers use ELL methodologies during instruction to provide a learning classroom environment for ELL/LEP. All ELLs regardless of their level, receive in their ESL class ELA content instruction as well as other areas are taught Math, Social Studies and Science. According to the grade, all Unison school students receive also eighth periods of Math every week, around 360 minutes per week. All students receive five periods of 45 minutes of Science and Social Studies a week. They receive required instruction in Technology classes, Art, Life skills and two Physical Education a week. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

Students in our ESL class are taught in English using ESL methodologies and native language support for a specific amount of

time as determined by their NYSESLAT test, emphasizing English language acquisition. The primary goal of our program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teacher Olga Tyminska and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and research based ELS instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

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 foster language development and meet the demands of the Common Core Learning Standards.

Students of limited English proficiency receive the same academic content as those students who are native English speakers. The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English in a systematic and structured way, and its design to develop the cognitive skills of limited English proficient students. In order to maximize English language acquisition for ELLs, and to make content comprehensible to foster language development and meet the demands of Common Core Learning standards, the ESL and classroom ESL teacher works closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content areas teachers for each unit to foster language development and meet the demands of the Common Core Learning Standards. Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies.

Courses are taught in English and our ESL teacher differentiates lesson content for English-language acquisition. Differentiation strategies include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review students' strengths, needs, goals, and strategies.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs have diverse learning needs are based on many factors, including age of literacy in the first language and English arrival, home literacy, years of formal education, immigration status, disability status and cultural expectations of school. These factors are taken into consideration when examining performance of ELLs on standardized tests and assessments. At the beginning of their first year at school, students and their parents are informally interviewed to find out about the students' background. Those who speak Spanish at home and score at or below proficiency level on the English LAB-R, are also administered Spanish LAB-R to determine language dominance. We have many paras who speak different languages and who assist us with their translations and work throughout the year with ESL teacher and the classroom teachers. We also use over the phone translation unit if it is necessary. In regards to language, all ESL students are provided with the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation in a case where there is no translated edition provided by the Department. All translations are oral, direct translations of the English editions. ELL making use of alternative language editions or of oral translations may write their responses to the open-ended questions in their native language. ELL students may also use both an English and an alternative language edition of the test simultaneously. Native language dictionaries, picture dictionaries in different languages and native language books are often used in the ESL classroom. Report cards and any other information on the student is given to students and parents in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated throughout the school year in four modalities in English acquisition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the

area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. In the ESL classroom the classroom centers: reading center - library, writing center, word wall, math center, listening center (leapfrogs, cd player with radio), as well as smartboard, ipads are used, so the students can develop their language proficiency in all those modalities. Furthermore, the NYSESLAT Periodic Assessments throughout the school year, all the formal as well as informal assessments of ELLs indicate the concentration of the instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities - reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore an ESL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. There is a focus on the improvement of the Reading and Writing skills especially the students on Advanced levels and Intermediate levels.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELL population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

There is no SIFE population in our school. If there was there is a need to:

- Provide academic intervention services as an extension of the regular school program on both push in and pull out services.
- Making an individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students are identified, the Unison school would be monitoring the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. The Unison school would make available all existing support structures such as ESL, Extended Day or Speech which could benefit the student.

b) Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities and to involve the students in schools celebrations and other programs.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

This year we have five newcomers. The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in six grade or later are required to take ELA test after one year. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them

during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years. For the students who 4-6 and Long-Term students, Extension of ESL services is requested. Support structures as above are provided.

d) Plan for Long Term ELLs:

Long terms ELLs are the large number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. They are supported to reach English proficiency level on the NYSESLAT. Our action plan for this group involves:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the school's programs to enrich their language and academic skills.
- Communicate closely with the parents to monitor their children's progress.

Plan for Special Needs Students:

This year we have three of special needs ELL students, four are in the special education classrooms and one is in the general education classroom and has IEP. Our policy for special needs students includes:

- Collaboration between the ESL teacher and IEP contact person, school psychologist and school intervention team.
- Monitoring newcomer and SIFE student for possible special needs status.
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Communicate closely with the parents to monitor their children's progress.
- Supporting ex-coded students, who are served as per IEP and assist teachers with communication.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. Unison school students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.

e) Students who have completed six years and passed the NYSESLAT are integrated into our standard educational models. They are illigible for two years after testing out from NYSESLAT to recive testing accomodation that also apply for other ELLs and they can receive additional support as needed. After reaching proficiency on the NYSESLAT, post-ELL students will continue to receive language acquisition support to consolodate and further develop their English language skills.

