



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE URBAN ASSEMBLY SCHOOL FOR GLOBAL COMMERCE

DBN (i.e. 01M001): 05M157

Principal: ERIN E. GEHANT (I.A.)

Principal Email: GEHANT@UAGLOBALCOMMERCE.ORG

Superintendent: ANTHONY LODICO

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
Erin E. Gehant	*Principal or Designee	
Medina Fredericks	*UFT Chapter Leader or Designee	
Strashaun Butts-Wright	*PA/PTA President or Designated Co-President	
Kareem Johnson	DC 37 Representative, if applicable	
Bintou Mangara and Kaitlynn Griffith	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Vylmary Bennett	Member/ PTA Co-President	
Maria Rodriguez	Member/ PTA Treasurer	
Elvira Johnson	Member/ PA Secretary	
Jason Leblang	Member/ Teacher	
Matt Baker	Member/ Teacher	
Jason Williams	Member/ Parent	
	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 will report that they feel connected to the school community and are known as individuals by adults within UASGC, as indicated by the following:

1. At least a 90% attendance rate for the school year 2013-2014
2. At least 85% response of Agree or Strongly Agree for the following Learning Environment Survey Questions:
"There is an adult whom I trust and can go to for help with a problem" and "I feel welcome" and "Most adults that I see every day know my name or who I am."

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 stated within the Citywide Instructional Expectations, in order to increase the level of engagement of students in instruction, teachers must know their students well. In order for the school to evaluate whether or not students feel as though they are known well, we must evaluate their responses to the Learning Environment Survey. While we are a new high school, we have limited baseline data on which to base this goal. However, we do know that nearly 20% of our 9th Grade class was absent 20 or more days in the previous school year, indicating a significant challenge for us in ensuring high rates of attendance. Maintaining a high attendance will be critical in ensuring our success. Students must be in school to be successful and setting high expectations for attendance will ensure that students are doing well in school. We understand the importance of ensuring that all students are attending school each day to do well, which is why we are making this a priority. Additionally, by leverage relationships with our students, as indicated by their response to the Learning Environment survey questions, we can ensure that students are known and feel like valued members of the UASGC community.

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. Working with the Attendance Team, we will develop and monitor a comprehensive attendance outreach plan and meet weekly to evaluate the progress of plan implementation. Within the team, we will also regularly analyze attendance data.
2. We have a comprehensive Advisory Program for all students, in which they are paired with an Advisor and meet twice per week. Lessons are developed by the Guidance Counselor and Partnership Coordinator to both support students emotionally, as well as assist them in connecting with other students in the UASGC community. Within the Advisory program, activities to connect students with their Advisors, such as pizza parties and special lunches, encourage positive relationship building between adults and students in the school.
3. The Guidance Counselor, Community Associate, Office Manager and Principal regularly conduct interventions with students to discuss attendance challenges and set goals for improvement of attendance.
4. The Learning Environment Survey will be intermittently administered to students, with the results analyzed by the school leadership, attendance team and Grade Teams to evaluate efficacy of advisory program and attendance outreach program.
5. We will develop an attendance incentive system for students who struggle with attendance to engage both parents and students in improving attendance.

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

1. Attendance Team, including Office Manager, Guidance Counselor, Community Associate and Principal
2. Advisors of students who have low attendance
3. Parents/guardians of students who have low attendance.

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

1. We will monitor attendance rates each week and evaluate the progress towards 90% attendance during each meeting.
2. The school leader with the Guidance Counselor and Partnership Coordinator will evaluate the efficacy of the Advisory program through regular observations and student surveys. In these observations, we will seek to see anecdotal evidence of positive relationships between adults and students in the advisory, appropriate implementation of the provided advisory activities and implementation of the requested Advisory format, which asks students to build community through specific protocols.
3. We will see direct impact on attendance of students targeted for intervention within one week of the intervention and then sustained over the remainder of the school year.
4. We will administer a Mock Learning Environment Survey in December, February and April to evaluate progress towards the overall goal of 85% Agree/Strongly Agree on the selected three questions. In each survey, there should be marked growth of at least 5% towards our overall goal.

5. The attendance incentive system will begin implementation in January and result in marked improvements in students who struggle with attendance by March 2014.

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

1. The attendance team began meetings in September 2013.
2. Meetings take place each Friday to discuss the implementation of the Attendance Plan and check in with students who are not meeting the 90% expectations. Additionally, the plan is regularly reviewed during weekly Cabinet meetings on Thursdays.
3. Daily phone calls are made to all absent students by the Office Manager.
4. Our Office Manager checks in with all students and monitors student attendance weekly.
5. Advisory evaluations are conducted monthly.

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

1. Attendance meetings take place weekly and are programmed into the weekly UASGC Calendar of meetings.
2. All students are programmed into an Advisory and assigned to an advisor that is appropriate to their individual needs. Advisories meet in groups of 16 or fewer students with at least one Advisor. In some cases, there are two adult staff members assigned to an advisory to lower to adult-to-student ratio in each group.
3. While these interventions are currently completed on an ad hoc basis, in Spring 2014, we will develop a system for conducting student attendance interventions that also better engage parents in the process.
4. The Mock Learning Environment surveys are designed by our Operations Manager. Additionally, data is immediately collected and analyzed by school leadership and communicated to all members of the UASGC community with action steps taken as a result of the Learning Environment Surveys.
5. We will allocate funding to support the incentive program attached to the Attendance outreach plan as well as partner with Big Brothers Big Sisters of New York, our newest CBO support organization, to improve student attendance.

