



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE URBAN ASSEMBLY SCHOOL FOR EMERGENCY MANAGEMENT

DBN (i.e. 01M001): 02M135

Principal: RODOLFO ELIZONDO

Principal Email: RELIZONDO@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

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
Rodolfo Elizondo	*Principal or Designee	
Ian LeBlanc	*UFT Chapter Leader or Designee	
Michelle Jones Freeman	*PA/PTA President or Designated Co-President	
Elizabeth Oliver	DC 37 Representative, if applicable	
Anthony Parreno	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kennisha Charles Decoteau	Member/ PA Recording Secretary and Elected Parent	
Luz Rodriguez	Member/ PA Treasurer and Elected Parent	
Angela Guzman	Member/ PA and Elected Parent	
Rafael Vasquez	Member/ UFT	
Diana Denis	Member/ UFT	
Taina Torres	Member/ UFT	
Cindy Charles	Member/ Student	
Lisette Aguirre	Member/ PA	
	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

- By the end of the 2013-2014 school year, students feel that school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning as indicated by:
 - 80% of students strongly agree or agree that teachers in my school treat students with respect
 - At least a 91% attendance each month

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.

- As a new school, we are committed to developing a supportive culture that fosters high student attendance, a safe and respectful environment for student learning, and high achievement in the classroom.

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. All staff will take part in a two day training with Ramapo for Children to develop strategies and ideas for managing challenging behavior and developing preventative and supportive discipline strategies.
2. All new teachers will participate in 6 coaching days with Ramapo for Children that include classroom observations, post observation debriefs, and action planning throughout the year.
3. School staff will work together over the summer to establish classroom and school-wide norms. Staff will agree on a common set of scaffolded consequences.
4. All students will be paired with an advisor and attend an advisory period to provide social/emotional and academic support. Advisories will be no larger than 15 students.
5. All teachers will use Jupiter Grades, an online grading and documentation system, to communicate student academic and discipline matters to other teachers, advisors, students, and parents.
6. Students and teachers will take part in student led conferences during city wide parent-teacher conferences in which students are responsible for collecting and communicating exemplary pieces of work, samples of struggling work, goals and action plans to parents. Students' advisors will help facilitate the conferences.
7. The school will be staffed with two guidance counselors to support students and teachers in developing a strong and supportive culture.
8. Once a month all students and staff will participate in a school wide town hall in which students are recognized and awarded for exemplifying the school's core values through teacher and student generated anecdotes.

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

1. Ramapo for Children instructional coach
2. First year teachers
3. All staff and administration
4. Advisors comprised of teaching staff
5. Jupiter Grades online grading system
6. Advisors, students, and parents/guardians. Mass mailing, phone, and emailing system to remind parents/guardians of scheduled parent-teacher conference nights.
7. Two guidance counselors
8. Core value bracelets to distribute during town hall meetings

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

1. Minimal incidents reported in OORS; specifically, no more than 2 incidents each month or no more than 20 incidents for the school year
2. Evidence of teacher improvement through informal observations and *Advance* observations in *Domain 2: The Classroom Environment* of the Danielson Framework components *2B: Establishing a Culture for Learning*, *2C: Managing Classroom Procedures*, and *2D: Managing Student Behaviors*.
3. Uniforms levels of response to behavior guidelines posted in all rooms and followed to deal with incidents and disruption to learning environment.
4. Common advisory framework; namely Circles of Power and Respect, used during advisory periods.
5. Weekly monitoring of Jupiter Grades to ensure variability in assignments given to students, updates of attendance, lateness, and documentation of student behavior.

6. At least 60% attendance by parents or guardians for student led conferences during designated New York City parent teacher conferences.
7. Monthly contact between advisors and parent or guardians.
8. Monthly anecdotes submitted by students and teachers aligned to school's core values.

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

1. Ramapo coaching and training begins August 12th 2013 and ends June 28th 2014
2. Implemented at the start of the school year until the end of the school year.
3. Implemented at the start of the school year until the end of the school year.
4. Implemented at the start of the school year until the end of the school year.
5. Implemented at the start of the school year until the end of the school year.
6. Implemented at the start of the school year until the end of the school year.
7. Implemented at the start of the school year until the end of the school year.
8. Implemented at the start of the school year until the end of the school year.

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

1. Purchasing of Ramapo for children professional development and coaching days.
2. Prep period provided for first year teachers to debrief with Ramapo coach.
3. Summer professional development and per session for establishing common routines and responses.
4. Student schedules will allow for an advisory period to meet on a weekly basis. All advisories will meet during the same period.
5. Purchasing of Jupiter Grades for teacher documentation, student progress information and tracking, and parent communication.
6. 3 to 4 weeks prior to a New York City scheduled parent-teacher conference date, all advisory lessons will shift to prepare students in collecting evidence of learning, rehearsing scripts for student led conferences, and designing action plans with advisors.
7. Budget allocation for two guidance counselors.
8. One advisory period a month will be used for the school's town hall and budget allocation for bracelets and other award materials for student recognition and culture building.

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).

- Parent usernames and passwords for Jupiter Grades have been created and distributed to parents over the summer via mail, and home visits. Additionally, Jupiter Grades training will be provided for parents during parent teacher conference nights.
- Student led conferences with the advisor for at least a 20 minute uninterrupted block to time during New York City parent-teacher conference.
- Monthly contact between students' advisor parents/guardians to share and support student achievement and positive behavior.
- Parents/guardians participate in the creation of goals and action plans for their children during student led conferences.

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	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.

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.

- A minimum of 75% of students will improve at least one level for at least one trait identified on the NYC ELA Performance Task: Focus Position, Elaboration, Textual Analysis, Counter Claims, Reading, Organization, and Conventions. Baseline information was collected in September 2013 and growth will be measured in May 2014.

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.

- Given the adoption of the CCLS, city-wide expectations, and new teacher evaluations metrics, our school is committed to developing CCLS aligned assessments and developing curriculum to support student mastery of Common Core Learning Standards.
- Upon review of NYC ELA Performance Task baseline traits we have determined that on average our students scored between a 1.5 to 0.2 on all 7 traits.
- Upon review of the Degrees of Reading Power (DRP) common assessment which measures students ability to read and understand increasingly complex text, we have determined that 83.8% of our students are reading below grade level, 5.7% are reading at grade level, and 10.5% are reading above grade level.