7. 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?

The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding.

To both provide access to academic content areas and accelerate English language development teacher of ELL also use small group instruction, many scaffolding techniques, rich print environment, word walls, content areas glossaries in different languages and leveled books. Teachers use differentiated instruction and utilize visuals, games and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with the computers, leapPads, laptops and online resources. Furthermore, Teachers of ELL students use grade level books which also have the ESL component to differentiate the instruction. Professional development meetings with classroom teachers and ESL teachers are also very helpful tool of communication and resource for planning the instruction.

Content-area teacher use key texts at a variety of levels. Additionally, as part of the Learning Cultures curriculum, students

choose their own content-area texts for shared collaborative reading; this supports students' use of texts at appropriate levels. The collaborative work formats integrated into the Learning Cultures curriculum (e.g. Unison Reading, multiple daily student shares, learning groups and peer revision and editing) support ELL-SWDs' English-language acquisition by providing them with immersive, developmentally appropriate native-language models and feedback. ELL-SWDs participate in frequent one-to-one learning conferences with content-area teachers and the ESL teacher. During these conferences, teachers explore concepts and language that cause students difficulty, coach students on use of appropriate learning strategies, and collaboratively revise and edit students' work for content and English language accuracy.

Finally, the Humanities course content includes explicit instruction in grade-level language development strategies, such as use of root words, prefixes and suffixes, spelling, grammar, punctuation and pronunciation. This course content is differentiated supplemented and differentiated for individual students' needs during one-to-one conferences.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In this Freestanding ESL program ESL students are pull out from the classroom for 360 minutes for beginner and intermediate students and 180 minutes for advanced students. ESL teacher also collects data of different tests results (Periodic Assessments, New York State tests results) which also drives the instruction for the ESL as well as the classroom teachers. In the classrooms the small group activities allow for differentiated instruction. Also, during the assessments the children are grouped according to the standards and their abilities. The school uses articulation forms as the means of communication between ESL teacher and classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers also share their curriculum maps with an ESL teacher and provide modifications for ELLS in their classrooms, in the least restrictive environment. During Grade level meetings teachers discuss ELL students' strengths, weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meeting, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students. The scheduling of ELL students with IEPs plan ensures that they receive their mandated special education and ESL services in a general-education, least-restrictive environment.

**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

### Courses Taught in Languages Other than English

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- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

