



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: URBAN ASSEMBLY MEDIA
DBN (i.e. 01M001): 03M307
Principal: CORDELIA VEVE
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Superintendent: ANTHONY LODICO
Network Leader: SHANNON CURRAN

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

Students will show improved performance in relation to the Common Core State Standards as measured by the NYC ELA Performance Task.

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.

UAM has always worked with a population of students whose middle school performance is generally below proficient as measured by standardized ELA and Math exams, as well as a substantial population of students with IEPs (20 – 25%). Over the past two years our students' academic challenges have increased as evidenced by a Peer Index that has been 1.8 for two consecutive years. At the same time the graduation requirements for students have become more rigorous. As a school we have decided that our response to greater student need and increasingly rigorous standards must be goals that focus on teacher practice, development of students' literacy skills, improvement of student attendance rates and curricular alignment to the Common Core State 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

The Common Core State Standards represent a departure from previous standards and require that students are able to successfully complete complex tasks independently. Teachers must assess students in relation to the Common Core State Standards and analyze the results in order to develop plans to improve students' performance in relation to the Common Core State Standards.

Over the past two years, UAM has used Think Ready Performance tasks to assess students' ability to complete complex tasks independently as assess their performance in relation to the Common Core State Standards and Key Cognitive Strategies (2.2). These Think Ready Performance tasks provided an opportunity for teacher across subject areas to assess students in relation to the similar standards. Doing so, allowed teachers to begin to see the interconnectedness of the skills and knowledge that students built from one content area to another.

As a result, teams have identified specific goals for students and specific practices to use to reach these goals. Last year these were:

Content Area	Goal	Teacher Practice
ELA	Improve students' ability to analyze and evaluate texts.	Lead High Level Text Based Discussions
SS	Improve student' ability to identify evidence in texts.	Incorporate student shares and use a paraphrasing protocol when reading texts
Math	Improve students' ability to strategize to solve complex problems.	Incorporate student shares and develop a problem solving protocol
Science	Improve students' ability to analyze and evaluate texts.	Integrate text-based activities.

Overall, teachers recognized that students had to build the skills to independently complete complex tasks. This overarching understanding has helped to develop coherence across the curricula, with teachers actively emphasizing higher-order skills and rigorous habits (1.1, 2.1). This year teachers will build off of these goals using the NYC ELA CCSS Performance Task as the measure of success. Over the year, progress towards our goal of improving student improvement will be tracked through Common Core aligned performance tasks given in each subject area as well as students performance on the Degrees of Reading Power (DRP) assessment, which aligns students' reading scores to the Common Core Standards. These tasks will be spread over the year starting with the ELA NYC Performance Task baseline administered in September.

So far, students have taken the NYC ELA CCSS Performance Task benchmark, which was graded by the entire staff in grade teams. The identified trends and gaps from this assessment were that students did not have a firm grasp of how to address counterpoints in an argumentative essay. The practice of collaborative grading of student performance tasks will continue throughout the year for each of the four performance tasks given over the year. Teacher teams will review and analyze student data in teams using UAM’s ORID-style protocol resulting in decisions about instructional next steps. Between administration and grading of assessments, Vertical Teams will participate in professional development sessions twice a month. These professional development sessions will run on a cycle of reviewing and analyzing data (student work, teacher lesson plans, videoed observations, etc.), planning next steps, implementing plans, and reviewing the impact of plans. These Vertical Team meetings will be led by Teacher Leaders (one for each team) who also meet weekly to discuss plans to ensure coherence across the school. The impact of the work to date is a focus on developing students’ ability to develop written arguments. This has taken the form of argumentative writing assignments in ELA, SS, Science and our Literacy (E2) classes. These argumentative tasks being assessed using rubrics aligned to that of the Common Core performance task.

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

1. Teachers, Teacher Leaders, Instructional Coaches

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

1. The DRP reading assessment will be administered 3 times (September, December and May) during the year to assess students’ reading performance in relation to the common core reading standards, ELA assessments modeled off of the ELA performance task will be administered twice during the year (November and March) to assess students performance in relation to the traits identified by the ELA performance task.

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

1. Implementation will begin over the summer with teacher curriculum planning to address the common core learning standards and end in June with the analysis of the students’ performance on the end of year ELA performance task.