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. Teacher will collaborate around instruction and integration of literacy strategies. Teachers will have consistent practice and meet regularly to discuss instructional practices.
2. Students can speak to specific literacy strategies and/or traits being used in class and in a specific piece of student generated writing.
3. Appropriate modifications and scaffolding are provided regarding text selection and presentation for Students with Disabilities, English Language Learners, and lowest third student populations without reducing the rigor of content.

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

1. Teaching staff and administration, teacher monthly professional development time, per session for data analysis and creation of effective and research based literacy strategies.
2. Common academic language word walls and presentation strategies. Common, teacher generated and researched based, literacy strategies used in all courses.
3. Common Planning Time and/or professional development allocated for reviewing students' IEP's and ELL data and ensuring all teachers understand students' present levels of performance, proficiency of English language, learning styles and needs.

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

1. Monthly professional development work products will include common literacy strategies and implemented in appropriate lessons, work products, and supports for students as evidence by the classroom environment, student work products, unit plans, lesson plans, and classroom observations.
2. Uniform word walls in all classrooms and the uniform delivery of each of the 7 traits identified in the NYC ELA Performance Assessment Rubric.
3. Integration of SWD and ELL modification into all lesson and unit plans.

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

1. Implemented at the start of the school year until the end of the school year
2. Implemented at the start of the school year until the end of the school year
3. Implemented at the start of the school year until the end of the school year

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

1. Monthly professional development scheduled into all teachers regular program.
2. Per session for data analysis and creation of literacy strategies.
3. Scheduled common planning time for teachers in teams to lesson plan, analyze student data, and meet with administration around the implementation of common literacy strategies.

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).

- Student performance on the Degrees of Reading Power (DRP) assessment and NYC ELA Performance Assessment will be shared with parents/guardians via mail and student led conferences during NYC parent-teacher conference nights.
- Parents collaboratively design student goals to directly improve performance including setting number of fiction and non-fiction books to read.

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	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.

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.

- All teachers will show growth or remain in Effective/Highly Effective in at least 3 out of 5 components of *Domain 3: Instruction* indicated in the Danielson Framework. Components include: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility and Responsiveness by the end of the 2013-2014 school 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.

- As a new school we are in the process of solidifying our instructional vision using a researched based format and recently adopted New York City teaching framework. Using recent observation data tracked via a custom spreadsheet and supported using proprietary software, that our greatest leverage for teacher growth is contained within Domain 3 of the Danielson Framework.

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

- School administration, with teacher instructional leaders, will identify four instructional priorities aligned to Domain 3 to structure and inform professional development and coaching throughout the year.
- Principal, Assistant Principal, and teacher leaders will regularly visit classrooms and provide teachers with actionable, formative, and meaningful feedback in writing and verbally within 48 hours of a classroom visit.
- Ramapo for Children will coach new teachers on classroom management, with support from administration. In addition, school administration and/or teacher leaders will support teachers in developing curriculum, unit plans, assessments, and lesson plans through weekly conferences.
- Teacher progress will be tracked through two mechanisms. *TeachBoost* will be used to track progress in Domain 3 through formal, informal, and artifacts throughout the year. Additionally, teachers will be provided with a itemized reports of ratings for each components in Domain 3 via the *Advance* documentation system.

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

- Principal, Assistant Principal, Lead English Teacher, Lead Special Education Teacher, and ELL Coordinator will be the instructional leaders for the school.
- Observation calendar and tracking system to ensure teachers are being regularly observed.
- Ramapo Coach and budget allocation for coaching days.
- Budget allocation for *TeachBoost* online tracking system for teacher effectiveness and growth.

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

- Professional development is designed to positively impact teacher progress in Domain 3 of the Danielson Framework as evidenced by teacher observations.
- Administration provides written feedback to all teachers within 48 hours of a classroom visit. Additionally, there is a positive, direct impact on instruction based on within 1 week of feedback.
- School administration and/or teacher leaders log weekly meetings in connection with curriculum development, unit planning, lesson planning, or creation of assessments with new teachers.
- Every teacher is observed at least once per week and observations are tracked in *TeachBoost* and/or custom excel tracker. There is an overall average improvement on teacher practice in Domain 3 as evidenced by *TeachBoost* and/or custom excel tracker.

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

- Implementation at the start of the school year until the end of the school year.
- Implementation at the start of the school year until the end of the school year.
- Implementation at the start of the school year until the end of the school year.
- Implementation at the start of the school year until the end of the school year.

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

- Per session allocated for Administration to meet with teacher leaders.

2. Observation calendar to ensure teachers are being regularly observed created by school administration.
3. Budget allocation for Ramapo coaching days and common planning time for school administration and/or teacher leaders to regularly meet with new teachers.
4. Budget allocation for *TeachBoost* software.

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).

- Meetings with parents/guardians of students with special needs to discuss support and academic progress.
- Academic intervention and support that are communicated with students programmed during enrichment/support periods during the regular school day in addition to suggested academic intervention services during after school hours.

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	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.

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.

	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.

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.

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.

	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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ELA Intervention Achieve 3000	Small Group Whole Class	During school day and after school During school day and after school
Mathematics	Math Lab/Interventions Deltamath	Small Group Whole Class	During school day and after school During school day and after school
Science	Tutoring	Small Group Tutoring	After school
Social Studies	Tutoring	Small Group Tutoring	Online supporting documents, modifications, and lessons during and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Support	One on one and group	During school day