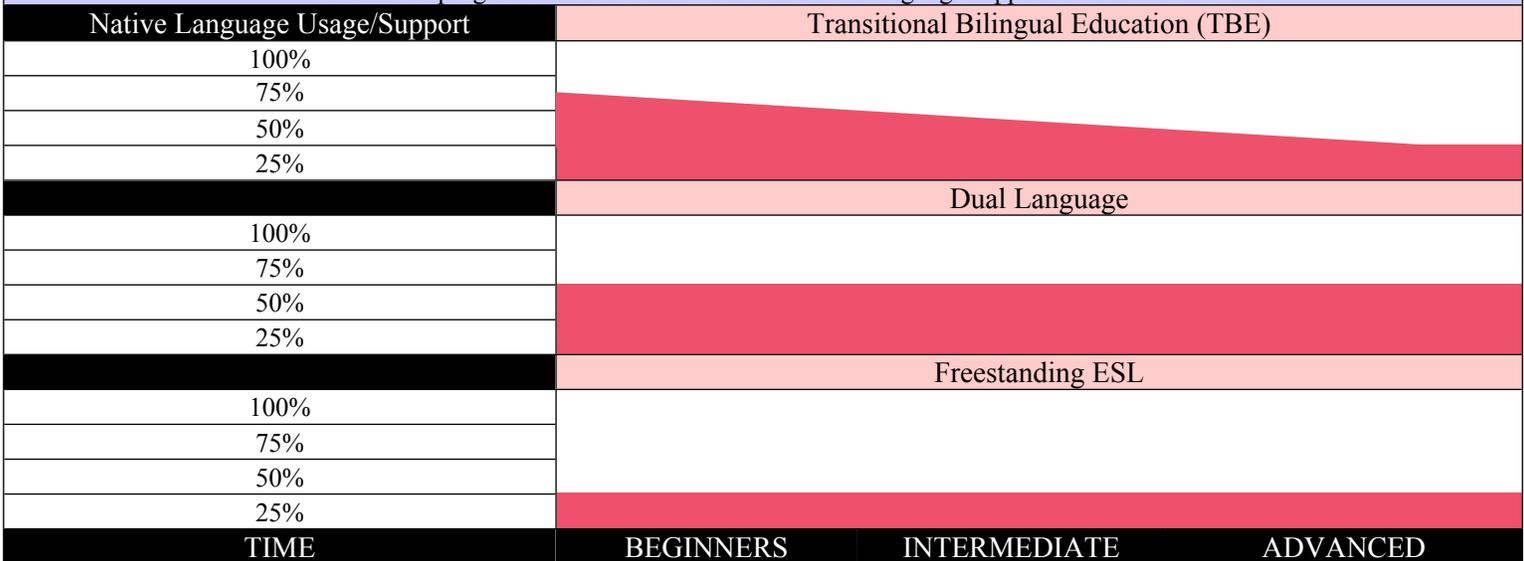
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### 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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention programs in our school for ELLs in Math, ELA and other content areas include extra one-on-one conferences in all classes, targeted small group instruction, afterschool math intervention, Occupational Therapy, Physical Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. They use Unison reading, and vocabulary quizzes to make instruction more involving and effective.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program is measured by the ELL students results in the formal assessment, DRPs, Curriculum-based measures, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ESL class as well as in the content area classes. ELLs are making steady gains on the assessment and in both content and their language development by moving from one to the next proficiency level in order to become language proficient. For example, the patterns across proficiency and grades show that many ELL students who were Intermediate in the 6 grade after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students.

It is often noticeable that ELLs who are taking the ELA after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESL teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classroom grades, observations and conferences with teachers, informs ESL teacher for the future planning.

11. What new programs or improvements will be considered for the upcoming school year?

This year our ESL class is equipped with the Smart board. There were also some books, dictionaries and language games bought for ESL classroom. Students have also access to two laptops to differentiate the instruction. The principal Ms. Emily Jarrell is also planning to buy some additional programs for our beginner ESL students this school year.

12. What programs/services for ELLs will be discontinued and why?

We will not discontinue any programs because we find them beneficial.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Unison School uses a unique curriculum model called Learning Cultures. It is a comprehensive curriculum with a primary goal to help students learn how to carry out their own intentions. Based on the idea that children meet or exceed their potential depending on the resources provided by their culture, the Learning Cultures curriculum provides every teacher with the supports necessary to create classroom cultures that allow all children to take initiative to rise to their fullest potential.

Learning Cultures is founded on three principles:

- 1) Every child can reach high learning standards when their classroom culture provides adequate experiences and resources
- 2) Children are most successful when they are held responsible for their own learning and have autonomy to pursue their interests
- 3) Social interactions are fundamental to learning

Learning Cultures consists of a simple, yet comprehensive set of classroom practices called Formats. On the surface, Formats look like familiar classroom practices—lessons, small group work, individual conferences, independent work time and group meetings—but these elements are redesigned to incorporate key insights from fields across the behavioral sciences in order to maximize student engagement, autonomy, responsibility and learning.

When the Formats are followed consistently and with fidelity, students of all backgrounds and levels can achieve academic

success. Learning Cultures allows teachers of every grade level and subject area to create classroom cultures characterized by student independence, motivation, high achievement, cooperation, and distributed leadership. Traditional linear transmission curriculum models are organized into discrete units and specify a prescribed sequence of instruction to be taught by teachers and presumably mastered by students. In the traditional mode, students are held hostage by the order in which a teacher chooses to present knowledge. Learning Cultures is different. The curriculum is organized around social practices defined by the Formats, which specify the roles and responsibilities for students and teachers as well as the ways in which academic content and learning standards are used. The Formats alter traditional lines of responsibility in the classroom, holding students accountable for accessing the knowledge they need. Whereas most curriculum models address content frontally through didactic transmission, Learning Cultures Formats enable students to take initiative to learn content through participation in social practices. Learning Cultures ensures students master literacy and content competencies, as well as the social competencies that are an integral facet of all forms of 21st century literacy.