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).

Through the PTA and additional family-focused events, we will continue to engage parents in being a part of their student's education, including pushing for increased attendance rates and engagement with the school community. These family-focused events will include parent workshops, parent outreach events, and regular parent engagement in school events during and after school. We will work closely with the school's PTA to ensure that all families are included in this work and use their ideas to help generate higher levels of parent engagement. We will also begin providing a monthly parent outreach letter.

Budget and Resource Alignment

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

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

Overage student funding, provided by the NYCDOE to support the attendance incentive program.

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.

All teachers' practice will show growth towards or remain at Effective/Highly Effective in the following Components, aligned with our Instructional Focus for the Year: 1e: Designing Coherent Instruction; 2b: Establishing a Culture for Learning; 3c: Engaging Students in Learning and 3d: Using Assessment in Instruction by the end of 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, it is essential that we develop a strong culture of instruction among our teaching staff. Additionally, in order to ensure our success, we need a very clear instructional focus for the year. The selected components from the Danielson Framework (1e, 2b, 3c, and 3d) align best with our instructional focus of Designing and Delivering Culminating Performance tasks. Focusing on these areas will provide us with the highest leverage for improvement in instruction at UASGC, aligned to the overall instructional focus for the year.

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. The year-long professional development plan fully aligns with the components 1e, 3c and 3d. There is a cycle of professional development for each component that involves deeply understanding the component, evaluating student work to understand teacher practice within the component and then developing actionable, common expectations around what the component looks like within UASGC.
2. The work of Grade Teams directly aligns with Component 2b: Establishing a Culture for Learning, with the team regularly reflecting back to the rubric to guide their work, including intervisitations to evaluate and provide feedback to each other in improving practice within this key component. Ramapo for Children also provides targeted support to guide the work of the Grade Teams in Establishing a Culture for Learning.
3. All formal and informal observations align with these four components. Teachers are provided with very targeted feedback for improvement in each of these four components, in addition to the mandated Advance observation templates.
4. The school leader conducts non-Advance informal observations to provide teachers with weekly feedback on instructional practice and focuses directly on the Component that is being addressed during that cycle of professional development.
5. Targeted staff members are working with Ramapo for Children, receiving specific coaching on improving their practice in Component 2b: Establishing a Culture for Learning.
6. An Urban Assembly Achievement coach is working with specific teachers to improve their classroom management, a key element of Establishing a Culture for Learning, on a weekly basis.

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

1. All teachers and the school leader
2. Grade Team members and the Grade Team Leader
3. Coach from Ramapo for Children
4. UA Achievement Coach

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

1. By January 31st, 2014, all teachers will show growth of at least one level in 1e. By March 2014, all teachers will show growth of at least one level in 1e, 2b, 3c and 3d.
2. Within Grade Teams, teachers will self-evaluate their practice and report growth of at least one level by January 31st, 2014.
3. The school leader will conduct at least one form of observation (Advance formal or informal; non-Advance informal) for each teacher each week and provide feedback within one week.
4. (See above)
5. In conferences between the school leader and Ramapo coach, there will be anecdotal evidence of improvement in teachers' practice. This improvement will also be evidence in subsequent observations by the school leader.
6. In conferences between the school leader and UA Coach, there will be anecdotal evidence of improvement in teachers' practice. This improvement will also be evidence in subsequent observations by the school leader.

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

1. The school's instructional focus was communicated to all staff in July 2013, with intensive professional development around these tasks provided in July 2013 and August 2013.
2. The four Danielson Components of focus were communicated to staff in September 2013, with the aligned professional development plan provided to all staff members in September 2013. Six of the seven teaching staff have attended Danielson Group professional development on the Evaluation System and the Danielson Framework for Teaching Rubric.
3. Ramapo for Children provided professional development in August 2013 and makes biweekly coaching visits to UASGC.
4. The UA Achievement Coach began working at UASGC in October to provide support to specific teachers on classroom management.
5. The professional development plan will continue to be implemented through June 2014.

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

1. Students are dismissed early on Wednesdays to accommodate an extended professional development session for all teachers. Agendas are created and distributed to staff prior to the meetings.
2. Teachers' professional periods align to ensure that there is time daily to meet for Grade Teams. There is a Grade Team Leader, with a lightened teaching load, that designs and leads the daily Grade Team agenda, aligned to the development of 2b: Establishing a Culture for Learning.
3. The school leader has developed a system for assigning roles and responsibilities to support staff to ensure that she is available to primarily focus on improving instruction and spending time each day in classrooms to provide teachers with targeted support and feedback.
4. (See above)
5. Agenda for Ramapo coaching visits are strategically planned by the school leader to ensure that the coach's time is maximized during each visit and targeted to ensure staff with high needs are supported and aligned with other support being provided to the teacher, including professional development.
6. Agenda for UA coaching visits are strategically planned by the school leader to ensure that the coach's time is maximized during each visit and targeted to ensure staff

with high needs are supported and aligned with other support being provided to the teacher, including professional development.