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

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

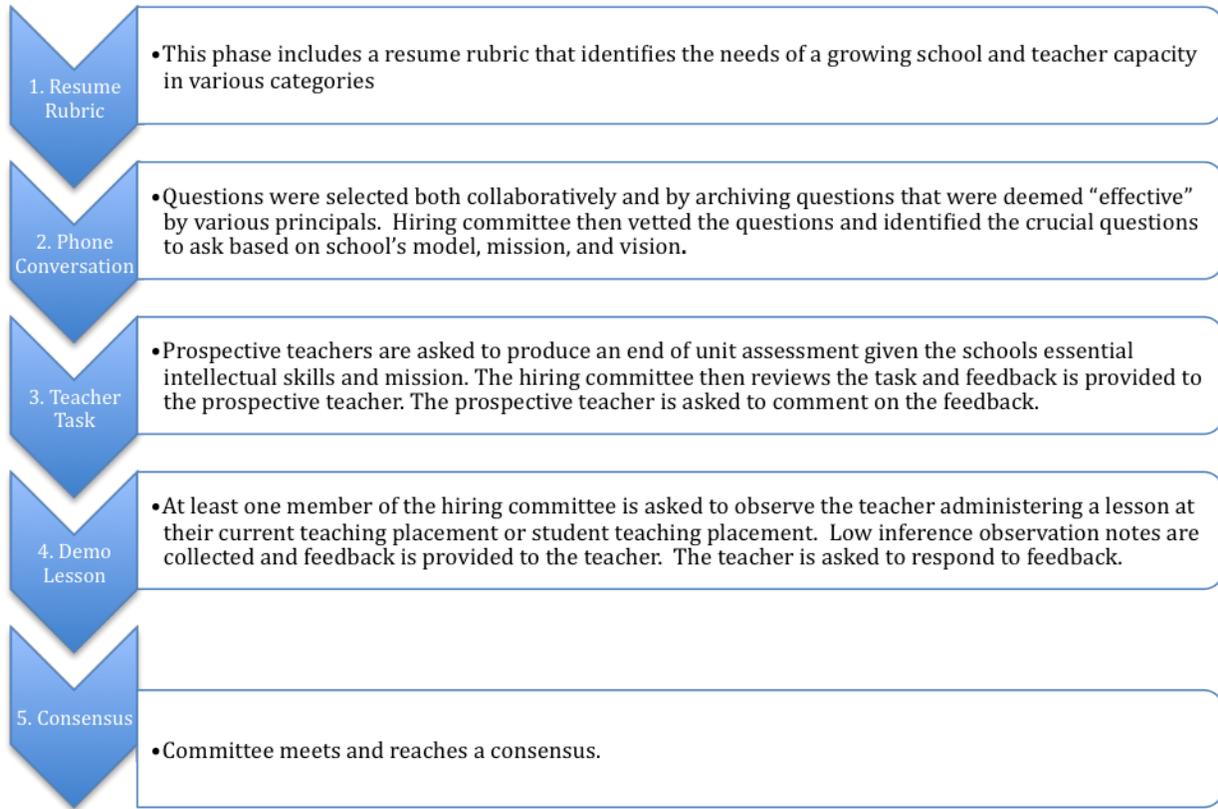
Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	Targeted Assistance (TA) Schools
			Non-Title I

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 create a rigorous and sustainable process for identifying and selecting a teaching staff whose core values and instructional beliefs align to the educational philosophy the school, a new hiring process was developed. The process is comprised of a 5-phase process and conducted by a hiring committee of school leaders, teacher volunteers, Assistant Principal and the Principal



For any given candidate the entire cycle would be completed in no more than 2 weeks; assuming the candidate started from resume phase and moved through the consensus phase. All resumes and steps along the process are tracked using a Google spreadsheet shared among the members of the hiring committee. The Google spreadsheet allows all members to comment on feedback, see each other's progress, and prevent the duplication of work.

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).

UASEM is focusing all professional development on four essential instructional elements for the 2013-14 school year:

1) *Align Learning Targets*

Teachers will align learning targets, lesson aims, and corresponding assessments to the Common Core Learning Standards.

a. Bite Size, Measurable, Made First, Most Important Aims – Teachers must have measurable aims that can be addressed in a single class period. Aims will be posted and students will be able to articulate what they are working on to visitors in the classroom and what they have learned at the end of the period. Aims should fit into a larger unit target.

b. Meaningful experiences aligned to objectives – Class activities and experiences must be aligned to achieve the objective. If students are working on making inferences, then they should experience a variety of activities that allow them to do so. For example, they might participate in a gallery walk where they make inferences about pictures posted around the room and the story they tell. Students may then independently make inferences from a short text and a series of guided questions. The period will conclude with a short exit ticket that will assess whether or not a student can make an inference from a text that includes a picture as well.

c. Rigor is defined by Hess' Rigor Matrix: the level of rigor in a given lesson will vary, and each level of rigor defined by Hess' matrix has an appropriate time and place in the classroom. Over the course of a unit students should be engaging in all levels of rigor, ultimately being able to produce at the highest levels of rigor.

These teacher practices and moves are aligned to the Danielson Framework and New School Quality Review (NSQR). Each element has been carefully selected to create instructional coherence and a common language around curriculum, pedagogy, and assessment in UASEM's first year. The document is organized by instructional element. Each section contains an overview of the element, the portions of the Danielson Framework and New School Quality review to which they are aligned, a description of what Highly Effective Practice looks like, and a section containing best practices. The description of Highly Effective Practice and the list of best practices is not meant to be exhaustive, and will grow and develop parallel to the school. Therefore, this is a living document that will eventually become populated with UASEM specific best practices, modified as necessary, and contain UASEM specific descriptions of Highly Effective practice.

2) *100% STUDENT ENGAGEMENT*

Design and implement authentic and engaging tasks that allow students to engage in rigorous content, discussion, and make thinking visible

b. 100% Engagement – All students will engage in quality, cognitively demanding tasks at all points in the lesson. While rote skill practice and development does have its place in instruction, the majority (more than 60 percent) of class time should engage students in tasks that require deep level of thinking. Student engagement will be evident through the use of whole-group engagement techniques, checks for understanding, and structures teachers build into their lesson that hold students accountable for their own learning. This does not necessarily mean that all students must volunteer to answer questions or participate in the traditional sense. However, all students should participate in whole group checks for understandings, on task at all times, and paying attention to each other and their teacher.

b. Maximize Student Work Time – There will be a low ratio of teacher time to student work time. Students should do most of the heavy lifting. Teachers should spend no more than 30 percent of the class engaged in direct instruction or giving directions. Teachers will also minimize the amount of time students spend on administrative tasks through tight transitions and classroom routines and procedures

3) *CHECKS FOR UNDERSTANDING*

Incorporate frequent checks for understanding to modify and deliberately adjust instruction for learning

a. Teachers must frequently check for understanding

Do Now:

1. After the Do Now

During the Lesson:

2. After the Mini-Lesson
3. During Work Time
4. During the Summary

At the End of the Lesson:

5. At the end of class

b. CFUs are Deliberate, Match the Purpose, and Gather Actionable Data: Checkpoints one to four can be informal checks such as whole groups responses or short writes and shares. The final check for understanding should be a documented check that makes students thinking visible.