Unison School has a partnership with the Citizen Schools extended learning day program where between 2:55 and 6:00pm on Monday through Thursday, all students, fully including all levels of ELLs, engage in a variety of program including small group academic support to finish classwork and begin homework, clubs ranging from arts to sports to other special interests, and apprenticeships with community members for an introduction to various exciting professional fields.

ELLs at Unison school have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, speech and language therapist, social worker, and psychologist. Students take part in the community building activities. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families and these include:

Family Celebrations: Throughout the year, parents and ELLs come to the school to take part in community celebrations and the school wide events, volunteering including the Monthly Spirit Days, school wide events, workshops and volunteering. At these events, the school and community can come together to recognize student achievements in arts and academics. Furthermore, school is organizing many school trips where ELLs and parents often participate.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents. Bilingual paras are available to help to communicate with students and parents.

Additional supplementary programs: ELLs and parents are also invited to sport basketball team games, and students' performances on the stage including performance of the school's band, and dance groups. The school also offers after School Enrichment program from YMCA as well as extended day AIS program. We have ELA teachers and Special Education teachers that work closely with the ELL students in differentiated instruction to meet their required needs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model to foster language development and meet the demands of Common Core learning standards. This includes the use of high interest / low level texts and leveled library.

Students are provided with books, tapes and assisted technology to promote student achievement and success. The ESL classroom has the library level books and magazines, high interests books, content areas books for Math, ELA, social studies and science, bilingual books, large print books, dictionaries and poems, math and language games and activities and the cd player for listening to songs and stories that are used daily by the teacher and the students.

We have text books and supplementary reading materials in native languages, use content-area videos for students with limited English reading levels, and provide simplified language materials with visual components for our ELL students. Newcomer/beginner ELLs are provided access to native-language translations of key texts and independent reading material

(when available). Electronic translation is provided when instructionally appropriate (e.g. online translators like Google). Translating dictionaries are provided for student use during content-area classes.

The ESL teacher also uses technology to support ELLs in the classroom. The ESL teacher also uses computers, laptops, smartboard, cd player with radio, ipads and technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing, and math. In addition, the internet resources are used to practice math, ELA and other content areas for example, Starfall. The Wilson program is used for learning foundations in writing, spelling and phonics. The Leap Frog computers are also used to develop the students' vocabulary and the reading comprehension, as well as phonics and pronunciation.

Also content area materials are used in the classroom: chapter books, social studies books, science books, and ELA and Math content area books. The Picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are also frequently used in the ESL instruction. Native language materials are used to support ELLs. Books in different languages and the bilingual picture dictionaries are available to support instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Newcomer/beginner ELLs are provided with native-language support when instructionally appropriate. This includes verbal and written translation and explanation of key texts, access to translation dictionaries, and use of electronic translation resources, such as online translating software. In Unison school there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations and also the Department of Education may provide them with translated editions of some tests

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support, and resources correspond to ELL's ages and grade levels. The services provide support needed by ESL students to achive and maintain a satisfactory level of academic performance. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students will be assessed on an ongoing basis with the help of Periodic Assessments.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We conduct home visits to the families of all newly enrolled students, including ELLs. Our ELL population is quite small- not enough to make a subgroup population. This year we have a large six grade population and 5 of them are a newcomers. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. Although, Unison school conducts an Orientation session to assist all the new enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principal and vice principal, the school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. The over the phone translation is used if necessary and bilingual paras are also available.

18. What language electives are offered to ELLs?

There are no language electives offered to any of our students, including ELLs.

19. For schools with dual language programs:

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

We don't have dual language program in our school.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1, 2. The ESL team (made up of the ESL teacher and the content-area teachers who work with ELLs) conduct weekly collaborative planning sessions. During these sessions, the ESL teacher models ESL strategies and materials for the content-area teachers and consults with them on how to incorporate ESL instruction into the Learning Cultures conference and learning group formats. Professional development at Unison School is provided by school staff, community learning support personnel organization, all personnel who work with ELLs: subject area teachers, common branches teachers, paraprofessionals, ESL teachers and other school personnel and it is a key component of the Unison school. Our PD meetings involve Differentiated Instruction in Literacy, Writing workshops, Common core workshops, Math and Content Areas, data analysis to inform instruction, technology sessions that instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and looking at standards in ELA, ESL, Math, Science and Social Studies. The school shares all resources with the ELL teacher. Workshops taken by teachers on our ESL staff have included: Scaffolding in the content areas, ESL through content areas, literacy learning for the English Language Learner, differentiation in the ESL classroom and ESL in the Mathematics and Science classroom and others. Many PDs are offered in school and outside the school to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards:

Technology sessions instruct content area teachers as well as ESL teachers of how to use online resources to make instruction more comprehensible.