Strategies to Increase Parental Involvement

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

Through the SLT, the school regularly communicates instructional priorities and goals for teaching staff and for the school at large. If requested by parents on the SLT, a presentation will be made to the school's PTA to provide additional information for the parents on this specific goal.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By the end of the 2013-2014 school year, all students with disabilities will show growth in at least one grade level in literacy skills, as measured by the Degrees of Reading Progress exam. (Baseline assessments were administered in September 2013; final assessments will be administered in late Spring.)

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.

We are a new school, however, we have a significant population of students with disabilities (33%). Additionally, after administering the baseline DRP assessment in September 2013, we found that 98% of our students were reading below grade level. Improving students' literacy skills will be an essential part of our work in building a strong foundation for our students' success in many other subject areas.

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. 150 minutes per week of a targeted reading period for all students – "Literacy Block"
2. "Block" is programmed and differentiated by reading level and individual student need
3. Students with disabilities who are reading below 3rd Grade Level are receiving small group, targeted instruction with a licensed literacy teacher.
4. Students with disabilities who are reading at higher levels (4th to 7th Grade) are receiving direct instruction from a licensed special education teacher.
5. Students with disabilities who are also classified as English Language Learners are receiving targeted small group instruction from and licensed ESL teacher.

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

1. Licensed special education teacher and licensed literacy teacher collaborate to develop the Literacy Block Curricula for all students, including students with disabilities.
2. Specially purchased materials to support literacy interventions, including TOWRE reading assessments, QRI assessments and literacy interventions, designed to target the needs of individual students.
3. Professional development for licensed special education teacher on using the QRI.
4. Licensed Literacy teacher received degree in Literacy and brings a wealth of expertise on literacy development of adolescents.

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

1. Growth of students with disabilities of at least half of one grade level, based on the results of the December DRP assessment, administered the week of December 16th.
2. Individual assessments of students conducted by teachers, using a variety of literacy assessments, including the TOWRE and QRI.

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

1. The plan for the literacy block was developed prior to the opening of the school, upon the anticipation that incoming students would most likely be struggling readers.
2. Teachers received professional development over the summer around the purpose and intention of the literacy block time.
3. During the school year,

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

1. Programmed into all students', including all students with disabilities', weekly schedules with appropriate teacher assignments. There is a set format for the structure of the literacy period that is adhered to by all literacy classes and includes opportunities for reading and responding to texts.
2. Once we received the first round of results from the DRP, we re-programmed the blocks to best accommodate student needs, according to the DRP results and to teachers' license areas.
3. (See above)
4. (See above)
5. (See above) We also ensured that there was private classroom space available to ensure a place for sheltered instruction for the ESL students, in accordance with best practices for supporting the needs of English Language Learners.
6. Additionally, to facilitate student interest in reading, we have built significant fiction and non-fiction libraries for students. These texts are appropriate to students' reading levels and include a variety of high-interest, low-readability texts to ensure all students have texts that are engaging and interesting to them.

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).

We will discuss this goal with all parents during the PTA meeting as well as through parent communications home. Additionally, we regularly communicate with parents and ensure that they understand the importance of the Literacy Block in developing students' reading capacity. Students receive a grade and targeted feedback for improvement in this class on a Progress Report that is provided to students and their families weekly.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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
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
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	Literacy Intervention Period that meets three times per week for 50 minutes each period. Our lowest-level readers are targeted for individualized reading interventions with our trained literacy specialist.	Small group instruction and individual instruction.	During the school day.
Mathematics	After school tutoring support is provided two days per week.	Small group instruction and individual instruction.	During and after the school day.
Science	After school tutoring support is provided two days per week.	Small group instruction and individual instruction.	After the school day.
Social Studies	After school tutoring support is provided two days per week.	Small group instruction and individual instruction.	After the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group counseling services are provided by our guidance counselor to at-risk students who do not have mandated counseling on their IEPs	Small group delivery.	During the 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.

We have done a significant amount of work to attract highly qualified teachers. All of our current teachers hold at least one Master's Degree. Six of the seven teachers all have at least two years of teaching experience both inside and outside of the NYCDOE.

We have worked closely with our partnership organization, the Urban Assembly, as well as with the NYCDOE Office of Teacher Recruitment to find highly qualified teachers to staff our school. As a new school, we will be hiring new teachers each year to build the school and will continue to use these practices to recruit high quality staff. Additionally, we will continue to thoroughly vet teachers before we hire them, by requiring that they submit work samples, complete a demo lesson and go through a rigorous interview process before we will hire the,

To support teachers in their professional growth, we hold weekly professional development sessions that engage teachers in looking at student work to identify areas for improvement in teacher practice. Additionally, our professional development is tightly aligned to the Danielson Rubric. Frequent observations and feedback are critical parts of the principal's role in the school. Professional development is driven by observed needs of teachers. As teachers improve their practice, PD is driven by teacher interest. Additionally, by working with the Urban Assembly partner network, we have two achievement coaches come to the school each week to provide targeted support to our teachers in continuing to grow in their practice.

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).