4) INTEGRATION OF LITERACY STRATEGIES

Embedding Assessments Aligned to Learning Targets – Teachers will embed a range of assessment strategies, including culminating performance tasks

Teacher Collaboration around Instruction and Integration of Literacy Strategies – Teachers will regularly collaborate to enhance best practices – Teachers will have consistent practices, meet regularly to discuss instructional practices.

Through an SBO vote the weekly schedule has been modified to allow a weekly professional development session. Additionally, teachers meet during common planning time at least twice a week to support the implementation of the four instructional priorities.

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.).

Guidance counselors, in communication with school administration, determine the needs of students with special circumstances in addition to school wide education programs regarding violence prevention, safety and respect, and education on obtaining financial, welfare, well-being, attendance, and other services.

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.).

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.

TA Schools Only

Use of Program Resources

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

- Content teachers are teamed with special education teachers and an ELL coordinator to support all learners in all courses offered.

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).

- Teachers spend 2 weeks in the summer reviewing all student IEP's, ELL's proficiencies and other relevant and available data on student performance from the previous year.
- All teachers are required to incorporate modifications for students in unit plans and lesson plans without diminishing rigor or expected levels of performance.
- Students are pulled out of class only during non-credit bearing courses such as, advisory or during remediation/enrichment courses for additional support.

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 Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 02	Borough Manhattan	School Number 135
School Name UA School for Emergency Management		

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 Rodolfo Elizondo	Assistant Principal Robert Magliaro
Coach type here	Coach type here
ESL Teacher Ian LeBlanc	Guidance Counselor Rafael Vasquez and Diana Denis
Teacher/Subject Area Taina Torres/English	Parent Michelle Jones Freeman
Teacher/Subject Area Albert Paez/Social Studies	Parent Coordinator type here
Related Service Provider Jennifer Moore	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	117	Total number of ELLs	8	ELLs as share of total student population (%)	6.84%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										3				3
Discrete ESL class										1				1
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

B. ELL Years of Service and Programs

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

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
TBE	0	0	0	0	0	0	1	0	1	1
Dual Language	0	0	0	0	0	0	1	0	0	1
ESL	3	0	1	2	0	1	1	0	1	6
Total	3	0	1	2	0	1	3	0	2	8

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	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
TOTAL	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										8				8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	8	0	0	0	8

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
Beginner(B)										2				2

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					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									0
7									0
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	0			
Integrated Algebra	8			
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	8			
Physics	0			
Global History and Geography	0			
US History and Government	0			
Foreign Language	0			
Other	0			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

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.

The Urban Assembly School for Emergency Management (02M135):

Degrees of Reading: The DRP is a group-administered assessment designed to determine a student's overall reading level for the purposes of selecting texts or identifying students who are substantially above or below grade level. It will be implemented three times per year to all students in order to track student reading levels over time, help students set goals to improve their reading, and evaluate the effectiveness of reading instruction and interventions. Skills assessed include knowledge of text structure and text genre, background knowledge about specific domains, differences between oral and silent reading comprehension, and student-reported comprehension strategies, as well as oral reading fluency and accuracy. Students with IEPs will also be tested annually as part of determining their present levels of performance and annual goals during the annual review process. Both assessments will assist teacher in appropriate modifications for text based learning connected to their courses. According to our data 83.8% of our students are reading below grade level, of those 100% of our ELL's are reading below grade level. DRP data has recommended that our school incorporate more reading and explicit instruction on how to teach reading to our students across all courses.

Regents Readiness Exams (RRE): Are administered four times a year at 6 – 8 week intervals. These assessments will inform teachers, students, and parents of Regents preparedness in relation to cumulative course skills and content. They will be developed to allow students multiple opportunities to demonstrate understanding and aligned to the percentage of content covered in the course. After each administration of the Regents Readiness Exams, teachers will meet their department head and principal to review the RRE results. Using a standard protocol for reviewing the data, teachers will work with their department head and principal to develop an action plan for the next 6-8 week cycle. In this plan teachers will outline a calendar of when and how specific skills will be spiraled into their coming lessons and/or reteach content altogether. Teachers and department heads will also identify students who will need additional after-school intervention and in school tutoring services. The information gathered from these assessments will be shared with students and parents along with next steps for improving performance, enabling students, parents, teachers, and administration to clearly work towards academic goals for each 6-8 week assessment cycle. Teachers will use this data to consistently adjust curriculum maps and modifications for our ELL students.