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

1. Teachers will meet regularly (at least once a week) in Content/Vertical teams to plan, analyze data, look at student work and evaluate the impact of teaching strategies.

Strategies to Increase Parental Involvement

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

In addition to regular communication home, there will be a “Curriculum Night” in September. At this time, parents will have the opportunity to follow an abbreviated student schedule and teachers will present their curricula to parents including how the common core standards will be integrated and assessed. Three times during the year parents will receive letters home with the results of the DRP and indicating the growth that their child has made in relation to the Common Core reading standards.

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	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

Improve student literacy so that students with 80% attendance or higher show growth, as measured by the DRP, that meets or exceeds the national average.

Comprehensive Needs Assessment

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

On average 80% of our students start the school year below or far below grade level as measured by the DRP. In order to be proficient with relation to Common Core

State Standards, students must be able to read and comprehend complex text. Therefore, it is the belief of the school that improving students' literacy is the first step to improving their performance on Common Core State 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

Over the past two years, UAM has focused on student literacy with a stand alone course that we call English 2 (E2) (1.3). Every teacher teaches this course and every student takes it. Aside from the explicit purpose of getting students to read more and thus improve their literacy, the implicit purpose of this course is to develop specific habits in our students and improve our teachers' capacity for teaching literacy and establishing shared practices among teachers.

Three times a year, students take the DRP to measure their literacy (2.2). The results of this assessment are reviewed by teachers, shared with students and their families and tracked over time. In conjunction with their teachers, students set goals and identify action plans for meeting their goals. Twice a month teachers participate in E2 development sessions (4.1). These sessions are led by teacher leaders and follow a cycle of reviewing and analyzing data (DRP scores, conference notes, reading artifacts) planning next steps, implementing plans, and reviewing the impact of plans.

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

1. Teachers, Teacher Leaders, Instructional Coaches

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

1. The DRP will be administered three times during the year and teachers will hold regular reading conferences with each of the students in their E2 classes.

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

The school's progress towards this goal is tracked three times a year (September, December and May) using the DRP and within individual E2 classes on a regular basis through student-teacher conferences. So far, students have taken the DRP once. Last year, the implementation of E2 led to increased student reading across content areas and the integration of the practice of student shares into content area courses. Outside of academic courses the school's focus on literacy led to the initiation of a student-teacher book club.

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

1. Teachers will meet regularly (at least once a week) in Content/Vertical teams to plan, analyze data, look at student work and evaluate the impact of teaching strategies.

Strategies to Increase Parental Involvement

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

Students DRP scores are reported to parents three times a year. During fall and spring parent-teacher conferences E2 teachers have DRP data conferences with parents to advise them of their child's current reading level and what he or she is currently working on. In addition parents are given suggestions for how they might support their child's literacy development at home

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	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.
 Improve teacher effectiveness, as measured by the Danielson Framework, by using teacher leaders to provide regular and meaningful formative feedback to teachers.

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.

Development of teacher practice requires formative feedback (3.1), however the advent of Advance requires that administrative feedback be evaluative. Therefore, the role of teacher leaders as instructional coaches who provide formative feedback is critical to the development of teacher practice. Over the past two years, UAM’s administrators have focused on giving teachers formative feedback on their practice using the Danielson Framework and professional development has focused on building teachers’ understanding of the framework. Previously, teacher leaders served as primarily facilitators of teacher team meetings. This year, teacher leaders will take on a more dynamic role and serve as instructional coaches providing teachers with formative feedback on their teaching practice. In order to accomplish this, teacher leaders are spending the beginning of the year calibrating observations using the Danielson Framework and working with network instructional coaches to create professional development opportunities for their teacher teams. Teacher Leaders meet as a group weekly to review observation data, share plans and discuss next steps. They meet with their respective teams once a week and have opportunities to observe and work with teachers throughout the week. Additionally, Teacher Leaders received additional support through participation in the Teacher Leader Project and from one of three UA network coaches (1.3 & 4.1).