Before the school year began, we conducted two full weeks of professional development to help teachers understand the mission, vision and instructional model of UASGC. During these PD sessions, teachers learned about our industry, supply chain management and freight logistics, as well as our instructional focus for the year. Additionally, our professional development plan has been outlined for the entire year and focuses primarily on development of four of the major Danielson competencies on which we are focusing, 1e: Designing Coherent Instruction, 2b: Establishing a Culture for Learning; 3c: Engaging in Learning and 3d: Using Assessment in Instruction.

Our summer professional development session also included significant work around writing Common Core-aligned curriculum. We have provided significant teacher work time for curriculum development. Additionally, we have also provided teachers with grant support to fund their time spent on curriculum development.

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.).

Through the development of the NYCDOE Consolidated plan, we are able to leverage the experiences and resources of our Guidance Counselor, Office Manager, Community Associate and Advisory system to help meet the needs of our students. Through this plan, we outline the specific roles and responsibilities of all members of the UASGC community in ensuring violence prevention, providing targeted support to our homeless students and other students in crisis.

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.

We will provide targeted after school tutoring for our identified students. We will allocate per session dollars for teachers to provide targeted tutoring services for our students who are a part of the TA program. Additionally, we will communicate with parents about the availability of these programs for our identified students.

Additionally, because we are focusing on the development of a reading program in the school, we will allocate this funding to provide additional, targeted resources to students in the reading period. These resources will include technology supports and other resources to develop their reading skills.

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).

As we only have one grade level, the teachers who teach the after school program are the same teachers who teach during the regular school day. They are able to coordinate what they are doing afterschool with what they are doing during regular instruction.

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

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

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 157
School Name Urban Assembly School for Global Commerce		

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 Erin Gehant	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Jessica Barrett	Guidance Counselor Sierra Freeman
Teacher/Subject Area Jessica Barrett/ELA	Parent Natalie Page
Teacher/Subject Area Medina Fredericks/Special Ed.	Parent Coordinator
Related Service Provider type here	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	1	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	0	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	82	Total number of ELLs	7	ELLs as share of total student population (%)	8.54%
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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														
Pull-out										1				1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	2	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
Dual Language										0
ESL	1	0	0	2	0	0	4	0	0	7
Total	1	0	0	2	0	0	4	0	0	7

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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										6				6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	7	0	0	0	7

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)										1				1

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)										3				3
Advanced (A)										3				3
Total	0	0	0	0	0	0	0	0	0	7	0	0	0	7

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	3	2	0	0	5
5	3	2	0	0	5
6	3	2	0	0	5
7	3	4	0	0	7
8	6	1	0	0	7
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	1		3		1		0		5
5	3		2		0		0		5
6	6		1		0		0		7
7	3		4		0		0		7
8	7		0		0		0		7
NYSAA Bilingual (SWD)									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 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.
At Urban Assembly School for Global Commerce, we began our inaugural year by administering the DRP assessment to all students to assess their early literacy skills. The ELL Support Curriculum has been aligned with the ELA Curriculum in order to address gaps found within the ELL students' literacy skills. These skills are periodically reassessed through individual reading conferences, classroom assessments aligned with ELA.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students in their first year at UASGC have all scored lowest on the Writing section of the NYSESLAT. All Advanced students have scored Proficient in all NYSESLAT modalities with the exception of Writing (with the exception of one Advanced student scoring 1 point below the Proficient level in Listening). Next to the Writing modality, students had more difficulty with the Listening section as well. Only two students out of seven have scored less than Proficient on the Speaking modality, being the Beginner student (who has missed some schooling but is not classified in the DOE as SIFE) and the newcomer ELL. Only the Advanced level students have all scored Proficient in the Reading modality, while all Intermediate and Beginner students have scored below.
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](#))
The patterns indicated by the NYSESLAT modality proficiencies will most affect instructional decisions in the area of Writing. All students, including Advanced level students, require additional support in writing. Writing scaffolds will continue to be built into the ESL support class units, and writing performance tasks will also be addressed in the support class with additional interventions by the ESL teacher and content area teachers after school. Specific training will be given to all students in the various NYSESLAT modalities, with special attention paid to Listening and Writing. Listening sections will also be built into period assessments of ELLs to increase listening skills and stamina. Our school does not use the Annual Measurable Achievement Objectives at this time, but will implement them as our ESL program grows.
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?More information on ELL period assessments will be available for UASGC at the end of our first year when the students have taken the NYSESLAT. No information regarding tests taken in the native language is available for our ELL students at this time, as they have not taken the Spanish LAB.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school does not utilize this framework at this time.
6. How do you make sure that a child's second language development is considered in instructional decisions?
As we are a new school at UASGC, we are implementing both curricular and extracurricular opportunities for ELL students to encourage both their acquisition of English and their maintenance of their native linguistic and cultural integrity. Students are also offered the opportunity to participate in clubs like the Hispanic Heritage club, which explores connections across cultures, their traditions, and languages. We also plan to publish a dual language literary magazine within our first year, as we have many students, both ELL and non-ELL, that speak Spanish and other languages. Curricula across the content areas connects to our school's theme of global commerce, and students are encouraged to draw connections between their native and second languages. In our small staff, the special education and ELL teachers meet with each content area teacher to discuss struggles that ELL students might be facing. Additionally, the Special Ed and ELL teachers meet daily to plan supplementary literacy strategies in the ELA curriculum. During grade team meetings, all content area teachers are informed of any changes necessary for students according to their IEPs and needs in the different subareas of English language acquisition. These decisions are informed by periodic assessment of all ELLs in these areas.
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?