NYS ELA Performance Assessment: Teachers will use performance assessment data to target specific skills in accordance with NYS ELA Performance Assessment rubric. Teachers will use data to explicitly infuse skills into their lessons. We will engage in lesson studies, generate common practices for how to teach the skills, and track progress using the same set of rubrics. Students scored between a 0 - 1.5 on the following 7 traits: Focus Position, Elaboration, Textual Analysis, Counter Claims, Reading, Organization, and Conventions. Teachers will use this data to identify high leverage skills that will be integrated into all courses for developing reading comprehension and writing. A direct impact will be visible in teacher's lesson plans, scope and sequences, assessments, and feedback to students. Additionally, common literacy, writing, and reading strategies have been implemented across content areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our 9th grade students consist of 25% Beginner, 25% Intermediate and 50% Advance proficiency as determined by the NYSESLAT; furthermore, the majority of students struggle with Reading/Writing. 75% of students are between beginner and intermediate on the NYSESLAT modality analysis suggesting increased intervention services for reading and writing. This is in stark contrast to 75% of our students identified between advance and proficient in listening and speaking.
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](#))
As noted above, a larger emphasis in all content areas will be placed on the reading and writing modalities. All three of our common assessments have indicated our ELL population to be struggling with these modalities. As a result classes will integrate common reading and writing strategies to support our ELL population. Students will be tracked on a 6 – 8 week basis to identify growth within each of the modalities, ELA traits, and mastery of content. Commonly used strategies include, but are not limited to, graphic organizers, reading strategies, common rubrics, visualizations, and language modifications.
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?
 - a. As a new school our only cohort consists of a 9th grade with 8 ELL students. All patterns describe above are derived from our 9th grade population. According to our NYC ELA Performance Task data and our Degrees of Reading Power data, the majority of our ELL's are averaging a less than a 1.5 on the 7 NYC ELA Performance Assessment Traits. Additionally, ELL students are reading at a 4 to 5th grade level. Exam taken in native language indicate a similar level of performance on writing tasks and reading comprehension. School leadership, with the ELL coordinator, ELA teacher, and special education teacher, have designed a set of common instructional practices to increase students' literacy performance and reading comprehension.
 - b. ELL population has been provided with an additional enrichment period twice a week for 63 minutes to support their understanding of content, and learning reading/writing strategies applicable to all content areas. Professional development time has been dedicated to reviewing student work and determining patterns in students misunderstanding and next steps for instruction and planning based on ELA Performance Task Traits.
 - c. Our students are struggling with at grade level reading comprehension resulting in low performance on open ended written tasks. In math, teachers provide language modifications to assist students understanding of content vocabulary. In English, Global and Science class students are supported by our ESL teacher providing push-in services, and translating when appropriate.
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](#).)
- All curriculum maps and lesson plans require teachers to design instruction with our ELL population in mind. Teachers are required to input appropriate modifications and considerations for students at key activities, transitions, and vocabulary when appropriate. Beyond the core of instruction, our students have also been provided with an additional support period twice a week for 63 minutes each day. One on one services during and after classes are provided in the core instructional courses when appropriate.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Curriculum maps and lesson plans require teachers to actively think about and plan for our ELL populations. Several resources have been gathered to support our students including but not limited to, a full time ELL coordinator to support language acquisition during our support period. Allocated common planning time with our ELL coordinator, Global teacher, and Science teacher to ensure incorporation and execution of modifications for ELL students. Additionally, observations often focus on providing teachers with feedback on significant and meaningful checks for understanding to ensure all students are grasping content in real time as well as ensuring core instruction is high quality and accessible to all students. Determining competencies of an effective lesson are identified through the Danielson Framework.
- Informing the instructional decisions made by teachers are students' NYC ELA performance assessment data specifically connected to common trends among ELL's, and Degrees of Reading Power scores, and performance on content specific periodic assessments (administered in 6-8 week cycles).
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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Success of program will be determined through growth on the three common assessments identified above. Specifically growth on the Degrees of Reading Power (DRP: reading assessment), Regents Readiness Exams (RRE: content assessment), and NYC ELA Performance Assessment (reading and writing assessment).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).) ELL students participate in a free-standing ESL program. The parents complete the Parent/Guardian Home Language Identification Survey during the Spring and a New Student Orientation under the guidance of our ELL Coordinator and Guidance Counselor who obtains the information, or when they first get admitted to the school if it is during the school year. Translations services for parents who speak another language are provided by a staff member who speaks the native language of the parent, or the translation service provided by the DOE either in person or over the phone. The parents of students who are new admits to the New York City public school system are given the home language survey which helps us identify students who may have limited English proficiency. These students are interviewed by our ELL Coordinator, a licensed ESL teacher, who determines if they are eligible to take the Language Assessment Battery (LAB-R). If necessary, we arrange for a translator to come in so that we can administer the LAB-R during the first ten days of arrival. The results of the LAB-R determine the current level of ESL.

Depending on the student's LAB-R score he/she will be placed in an our ESL support class. If a student arrives in our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know. We then place students in our freestanding ESL program.

Spanish speaking ELLs are administered the Spanish LAB. All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. The assistant principal prints out the RLER report on ATS to determine who is eligible for the exam. A schedule is created by the ELL Coordinator to ensure all students are tested within the timeline. The ELL Coordinator administers all four components of the exam. The listening, writing and reading portions are administered in the ESL class. Once a component is administered, the ESL teacher lists those students that were absent during the administration. These students are either tested after school or during an advisory period.

Once these exams are scored, the results are reported to the school and the students placed in our ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient.

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.
When the parent completes the program selection form, the three ELL program options are explained by the certified ESL teacher. If the parent does not understand English, we have a bilingual pedagogue translate or we use the DOE translation services. The parents then watch a video where additional information is provided in their native language about the bilingual program, dual language program and free standing ESL program. They also receive written information translated in their home language about the three program options. If a new family requiring ELL services enters our school mid-year, we offer an orientation session within the first two weeks of arrival at a convenient time for the family. The parents meet with the ELL Coordinator who provides additional information , using translation services if necessary, about the program options. If numbers necessitate a dual language or bilingual program, the parents who indicated that choice will all receive letters in the mail in their native language as well as phone calls home, also in the native language, informing them of a meeting at the school where they will receive more information about the new programs. If we cannot reach them via phone, we will have our attendance teacher hands deliver the letter to ensure that it has been received.
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 [\[see tool kit\]](#).)

We offer a new student orientation in the late spring where parents for students new to the NYC DOE will watch a video about the program options, complete and submit the program selection form and the parent survey. The home language identification survey is administered and the entitlement letters are distributed and mailed home. Copies of the entitlement letter are kept on file in the ELL binder in our main office. In the binder are the parent selection forms, parent survey, orientation letters that were mailed home. Program selection forms are mailed home to any parent who does not attend the orientation meeting. The parent coordinator calls the parent to inform them the form has been sent and must be returned within a week. If the parent does not speak English, a

staff member who speaks their language works with the parent coordinator to call the home. If necessary, the ELL Coordinator or guidance counselor reaches out to DOE translation services for assistance. The ELL Coordinator or Guidance Counselor follows up with the parent until the form has been returned to the school. If a student enters our school during the school year, an orientation is scheduled for the family and the process repeats. If possible, the ELL Coordinator will meet with the family and conduct the orientation as part of the admissions process.

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.