The school’s progress towards this goal is tracked weekly by the instructional team by reviewing observation data and professional development plans. So far, Teacher Leaders have participated in 2 Danielson calibration sessions. They are working with their teams, on deepening teacher practice with a specific focus on:

- The development of precise, academic vocabulary
- The strategic pairing of students
- The use of “Quick Thinks” as formative assessment/checks for understanding
- Active reading of text; annotatio

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. Every teacher will participate in weekly planning and development sessions with their content area team, teachers will participate in peer observation and feedback sessions, instructional coaches will meet with teacher leaders and identified teachers for additional support, teacher leaders will meet regularly as a team to review progress
- B. Key personnel and other resources used to implement each strategy/activity**
1. Teachers, Teacher Leaders, Instructional Coaches, Principal, Assistant Principal
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teachers will set goals for the development of their practice at the beginning of the year and meet with the principal three times during the year to assess their progress on these goals using the feedback they have gotten from both formal and informal evaluations, Teachers will be surveyed at minimum three times during the year to assess the effectiveness of the professional development opportunities that they are involved in.
- D. Timeline for implementation and completion including start and end dates**
1. Teacher goal setting will begin over the summer and with a final reflection and goal setting for the next school year in June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Weekly professional development sessions for teacher content teams, meetings with instructional coaches for teacher leaders and individual teachers, observation

calibration/norming sessions for teacher leaders and administrators, weekly meetings of teacher leaders and administrators.

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).

In addition to regular communication home, there will be a "Curriculum Night" in September. At this time, parents will have the opportunity to follow an abbreviated student schedule and teachers will present their curricula to parents including the specific instructional practices that will be used to address the learning needs of students.

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	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Decrease the number of chronically absent students from 39% to 25%.

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.

When students are chronically absent, their absence becomes the primary barrier identified to their academic performance. Teachers are unable to truly identify and assess the relative academic strengths and weaknesses of chronically absent students and as a result they are less likely to improve their academic performance than their peers with higher attendance. Last year we improved the school's overall attendance from 82% in 2011-12 to 84% in 2012-13. This was accomplished by decreasing the number of chronically absent students. We plan to continue this work by building upon practices that we developed over the past two years. This work has had four main thrusts: 1. Refining and streamlining the work of the attendance team 2. Increasing teachers' awareness of their students' attendance patterns 3. Communicating with and engaging parents in the school 4. Developing opportunities for a wide range of students to become engaged in school

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

This year we will build upon the practices that we established the last two years. The attendance team will continue to meet weekly. Members of the attendance team will participate in Network and DOE professional development meetings connected to attendance, attendance improvement and drop-out prevention. We will also build upon our practices around teacher review of attendance data. Last year, there were structured reviews of attendance data by grade teams. During these reviews teachers reviewed student attendance data to identify trends, develop improvement/intervention plans for students and to consider structures they might put in place to improve attendance and support chronically absent students.

Teachers' increased awareness of student attendance has led to built in routines for reviewing school, grade, class and student level attendance by teachers. During Administrative and Grade Team meetings student attendance data is reviewed, focus students are identified and interventions are planned. The review of attendance and the identification of attendance as a barrier to student performance has led to shifts in teacher

practice. It was discussed that sometimes one absence snowballs into a second and a third because students fear they have fallen behind. As a result, some teachers have built in systems so that absent students can still have access to the learning through the use of technology. Other teachers make a point of making links between attendance and classroom performance. As a school attendance is used to identify students eligibility for privileges.

The students themselves have played a critical role in this work, identifying the need for enhanced opportunities for students to feel connected to and celebrated in school. Students used our popular drama club as an example a school practice that supports student engagement in school. Building off of their recommendation we are building up after school Dance, Cooking and Chess clubs. Additionally students noted that recognition for excellence and effort is important. This year we will expand the academic awards that give seniors annually to include students from all grades. The school's progress towards this goal is tracked weekly by the Attendance Team and bi-monthly by Grade Teams. Currently, the school's YTD attendance is 87%, which is higher than it was this time the last two years.

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

1. Guidance counselors, school aides, community workers, teachers, attendance teacher, CBO personnel, principal, and parent coordinator

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

1. School wide and individual student attendance data will be reviewed at weekly attendance meetings

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

1. Review of attendance data and identification of students needing additional support will begin over the summer and final review and analysis of data will take place in June 2014

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

1. Weekly attendance meetings will be held with the attendance team, one administrative meeting a month will be used for teacher grade teams to review and discuss the attendance data for their students, attendance data will be posted publicly on a weekly basis

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).