Our school does not offer this programming.

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

Data analysis sessions are run during every grade team meeting by our Operations Director. Because this is our inaugural year at UASGC, we plan to compare the students' DRP scores with their NYSESLAT data in order to see where skills gaps compare. This data will then be reevaluated using in-house ELA and ELL assessments halfway through the year, and will finally be reviewed with the NYSESLAT data at the end of the year.

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](#).)
The protocol followed by UASGC for the initial identification of ELLs begins with the administration of the Home Language Survey. This survey is given in English by the certified ELL teacher to the student and his or her guardians. The survey is also provided to the family in their home language either by the ESL teacher if in Spanish, or by a DOE-provided translator if a language other than English. Due to my certification in TESOL K-12 and my experiential knowledge as an ESL teacher, I, Jessica Barrett, determine whether the student is eligible for the LAB-R should I assess that their home language is one other than English. As our school grows beyond its first year, it is our intention to also administer the Spanish LAB (by myself, the ELL teacher, as well) to students whose native language is Spanish within ten days of initial enrollment if the child scores below proficiency on the LAB-R.
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.
Because UASGC is within its first year, parents will have received entitlement letters by October of the academic year explaining their options within the New York City Department of Education, being Transitional Bilingual, Dual Language, and Freestanding ESL, so that they might make informed decisions regarding their children's language acquisition and education. These program choices are explained by myself, Jessica Barrett, the ESL teacher. In future years, we plan to invite all parents of ELLs to view videos in their native languages that explain these options. If parents wish for their children to be placed in a Transitional Bilingual or Dual Language programs, we will use our knowledge of and relationship with schools in the New York City Department of Education that offer these programs, because at this time only Freestanding ESL classes are offered at UASGC. Because we are a new school, the outreach process for helping parents find their program of choice is still in development.
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 [\[see tool kit\]](#).)
Upon the return of entitlement letters, Parent Surveys and Program Selections forms are stored within a locked drawer by the ESL teacher, Ms. Jessica Barrett, in the students' cumulative files within the school's main office so that accurate records are begun and maintained. Ms. Natalie Page, our office manager and parent coordinator, secures these documents.
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.
In order to identify students as ELLs, the steps that we have set in place during our first year have been to administer the Home Language Identification Survey by the certified ELL teacher (myself), and to provide the families with translators of their own native language if it is not Spanish (as the Guidance Counselor, the Special Education teacher, and I are bilingual in Spanish). If the home language is identified as English, further assessment is not required. If the home language is identified as a language other than English, the student is then administered the LAB-R. Those students that score below "Proficient" on the LAB-R are

then informed of their eligibility for services. Letters of entitlement are provided to the parents in their home language, and then students are enrolled in the programs their parents have selected. If a program (such as Transitional Bilingual or Dual Language) is not offered at our school, we refer the parents to the proper resources to ensure that their child receives the linguistic education they are looking for. Because we are a new school, we are still in the process of developing relationships with other schools that we might refer these families to.

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 currently being prepared to take the New York State English as a Second Language Achievement Test in April 2014. The test has yet to be administered at UASGC within its first year. Mr. Jason Leblang, Director of Operations, will procure these tests, and these tests will all be administered by Ms. Jessica Barrett, ESL Teacher, at the time specified by the DOE. Students in need of NYSESLAT testing will be notified according to their needs shown by ATS report RLER.

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.  Because UASGC is only within its first year, we have not yet collected sufficient data from Parent Surveys and Program Selection forms to examine trends. If a trend appears that parents wish that their children attend Transitional Bilingual or Dual Language classes and that the population grows, we envision the introduction of courses and support in students' native languages in the years to come.

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])?

ELL students at UASGC are taught in a departmentalized setting, in which the class is comprised of heterogenous proficiency levels. The multiple proficiency levels are addressed through individualized assignments and conferencing. The small size of our new school allows this structure, and will likely change in the future as our number of ELL students grows. As we only consist of one grade at this point in time (9), all students in the ELL Support class are in the same grade.
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)?

Paste response to questions here:
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.

Within our Freestanding ESL class at UASGC, I frontload vocabulary for the content areas and teach the students how to decode text using an ELMO and an LED projector. Native language support is not available to be provided at this time, but further native language support will be provided in the coming years, and is being developed this year during our first year. Students create flashcards and use the Word Wall to help in vocabulary acquisition. Every class period, different students participate in one-on-one reading conferences with me, their ESL teacher, during which we review strategies to aid comprehension of grade level content area texts, assess their implementation of these strategies, and then brainstorm new strategies to continue working on. Throughout the first year of our ESL program, our ELL students will be participating in a series of interest-based units in which they will close-read informational and fictional texts and build their English writing literacy through writing evidence-based analytical essays. The community of this initially small group of ELL students is consistently stressed, and students are encouraged to share their home languages and cultures as they grow in their English language acquisition and literacy skills together. These methods are aligned with the Common Core Learning Standards in that they invite students to repeatedly revisit texts, provide evidence to support strong claims, and to analyze author's craft.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Because we do not offer Dual Language or Transitional Bilingual programs at UASGC, ELLs are not evaluated in their native languages at our school during their content areas. However, we will be sure to make Regents Exams in their native languages available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The assessment model at the School for Global Commerce is based in final performance tasks at the end of every marking period. Content area teachers create these projects to assess all students (ELL and non-ELL) in reading, writing, speaking, and listening within their content area. As the ESL teacher, I meet with each content area teacher regarding the performance tasks to ensure that necessary scaffolds are provided for these students. During the performance task session of a marking period cycle, our ELL support class focuses on the successful completion of these tasks by offering any additional support and time ELL students need.
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).