The Urban Assembly School for Emergency Management currently offers a freestanding ESL program. If the parent indicates in the program selection form that their preference is a bilingual or dual language program, we inform them that we currently do not have the number of students to support that program but if and when we do, we will inform them and make any program changes that are necessary to accommodate their preferences. At this time we have four full time staff members who are fluent in Spanish, and one in Arabic. These staff members are often called upon to translate for our families to ensure that they fully understand the program options. There is also the option to utilize the DOE translation services immediately via telephone or in person by appointment. The placement letters are mailed home to each family. A copy of this letter is kept in the ELL binder in our main office. Entitlement letters and continued entitlement letters are mailed home as well, with copies kept in the binder. All letters are sent in the native language of the family. If the letter is returned due to incorrect address or there is any other indication that the family may not have received the letter, the attendance teacher will hand deliver the document. If the family is not home at the time of his visit, she will speak with the super of the building to confirm that the family is living at that address. If it is confirmed that the family does reside there, he will leave the documentation in their mailbox. If the family does not live there, we will follow up with the student to update our records.

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.

Students are interviewed by our ELL Coordinator, a licensed ESL teacher, who determines if they are eligible to take the Language Assessment Battery (LAB-R). If necessary, we arrange for a translator to come in so that we can administer the LAB-R during the first ten days of arrival. The results of the LAB-R determine the current level of ESL.

Depending on the student's LAB-R score he/she will be placed in an our ESL support class. If a student arrives in our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know. We then place students in our freestanding ESL program.

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Once these exams are scored, the results are reported to the school and the students placed in our ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient.

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. 
- As a new school we do not have appropriate data to determine trends over a few years. The program offered at UASEM is a Freestanding ESL program. Of our 8 ELL students, 6 requested a Freestanding ESL program, 1 requested a TBE, and 1 requested a Dual Language program. Majority of parents have, 6 out of 8, have identified a Freestanding ESL program as the program of choice.

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])?

- a. Our organizational model is push-in (co-teaching). Due to our new school status we do not currently have the capacity or staff for departments.
- b. Programmatically our ELL students travel as a block. Because we are a new school the only block consists of 9th grade. Students are not separated by proficiency level, but rather individualized attention and support is provided based on their proficiency level.

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)?

The number of ESL periods per day a student is programmed for is dictated by the results of the NYSESLAT exam from the previous Spring. If a student is newly enrolled in NYC DOE and did not take the NYSESLAT exam the year before, they are programmed in a level based on the results of the LAB-R exam. All students who score in the beginner proficiency level receive two periods of pull-out ESL instruction per day, 4 days a week, plus an additional pull-out period that meets twice a week. The 2 periods per day, 4 days a week is equivalent to 496 minutes per week, plus the 1 period a day twice a week is equivalent to 124 minutes per week five days a week, which totals 620 minutes per week.

Students who score in the intermediate proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day, plus an additional pull-out period that meets twice a week for a total of 372 minutes per week.

Students who score in the advanced proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day a pull-out period that meets twice a week for a total of 124 minutes per week and 248 minutes of ELA per week.

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.

The ELL Coordinator plans with our English Department, Science Department, and Social Studies Department twice a week. At these meetings, the teachers collaborate to ensure consistency and share best practices. The co-planning time is crucial to ensure that the ELL students are receiving the same level of instruction as their native English speaking peers with additional supports in their native language. Language Arts is taught using ESL and ELA instructional strategies. Specific area content and skill sets needed from other subject areas is supported by activities done within the ESL class and by helping ELL students to focus on trouble spots during enrichment and support periods. These areas are identified by the classroom teacher and relayed to the ESL teacher during teacher team meetings. Additionally, the ELL students are taught test-taking skills, studying skills, reading for meaning and reading strategies, test question vocabulary, listening for details and pacing, graphic organizers for writing, reading strategies such as chunking, stop and summarize, teacher created glossary using language dictionaries, use of video and images for dense or difficult content, use of listening stations, and translations tools. Based on the discussions at the grade level teams, the teachers collaborate and share units they will be starting. The ESL teacher then uses reading about those topics in his ESL classes to teach various reading strategies. It is for this purpose that the team meeting time is so valuable

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students will be given assessments in their preferred language. For smaller assessments, formative assessment and classroom tasks, translation services are provided when applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All four modalities are explicitly taught, reinforced, and assessed via our three common assessments, and common rubrics described above. Common assessments include: the Degrees of Reading Power (administered 3 times throughout the year to measure reading comprehension), NYC ELA Performance Assessment (administered 2 times a year to measure writing and reading of informational text), Content specific interim assessments (administered 4 times a year to measure content mastery).
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).

All students receive services and modifications described above. Our school currently does not have a population of SIFE students.

Newcomers are provided additional one-on-one support during push-in services in addition to all other services described earlier.

Students in the range of 4 – 6+ and former ELLs are specifically struggling with reading and writing modalities; hence, their services and enrichment/remediation services center on providing strategies to practice these skills and apply across all content areas.

Our ELL Coordinator makes use of QTEL training that is specially geared towards assisting ELL students in mastering skills requisite to the ELA Regents examinations. For our ELLs receiving service 4-6 years the focus is on reading strategies, such as, text marking, summarizing, skimming and scanning, making text to text and text to self connections. In addition, there will be more emphasis on vocabulary development. For ELLs with 6+ years, various interventions are used in the areas of reading and writing. In reading they work on summarizing techniques, reading comprehensions strategies and vocabulary development. In writing they focus on paragraphing, use of transition words and staying on topic. They also work on tasks to ensure that they are successful in their Regents exams

- 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?