Daily phone calls will be made to the home of absent students, monthly mailings will be sent home with student attendance data, individual meetings with guidance counselors will be set up for identified students, home visits will be conducted for identified students

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		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	Conferencing Regents Review Skills Development	One-to-one Small group Tutoring	During the school day
Mathematics	Regents Review Skills Development	Small Group Tutoring	During the school day After School
Science	Regents Review Skills Development	Small Group Tutoring	During the school day After School
Social Studies	Regents Review Skills Development	Small Group Tutoring	During the school day After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Intervention Round Tables Goal Setting	One-to-one and group One-to-one One-to-one	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 *TA Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		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.

UAM is committed to recruiting and hiring highly qualified teachers who share the school's beliefs about student learning and are interested in joining our professional learning community.

Recruitment of Candidates

- Candidates are recruited using the following:
 - NYCDOE New Teacher Finder
 - NYCDOE Open Market
 - Urban Assembly Network
 - New York City Teaching Fellows
 - Teach for America
 - Universities including but not limited to: Teacher's College, Fordham University, CUNY, SUNY
- Review of Candidates
 - A panel of subject area teachers along with the Assistant Principal or Principal review the resumes of candidates and select candidates for interview
- Interview of Candidates
 - Each candidate is interviewed using the following steps
 - Step 1: Interview of candidate with hiring panel
 - Step 2: Demo Lesson
 - Step 3: One on one interview with Principal
- Certification and Qualification Review
 - Names of potential hires are forward to network hiring manager to review certification and qualification

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).

UAM is committed to developing a professional learning community that is centered on collaboration and school improvement. Professional Development sessions are designed to provide teams of teachers with opportunities to collaborate in order to improve student learning.

Professional Development sessions include but are not limited to:

- Whole School Learning Sessions
- Data Analysis
- Looking at Student Work
- Lesson Planning
- Peer Observation

These sessions provide teachers with opportunities to make public what has traditionally been private (DuFour) and focus on the *implemented* curriculum rather than the *intended* curriculum (Marzano).

- Professional Learning to support a stand-alone literacy course and integrate literacy instruction into content area classes.
 - o *Theory of Action*: The majority of students enter our school reading below grade level (25% of 9th and 10th graders have an independent reading level below 6th grade) by addressing this deficit students' performance in all areas will improve. A two prong approach, through disciplinary literacy (content area classes) and level-specific literacy instruction (English Literacy classes) will yield improvement in students' reading levels and their ability to read and analyze complex text.
- Professional Learning to develop curricula units and student tasks aligned to the Common Core Standards
 - o *Theory of Action*: In order to effectively teach the Common Core standards teachers must gain familiarity with them and their students' performance with them. Through Looking at Student Work as a team, teachers will develop a deeper understanding of the Common Core standards and have a better understanding of how to improve their students' performance in relation to them.

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.).

We manage our budget to meet the intent and purpose of funds that are consolidated. For example, we use funds for STH to provide instructional materials and school supplies for students in temporary housing. The principal and business manager meet regularly to review the budget and to ensure that funds are allocated appropriately.

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.

Teacher Leaders review the assessment options in coordination with the principal. After consultation with their content area teams the Teacher Leaders make recommendations regarding the assessments to be selected, the timeline for administration and how the data from the assessments will be used to improve instruction. Throughout the year Teacher Leaders meet with the principal and instructional coaches to devise professional development sessions for their content and grade teams using the results of the various assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 307
School Name Urban Assembly Media High School		

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 Cordelia Veve	Assistant Principal James J Memola Jr
Coach Alexis Goldberg	Coach
ESL Teacher Camille Freund	Guidance Counselor Debra Delshad
Teacher/Subject Area Michael Bordwell	Parent Ignacia Pacheco
Teacher/Subject Area	Parent Coordinator
Related Service Provider Lindsay McNamee	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	388	Total number of ELLs	44	ELLs as share of total student population (%)	11.34%
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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														
SELECT ONE										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	17
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	20

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	16	3	1	8	0	4	20	0	13	44
Total	16	3	1	8	0	4	20	0	13	44

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*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										14	5	8	6	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											2			2
Haitian														0
French										1	4	2		7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	0	0	0	0	0	0	0	0	16	11	10	7	44