There are currently no identified SIFE students at UASGC, but when it is suspected that a student is SIFE, additional support hours will be made available for the student, as well as native language literacy coaching if the native language is Spanish. In the case that the native language is not Spanish, further resources for native language literacy will be researched beyond our first year. The newcomer ELLs at UASGC have thus far been Spanish speakers, so I have been able to provide native language support in instruction and through bilingual dictionaries and content area texts. These students are seated in intentional groupings with more advanced students that are also native in their home language, so that they might aid them if necessary. The ELL students that currently attend UASGC that have been

receiving service for 4 to 6 years range from Intermediate to Advanced levels on the NYSESLAT. Instruction for these students is differentiated through scaffolded graphic organizers and the availability of bilingual dictionaries if desired. All long-term ELLs at UASGC also possess IEPs that are taken into account when differentiating instruction for these students. NYSESLAT scores from prior years have been examined, as well as IEPs and former test scores. During reading conference time, these students are also assessed in their writing to determine gaps in learning. These gaps are being addressed through the program Words Their Way. Former ELLs have been monitored through their DRP scores, literacy block classes, and ELA progress. Test accommodations are provided for former ELLs in the form of dictionaries and any additional time allowed as required by IEPs if in existence.

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 at UASGC have been able to provide ELL students with bilingual content area texts, bilingual and English language dictionaries for individual reference. They also make all content accessible through various entry points, such as videos, word walls with graphic representations of concepts, and posters. Different strategies for approaching and decoding content area texts (particularly Social Studies, Science, and Math) are reinforced in Literacy and ELL Support classes. During our first year, we currently have access to document cameras, so that ELL students might see texts worked with directly, including their own work that they submit. Other technology, such as additional laptops and devices that allow them to record their own speaking will be procured as our program grows. The Special Education teacher, Ms. Fredericks, and the ESL teacher, Ms. Barrett, meet during their common planning period at least 3 days per week to ensure that all ELL students' IEP needs are being met, and this information is later discussed in the following day's grade team meeting with the other content area teachers.

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?

Although UASGC is a new school with a small staff and student body, we aim to provide as many students as possible with an inclusive setting. The ICT setting is offered for our ELL students with IEPs, and additionally self-contained sections are offered of English and Algebra with our Special Education teacher, whose credentials include a bilingual extension. Students enter this class as mandated by their IEP. All ELL students are placed within general education classroom settings unless otherwise noted on their IEPs. Within the students ELA classes, I offer additional support to all ELL students in my classes, as I am both the ELA teacher and the certified ESL teacher.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

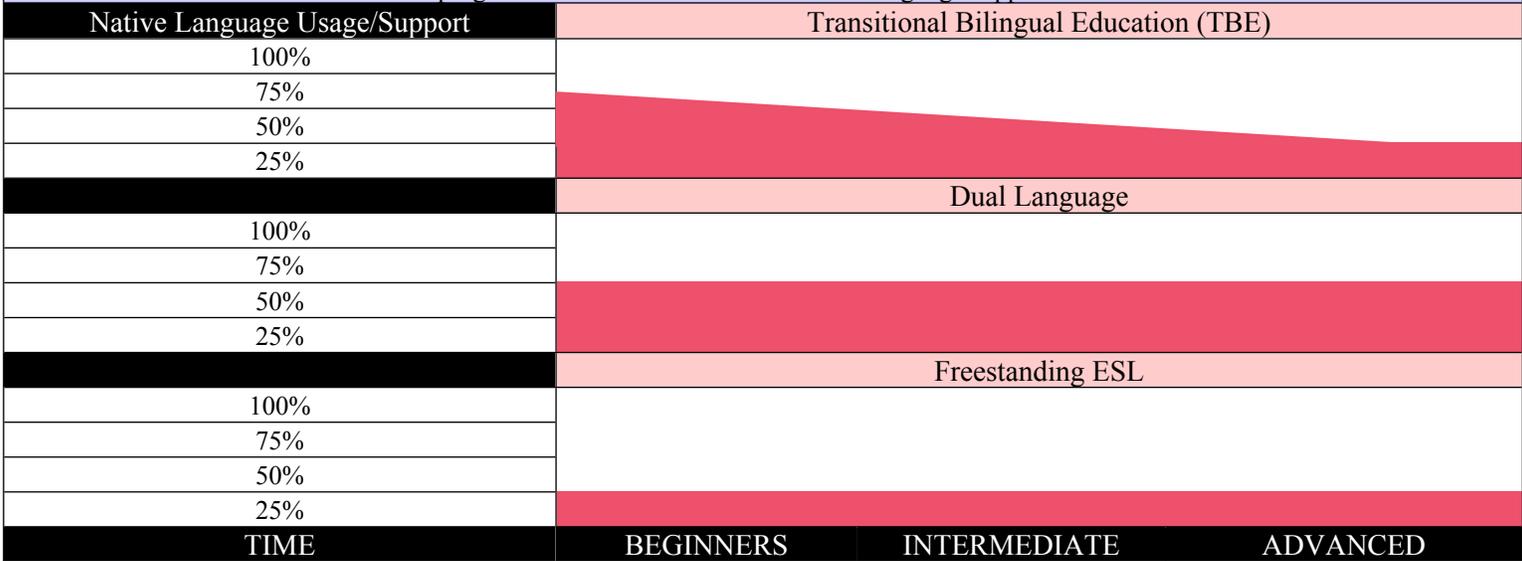
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Content area teachers at UASGC each offer afterschool interventions for struggling students, and will advise ELL students to attend these weekly sessions. These sessions occur for science, math, English, and social studies. Every marking period, students will meet with advisors regarding next steps to improve in subject areas where they need additional support. Additionally, ELL students will meet with the ESL teacher (myself) to identify skill gaps. Self-contained sections of math and ELA are offered at UASGC by our Special Education teacher (with a bilingual extension), where additional support is given to our Beginner students. All of the previously mentioned services are provided in English. In math, the Math and Special Education teachers provides additional support to students in math problem comprehension after school. In science, the Living Environment teacher instructs the ELL students to create note cards and access the Spanish glossary of the textbook and uses visual graphics to aid understanding. The Global History teacher provides guided notes that the ESL teacher later reviews with the ELL students. In English, material is reviewed and text annotated to aid understanding. Students whose home language is Spanish are also able to use Spanish dictionaries and work with other bilingual and proficient students in deliberate pairings during classwork.