Teachers will align learning targets, lesson aims, and corresponding assessments to the Common Core Learning Standards.

a. Bite Size, Measurable, Made First, Most Important Aims – Teachers must have measurable aims that can be addressed in a single class period. Aims will be posted and students will be able to articulate what they are working on to visitors in the classroom and what they have learned at the end of the period. Aims should fit into a larger unit target.

b. Meaningful experiences aligned to objectives – Class activities and experiences must be aligned to achieve the objective. If students are working on making inferences, than they should experience a variety of activities that allow them to do so. For example, they might participate in a gallery walk where they make inferences about pictures posted around the room and the story they tell. Students may then independently make inferences from a short text and a series of guided questions. The period will conclude with a short exit ticket that will assess whether or not a student can make an inference from a text that includes a picture as well.

c. Rigor is defined by Hess’ Rigor Matrix: the level of rigor in a given lesson will vary, and each level of rigor defined by Hess’ matrix has an appropriate time and place in the classroom. Over the course of a unit students should be engaging in all levels of rigor, ultimately being able to produce at the highest levels of rigor

Design and implement authentic and engaging tasks that allow students to engage in rigorous content, discussion, and make thinking visible

b. 100% Engagement – All students will engage in quality, cognitively demanding tasks at all points in the lesson. While rote skill practice and development does have its place in instruction, the majority (more than 60 percent) of class time should engage students in tasks that require deep level of thinking. Student engagement will be evident through the use of whole-group engagement techniques, checks for understanding, and structures teachers build into their lesson that hold students accountable for their own learning. This does not necessarily mean that all students must volunteer to answer questions or participate in the traditional sense. However, all students should participate in whole group checks for understandings, on task at all times, and paying attention to each other and their teacher.

b. Maximize Student Work Time – There will be a low ratio of teacher time to student work time. Students should do most of the heavy lifting. Teachers should spend no more than 30 percent of the class engaged in direct instruction or giving directions. Teachers will also minimize the amount of time students spend on administrative tasks through tight transitions and classroom routines and procedures

Incorporate frequent checks for understanding to modify and deliberately adjust instruction for learning

a. Teachers must frequently check for understanding

Do Now:

1. After the Do Now

During the Lesson:

2. After the Mini-Lesson

3. During Work Time

4. During the Summary

At the End of the Lesson:

5. At the end of class

b. CFUs are Deliberate, Match the Purpose, and Gather Actionable Data: Checkpoints one to four can be informal checks such as whole groups responses or short writes and shares. The final check for understanding should be a documented check that makes students thinking visible.

Teachers will regularly collaborate to enhance best practices – Teachers will have consistent practices, meet regularly to discuss instructional practices.

1. Students can speak to a specific literacy strategy they use in class regularly to comprehend text

2. The teacher provides students with at least 15 minutes each week of weekly discipline specific reading using a UASEM literacy strategy

3. The teacher uses DRP to inform the level and type of text selected for the class and subgroups within

4. Modification are made regarding text selection and presentation for Students with Disabilities and/or English Language Learners.

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?

It is UASEM’s belief that all students should be included in the least restrictive environment possible. Research using a variety of inclusion methods and supports that allow all students to succeed and meet their individual goals. As such, in the beginning of each year the UASEM leadership will provide several professional development sessions surrounding special education and students with disabilities. In these sessions all teachers will review student Individualized Education Plans (IEPs) and create an “IEP At a Glance” document for each student. This document is essentially a summary and plan of action for teachers on how to meet student’s individual needs, according to the IEPs. Using Universal Design for Learning guidelines as a tool, teachers will ensure that their classrooms are ready before the year begins to provide multiple opportunities for Students with Disabilities to access general education classroom. Teachers will be expected to modify assignments, timing, and scaffolding to support students at all levels, but especially students with disabilities. For example, a worksheet where students practice solving proportions in an Algebra class might be cut up for students with disabilities so that they are only doing one problem at a time and provide more opportunities for checks for understanding. Manipulatives will be made readily available for all students, but particularly Students with Disabilities to meet the different learning styles noted in the IEP at a Glance Plan.

Additionally, students are placed in classes ICT classes when possible. The combination of teachers includes special education and general education teachers in and ESL and general education teacher to maxmizing access to content and to ensure appropriate modifications are being executed appropriately.

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:	0		

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

Social Studies:	0				
Math:	0				
Science:	0				

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: 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.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

ELA: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for ELA happens in conjunction with an ELA/ELL expert, special education teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their ELA class.

Global: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Global History happens in conjunction with a Global History content teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their Global History class.

Science: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Science happens in conjunction with a Living Environment content teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their Science class.

Math: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Math happens in conjunction with an Math content teacher, and special education teacher. Additionally, our ELL students are supported by two teachers in their Math class.

Our ELL students receive an additional 126 minutes a week of support via an enrichment class. Students work with our ELL Coordinator to develop reading, writing, speaking and listening skills.

All 8 students identified for targeted intervention have been identified to have a 4th to 5th grade reading level, determine by their DRP assessment, and have not met standards according to the NYC ELA Performance Assessment.

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

Current writing assessments using a subset of the NYC ELA Performance task rubric demonstrate our students are making gains on school focused traits; namely, Focus Position and Textual Analysis. The next DRP assessment will be administered in January, and the next Regents Readiness Assessments will be administered during the second week of December.

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

The school is considering educational software achieve 3000 to support literacy development for our ELL students and to more frequently collect information on their progress.

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

None

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

UASEM has a full time staff member, our partnership coordinator, dedicated to securing enrichment opportunities for all students. Our goal is to ensure all students participate in extracurricular activities in and out of the school. Students' complete surveys and intake interviews to ensure appropriate interest and fit. Students are continually exposed to new opportunities on a weekly basis and for programs requiring an application process students meet individually or in small groups with our partnership coordinator for support. Extracurricular programs are divided into 5 categories at UASEM: 1) Sports, 2) Arts and Theater, 3) Technology, 4) Teacher-Led Clubs, 5) Other.

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

Technology and materials used to support our ELL population include: iPads with translation capabilities, listening stations, Laptops to support literacy software such as achieve 3000 and currently used Google Drive to share glossary and support material in real time, Multilanguage dictionaries, word walls in English and Spanish, and common literacy graphic organizers to assist students in breaking down difficult texts.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided to our students through the use of peer translators in the classes as well as access to digital translators via iPads, listening stations for presentations in their native language, and, if necessary, assessments in their native language. The native language is used to assist vocabulary development.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
As a new school our cohort of students consists of only 9th graders. All services described above correspond to supporting our students' development in their reading and writing modalities.
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.
Students entering our school are assigned an advisor. If possible, the advisor is semi-fluent/fluent in the student's native language. The advisory group meets 4 days a week using a structure called "Circles of Power and Respect CPR)". The purpose of the advisory circles is to acculturate students to the UASEM environment, develop a strong bond between the other 12 students in the advisory, and to connect the students to a teacher advocate.
18. What language electives are offered to ELLs?
None
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

Our ELL Coordinator and administration attends most professional development sessions offered by the New York City Department of Education as well as CFN105 which is our support network. We also take advantage of professional development opportunities offered by Office of ELL's. Some of the professional development sessions that our ELL Coordinator has attended building academic vocabulary, scaffolding and assessment. During staff development sessions, we often focus on best practices with ESL students so they can be implemented into content area classes. During each Chancellor's Professional Development Day, time is set aside to develop the entire staff's ELL knowledge with a focus on how to provide content area support to ELL students. In addition, during several monthly faculty conferences throughout the year time is allocated to staff ELL concerns as well as on approaches that will benefit our ESL population.