The student support committee (made up of guidance, lead teachers, paraprofessionals, school aide and leadership) meets to discuss the unique needs that our subgroups, including ELLs, require in order to be academically successful. The Care Team Meeting and the Special Ed Meetings are conducted every week. During the beginning of the school year transition concerns are talked about and interventions are planned. Later on during the school year, as each new student is admitted to the school, similar needs are addressed and implemented when appropriate.

ESL teacher attends the State learning standards workshops in which there is a high impact on differentiated and academic language development strategies, large conferences, targeted workshops on assessments and strategies, grade meetings, study groups, faculty conferences and grade conferences. She participates in Regional Professional Development sessions as well as in the PD meetings from school, which includes training provided by Mathematics and Literacy coaches. Also ELL teacher plans to attend a variety of off-site workshops to promote collaboration between content area and language teachers. Teachers and administrators participated in a summer PD institute to learn Learning Cultures curriculum including conferencing format, as well as CCLS aligned standards based grading.

3. Our staff of Unison school including ESL teacher and a guidance counselor provide parents, and the students with information about different schools, helping make the proper placement of those ELL students who transfer from junior-high school to high school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions which helps them to make the right choices. The ESL teacher and the content-area teachers who serve ELLs use this information to collaboratively create action plans to support ELLs during the initial transition to middle school.

4. The minimum 7.5 hours of ELL training for all staff is given every school year if needed. Each year the CEIA facilitator provides the workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken and the records are kept in the teachers' files

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  1. There are multiple opportunities for parental involvements at Unison School, for parents of ELLs and others. There are monthly open houses and question and answer sessions, including opportunities to visit classrooms and have a question and answer session with the Principal. We have Parent Teacher Conferences twice a year, and parents are additionally invited to visit periodically to participate in WOW!s, which are the exhibitions celebrating Citizen Schools work at the end of each session. We have a Parent Teacher Association open to all families, and a School Leadership Team. Finally, we regularly utilize Jupiter Grades, which is an online system for communication information to parents including attendance, assignments, grades, behavior issues, announcements, and the school calendar.
  2. The school has the aforementioned relationship with Citizen Schools, which works with all parents, but does not work with any particular agencies or Community Based Organizations to provide workshops or services that are specifically for ELL parents. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state tests, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system. The parents come for the Open School days to meet with the teachers. The ESL teacher together with the school leadership teacher team designs different workshops for the parents, and invites the parents for other workshops. The team is also working in the collaboration with ESL teacher to help ESL students and to provide parents with the necessary information about the school. Additionally, the Unison school has Monthly Spirit days, school wide events, parents' workshop and volunteering. The students are also provided with the homework help, and leadership development team. Translations are available as needed. Bilingual paras are available to help students who speak different languages. We have different programs for parents and students throughout the school year such as Career Day, Book Sale, etc. and ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per months. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students.
  3. As previously mentioned, members of school staff do home visits to the families of all incoming students where we ask the parents what they need and want, and can get a sense of issues the families might be facing. The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, schools events, PTA meetings, etc. The needs are also evaluated by surveys which are given to the parents during meetings: workshops, conferences and school events. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.
  4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements. Our parental involvement activities also include bilingual staff to better address the needs of the parents of our ELLs. Parental Involvement.

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:****The Urban Assembly Unison School DBN:13K351**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Emily Jarrell	Principal		12/13/13
	Assistant Principal		1/1/01
Sharon Jacker	Parent Coordinator		12/13/13
Olga Tyminska	ESL Teacher		12/13/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
Maggie Coppolo	Teacher/Subject Area		12/13/13
Amy Piller	Coach		12/13/13
Sabina McNamara	Coach		12/13/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 13K351 School Name: Urban Assembly

Cluster: 1 Network: CFN 105 (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**

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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.