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

The effectiveness of our current program will be further evaluated at the end of our inaugural year. The students' NYSESLAT scores will be compared with their scores from their 8th grade year, and their DRP scores will be compared three times throughout the school year: September, January, and June. The effectiveness of our program will also be measured according to the individual performance of each student in Math, ELA, Science, and Social Studies. Our beginner student, for example, has been spending incrementally longer times reading independently, and while she is still learning to form grammatically correct sentences that aid comprehension in English, she has begun writing full sentences that she can read back to the instructor. Students' performance on the performance tasks created in each subject will also be taken into account in evaluating the effectiveness of our ELL program at the end of this year. All teachers were made aware of the ELL students in each section of their content area, and currently

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

As our staff and student body grow at UASGC in the coming years, it is planned that I will move into further ESL instruction and will take on fewer ELA courses. Further improvements and programs will be considered at the end of this academic year.

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

At this point of time in our first year as an institution, no ELL programs or services will be discontinued. Programs and services will be up for review at the end of this academic year for effectiveness and student need.

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

Apart from academic support and access offered to ELLs at UASGC, we also work to incorporate the home languages and identities of all students, ELL and non-ELL in to our globally-focused school. All students are invited to participate in extra-curricular activities through surveys and descriptions of the clubs at the beginning of the year during advisory. In the coming years, we plan to hold extracurricular fairs, which will have brochures of each club in both English and Spanish. This language base will expand as our student population grows. These choices are also discussed individually with ELL students by their ESL Teacher. Because the industry of our CTE school is Global Commerce, a number of our extracurricular activities allow the exploration of students' cultures. ELL and non-ELL students have joined the Hispanic Heritage club, where they are able to speak in Spanish and discuss and compare various aspects of their culture, such as holidays, traditions, and beliefs. In the Food and You club, students were also able to visit Chelsea Market where they learned about the trade that brings foods from all over into the market. Many ELL students attended this trip and were able to share information about their own traditions and food in English with their classmates in an authentic and industry-relevant setting. ELL students are also encouraged to submit to the bilingual, native language, and English language sections of the school newspaper and literary magazine that are in their first year of publication and submission. Finally, the community of multilingual speakers at UASGC is large, and other students (and staff members) translate for students and their family members when necessary at school events.

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

All content area classrooms are supplied with an ELMO and LED projector. The CTE classroom is also equipped with a Smartboard to aid instruction through visual connections. All students have access to laptops in this subject. Students have access to bilingual and English language dictionaries in every classroom, and students may also refer to word walls, charts, and posters

that act as visual aids in the classrooms. Content area textbooks, such as Living Environment, also contain bilingual glossaries (Spanish-English). Dictionaries and laptop learning are provided in Algebra and Geometry. The Living Environment classroom has a word wall with pictures to aid in association, and the teacher provides instruction with the use of an LED projector and an ELMO so that students can see how text is closely modeled. Students also see how decoding a text is modeled in ELA. In all content areas, students with an Intermediate and Beginning level of proficiency are provided with bilingual dictionaries. Because this is the first year of our program, the ESL teacher continues to research technology that might be acquired to support ELLs, such as audio versions of textbooks and bilingual versions of textbooks.

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

Native language support is provided in the free-standing ESL class by the certified ESL teacher, me. In this class, I provide verbal and written instructions in Spanish to our intermediate and beginner students, and will use Spanish in facilitating student understanding of decoding unknown words. The one student that does not speak Spanish is at an advanced level according to the NYSESLAT, and her native language is Fulani. Bilingual dictionaries are also available for student use in the support class. Native language support is not provided for TBE or Dual Language programs at UASGC, as these programs do not exist at this time at our school.