UASEM has a professional development period built into our teacher's schedules. Teachers meet once a week to ensure our instructional priorities are met and developed. Below is a breakdown of our professional development by Semester, including the Literacy pieces that directly corresponds to our ELL population:

Semester 1

PD Date	Hours	Focus	Description	Work Product
September 3, 2013	6	Culture	Culture/Team Building at Ramapo for Children	Staff Survey
September 4, 2013	6	Culture	Classroom Set-Up	Environment Rubric
September 10, 2013	1	Culture	Classroom Environment PD	Environment Rubric
September 17, 2013	1	Assessment	Baseline grading and analysis	Readiness Exam #1/Action Plan #1
September 24, 2013	1	Culture	Classroom Environment "Ghost Walks"	Environment Rubric
October 1, 2013	1	Assessment	ELA Performance Task Grading	Readiness Exam #1/Action Plan #1
October 8, 2013	1	Culture	Parent Teacher/Student Led Conference	Planning
October 13, 2013 1	Literacy	Literacy PD, Literacy Work Product Due	Literacy Tools/Student Work/DRP	
October 15, 2013 1	Curriculum	Unit Plan Study	Revised Unit/Tri-State Rubric	
October 29, 2013 1	Curriculum	Unit Study	Revised Unit/Tri-State Rubric	
November 5, 2013	6	Culture	New Building Tour/OEM PD	Staff Survey
November 12, 2013	1	Literacy	Literacy Tools, Annotation/Vocabular	Literacy Tools/Student Work/DRP
November 19, 2013	1	Assessment	Regents Readiness #2 Design PD	Readiness Exam #2
November 26, 2013	1	Culture	Classroom Environment "Ghost Walks"	Environment Rubric
December 3, 2013	1	Assessment	Regents Readiness #2 Grading	Action Plan #2
December 10, 2013	1	Assessment	Regents Readiness #2 Analysis	Action Plan #2
December 17, 2013	1	Culture	End of Semester #1 Reflection	Staff Survey
January 7, 2014	1	Culture	Culture and RtI	N/A
January 14, 2014 1	Literacy	Literacy Tools, Annotation/Vocabulary	Literacy Tools/Student Work/DRP	
January 21, 2014 1	Assessment	Readiness Exam #2 Design PD	Readiness Exam #3	

Semester 2

PD Date	Hours	Focus	Description	Work Product
February 4, 2014 1	Assessment	Regents Readiness #3 Analysis	Action Plan #3	
February 11, 2014	1	Literacy	Literacy, Annotation/Vocabulary	Literacy Tools and Student Work/DRP
February 25, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric
March 4, 2014	1	Culture	Classroom Environment "Ghost Walks"	Environment Rubric
March 11, 2014	1	Culture	Parent Teacher /Student Led Conference	Parent Survey
March 18, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric
March 25, 2013	1	Assessment	Regents Readiness #4 Design	Regents Readiness #4
April 1, 2014	1	Assessment	Regents Readiness #4 Analysis	Action Plan #4
April 8, 2014	1	Literacy	Literacy, Annotation/Vocabulary	Literacy Tools and Student

Work/DRP				
April 22, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plan
April 29, 2014	1	Assessment	Regents Predictive Design	Regents Predictive
May 6, 2014	1	Assessment	Regents Predictive Analysis	Action Plan #5
May 13, 2014	1	Culture	Classroom Environment “Ghost Walks”	Environment Rubric
May 20, 2014	1	Literacy	Literacy, Annotation and Vocabulary	Literacy Tools and Student Work/DRP
May 27, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric
June 3, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric
June 5, 2014	6	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric
June 10, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric

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. All parents of students who are enrolled are invited to attend monthly Parent Association meetings. These meetings are facilitated by the PA President and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to our school such as, dress code, uniform policy, grading policy, etc, the parents brainstorm additional parent meeting topics. Jupiter Grades, the online gradebook we use. Additionally, there have been workshops on keeping track of their child's progress. Translators are made available for all such events.
 2. UASEM has a full time partnership coordinator who acts as the liason between our partners and families. Our partners include FEMA, Homeland Security, The American Red Cross, NYPD, FDNY, Parsons, Adelphi University, and Columbia University. Translation services in the form of phone calls, forms, flyers, and events are printed and/or distributed to parents with the assistance of staff who can speak the language or NYC DOE Translation services.
 3. Our Guidance Counselor distributes surveys and blue cards to our families to determine the interests of the parents and home information. The surveys help us to gather information about what workshops would be interesting and helpful to our families so we can provide them with the support they need to ensure their children are successful in our school. Additionally, all teacher advisors contact families' home within the first month of school to gather additional student information on an individual basis. Information varies from language preference to history of successful learning strategies. This helps to strengthen our school community and the relationships formed benefit our students.
 4. Based on parent meetings, the results of the surveys and phone conversations with advisors, we are able to meet the needs of our parents. This includes one-on-one conversations with parents to discuss student's progress, workshops where parents can come and learn how to track progress and access resources at home. We also have parent translators available at all parent meetings so all feel welcome and are able to communicate with one another.

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: UA School for Emergency Mgt

School DBN: 02M135

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rodolfo Elizondo	Principal		11/15/13
Robert Magliaro	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Ian LeBlanc	ESL Teacher		11/15/13
Michelle Jones Freeman	Parent		11/15/13
Taina Torres/English	Teacher/Subject Area		11/15/13
Jennifer Moore/Special Ed	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Rafael Vasquez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Albert Paez/Social Studies	Other <u>Teacher/Subject Area</u>		11/15/13
Diana Denis	Other <u>Guidance Cousnelor</u>		11/15/13
	Other		1/1/01
	Other		1/1/01