School's written translation and oral interpretation needs are assessed to all parents with appropriate and timely information in a language they can understand. Language Translation and Interpretation is based on parents preferred language of oral and written communication whether or not the students are ELLs.

Our school uses home language indicators on ATS, parent conversations during the PTA meetings, school conferences, and school wide events and during other meetings with parents to determine written translation and oral interpretation needs. Out of 144 parents in Ms 351, we have 9 Spanish speakers, 8 Bengali speakers, 5 Arabic speakers, 3 Fulani and 1 French, and the rest of them speak English only. They require written translation and oral interpretation and the data was shared with our school community during PTA meetings, school conferences, school wide events and during other meetings in the school community. Additionally, Ms.351 is using also written surveys to ensure all parents are communicated with in the language they are most fluent and comfortable. Also, during the process of registration the interview is conducted by one of our pedagogues as for the parent language preference and choice. The school's written translation and oral interpretation needs are conducted by in-site volunteers (paras, or teachers) who speak in our school Arabic, Bengali and Spanish.

Furthermore, the Translation and Interpretation Unit provides our school with an internal resource for accessing oral translation, written translation, on-site Interpretation and over-the-phone interpretation services. The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds. The school completes a Translation Request Form and submits it to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov), along with the file to be translated and is waiting for the review of the project. This information can be later accessed in the ATS, using the home language report ( RHLA), and on the blue emergency cards located in the main office. Parents are being notified of all the translation services available: the DOE's Translation and Interpretation Unit and over-the-phone interpretation services and

also of our multilingual speaking paras and pedagogues. We provide the written translations of all the documents for parents informing them about the students and the workshops given to them.

Translation resources for educators: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

Also, the school now has a Language Access Coordinator, School Business Manager Sharon Jacker, who answers the phones and greets families in the main office. She has shared the phone number of the DOE Translation unit with staff, and has made herself available to provide Spanish language translation at conferences, IEP meetings, and as needed. The School Language poster has been placed in a prominent location in the hallway, and the card for security with various languages has been given to School Safety Agents at the main entrance. Ms. Jacker also recently attended the half day School Language Access Coordinator training provided by the DOE Translation and Interpretation Unit.

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.

Based on data from ATS, we found out that most of the students in our school speak English only. Although, we have 26 students who speak other languages such as Spanish, Bengali, Arabic, Fulani and French at home. The major findings of our school's written translation and oral interpretation indicate that school needs the written translation and oral translations in those languages. The findings were reported to the school community through meetings with parents, oral interviews and surveys. At Unison we also noticed that there is growing population of students who speak Spanish. The findings have been shared between administration, faculty and parents. All this data mean that there is growing need for written correspondance and oral translations in those languages.

## **Part B: Strategies and Activities**

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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.

The school will provide memos translated by DOE translation services via email submission in necessary languages. Additionally, ESL teacher, as well as school staff (para or pedagogues that speak in our school Spanish, Bengali and Arabic) will provide written translations for school memos when DOE translation services cannot provide it in a timely manner.

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.

Whenever there is need, the oral interpretation services will be provided by in-house staff (teacher or para that is the speaker of the other language). If the in-house staff is unavailable for oral translation the school uses or over the phone Translation and Interpretation Unit services for oral translation with the parents. Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. Occasionally, our school will use the Translation and Interpretation Unit for accessing oral interpretation services as well as on-site interpretation services for translating to the ESL students during the state tests if necessary (for languages such as Bengali, Arabic, etc.), or during different school events.

Translation resources : <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

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>.

Whenever there is need, the oral interpretation services will be provided by in-house staff (teacher or para that is the speaker of the other language). If the in-house staff is unavailable for oral translation the school uses or over the phone Translation and Interpretation Unit services for oral translation with the parents. Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. Occasionally, our school will use the Translation and Interpretation Unit for accessing oral interpretation services as well as on-site interpretation services for translating to the ESL students during the state tests if necessary (for languages such as Bengali, Arabic, etc.), or during different school events.

Translation resources : <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm> Unison school is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We can provide parents with translated versions of this document, in their native languages. Unison school has posted near the primary entrance of the school a sign in each of the covered languages, indicating the availability of interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's

administrative offices solely due to language barriers. The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.