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

All students at UASGC in its initial year are in the 9th grade. All ELL students have access to grade level texts and text books as designated by the Common Core Standards. In ELA, for example, students read 9th grade fiction texts, and will also view videos, create graphic organizers to better comprehend text, and will work with the ESL teacher to decode more difficult texts. Another example is that in science, students are provided additional support in the ICT setting and receive individual tutoring interventions after school. In their free-standing ESL support class, ELL students are pre-exposed to vocabulary to help them tackle more difficult concepts in class.

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.

Within our first year at UASGC, all students and their families were personally greeted by staff members at their homes, and these home visits will continue to be a crucial part in the development of our school culture. These home visits will be especially important in the welcoming of newly enrolled ELLs in our school. In the coming year, a parent orientation for all ELL students will be held on school grounds with an informal gathering and orientation to the school, followed by a formal introduction to ELL services provided by the school and what options are available to parents and their students in the DOE.

18. What language electives are offered to ELLs?

At this time, no language electives are offered to ELLs due to our new school's small staff size. It is planned that native language literacy will be offered to ELL students in order to provide them the necessary support to improve their English language literacy skills.

19. For schools with dual language programs:

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

UASGC does not offer a dual language program at this time.

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.

It is planned that as the certified ESL teacher on staff, I will be attending professional development provided both by the Urban Assembly network and by the Department of Education. Because I also plan to apply for my bilingual extension, I plan to attend professional development about integrating and maintaining ELL native language culture both in and out of the classroom. I have also regularly attended ELL PD through my degree-granting program, which continues to offer professional development for their teachers. The calendar dates for these professional development sessions are not yet available, and are currently being researched by the school, the ESL teacher, and her mentor. One session has occurred as of November 6, 2013, and further sessions will be planned for each marking period as we continue developing our Professional Development program for our first year. All sessions are attended by content area teachers (science, math, social studies, CTE, English), the parent coordinator/office manager, and the guidance counselor. A binder with all ELL resources will be kept in the main office for all teachers to access.

Professional development surrounding the Common Core Learning Standards has been attended by the ESL and bilingual teachers during the summer and through their graduate programs. This professional development enables content area teachers to deliver instruction of content area texts by first teaching their students the specific decoding skills and vocabulary for that subject area. In this way, students are then able to comprehend texts on a higher level in order to close-read in the manner described by the CCLS.

Because this is the first year at UASGC and only high school students are being serviced, transitional services are not provided.

Professional development sessions for content area teachers of ELLs are provided during Staff Professional Development days, which occur every Wednesday. These content area teachers include the Math teachers, Mr. Baker and Mr. Leblang, the Science teacher, Ms. Persaud, the CTE teacher, Mr. Kirnon, and the Social Studies teacher, Ms. Sapienza. Individual student case conferencing also occurs during Grade Team Meetings, which take place every day during fourth period. Content covered in the PD sessions includes how to utilize an ELMO to best support ELLs, how to create bilingual word walls and word walls with pictorial representations of words, and how to provide scaffolds for text decoding in content area textbooks. Records of professional development are kept by minutes at each Wednesday session which are then stored on the school's Google Drive system.

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?

All parents at UASGC have been encouraged to join and participate in the Parent Teacher Association (PTA) in our inaugural year, an effort which is spearheaded by our Parent Coordinator, Ms. Natalie Page. Parent activities that foster parental involvement of ELL parents are still in development at this time as our school continues to grow in its first year. At this time we do not partner with any Community Based Organizations to provide workshops for ELL parents, but we hope to pair with one in the coming year as our student and family population (and likely ELL population) grows. CBO names are currently not available because this partnership is still in development, but we hope to have one established by the beginning of our second year. This CBO would focus on providing English language classes, orientation to DOE services, and access to translators. Through our partnership with the Urban Assembly School Network, we have access to a number of CBOs. We also plan to hold multicultural nights to reflect the global nature of our diverse school in which ELL parents in particular will be encouraged to participate with their children. The needs of parents are evaluated through the HLIS, and through the initial home visits that occurred during the summer. Specific activities for parent involvement are still in development through our PTA, but will continue to grow as our first year continues. Thus far parents of both ELLs and non-ELLs have participated in a school-wide barbecue, at which parents who did not speak English as their first language were provided with a translator. Additionally, we have rescheduled an event known as Basketball and Breakfast to which all parents are invited. When the final date is announced, phone calls will be made to all parents of ELLs in their native language so that they are welcomed and given specific information regarding the event. Our staff is fortunate to have three members that are bilingual in Spanish and English, so that parents in need of Spanish-English translation services are easily provided these. We hope that as our staff grows that further language services will be provided.

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 Global Commerce

School DBN: 05M157

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erin Gehant	Principal		12/5/13
	Assistant Principal		12/5/13
	Parent Coordinator		12/5/13
Jessica Barrett	ESL Teacher		12/5/13
Natalie Page	Parent		12/5/13
Medina Fredericks/Special Ed.	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		12/5/13
	Coach		12/5/13
	Coach		12/5/13
Sierra Freeman	Guidance Counselor		12/5/13
	Network Leader		1/1/01
	Other		1/1/01