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	5	2	1	9

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)										6	0	5	2	13
Advanced (A)										9	6	3	4	22
Total	0	0	0	0	0	0	0	0	0	16	11	10	7	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11	0	3	0
Integrated Algebra	8	0	3	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	6	0	3	0
Physics	0	0	0	0
Global History and Geography	6	4	1	0
US History and Government	4	0	1	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. UAM uses the QRI, DRP, and Fountas and Pinnell to assess the literacy skills of our ELLs. Results indicate that our ELL students have wide ranging needs with regards to their literacy development. Some of our ELLs test at a pre-primer level while others test at a high school level. About 25% of our ELLs reading levels are in the lower elementary level (2-4th grade), 25% in upper elementary/middle school (5th - 7th grade), 25% in Middle to Upper Middle school (6th - 8th grade) and 25% at the high school level. This has led to the leveled reading groups so that students literacy skill instruction can be targeted. It has also led us to continue the book group which utilizes group reading so that students learn from one another. UAM in collaboration with all vertical team leaders and network coaches, uses the gathered data to group students and offer specific programs to accommodate the learner needs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Most of our students are advanced or proficient in listening and speaking. The majority of our student are intermediate in reading and writing. Therefore, we believe that literacy development across the content areas is critical. To this end our literacy class serves as a starting point for teachers to gain familiarity with their students' literacy skills and then use what they learn to shape their curriculum. Reading, writing and vocabulary development are an explicit part of all content areas.
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](#))
 3. The results of the NYSESLAT modalities aid us to group students into appropriate courses, as well as instructional pairs. Certain classes or units focus on reading skills and the process of writing, while others focus on oral communication and the listening skills.
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?
 4. Grade and content area teams review results of periodic assessments and analyze the results to determine next steps for groups of students and for individual students. Data is reviewed for all students and also for students in sub-groups including ELLs and SWDs. The results for the sub-groups are compared to those of all students. Based on analysis of periodic assessment results content area teams make adjustments to the curriculum and their instructional methods. Focus students from the sub-groups are selected and their progress is tracked by leadership and grade teams in order to evaluate the effectiveness of curriculum and instructional methods. Through these case studies the school is able to determine effective practices. Performance on tests take in English versus those in the native language seems to be dependent on students proficiency level and the content area. Students taking the Integrated Algebra exam in their native language fair better (71% pass rate) versus students taking the Global exam in their native language (20% pass rate). However, fewer students take the Global, US and Living Environment exams in their native language than take Integrated Algebra exam. We do not currently have dual language programs, all students are instructed in English by the ESL teacher as well as all subject area teachers.
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](#).)
 5. UAM is a 9-12 highschool- Not Applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?
 6. Instruction is created based on the the needs of the ELLs. Fortunately, our ESL classes are comprised of students who speak various languages (Arabic, French, Spanish, various African dialects). This allows students to interact with others in a safe environment, while before forced to use English skills. All data is used to inform instruction including, parent survey, interviews, educational history and background, and baseline assesments. All content area teachers instruct in such a way that they are building the students language and vocabulary skills.
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?

7. Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. The ESL teacher analyzes the growth on the NYSESLAT scores and evaluates the success in the ELLs' core classes as well. Effective ESL instruction should be seen in the NYSESLAT scores as well as in all core classes that rely on authentic literacy skills.

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](#).)
 1. The Home Language Instruction Survey (HLIS) is provided by the Guidance Counselor at the school, Joy Freeman. She meets with the family and distributes the HLIS to the family according to their language of choice. Thereafter, parents and students participate in an oral interview upon entering the school with Debbie Delshad, Guidance Counselor, Joy Freeman, Guidance Counselor or James Memola, Assistant Principal. During this interview the student's academic history and records are reviewed and examined, by our Guidance Counselor Joy Freeman. UAM also has a number of teachers who can provide translation services as needed: when parents speak other languages we make use of translators who work in the school (Hindi, Farsi, Russian), on the campus (Chinese, French) or translation services provided by the Department of Education. The Lab-R is administered to students as needed by Camille Freund, the ESL teacher. Incoming students are either identified upon entry or from the report run weekly on ATS, to ensure that the LAB-R is administered within 10 days of entry. LAB-R eligible students are referred to the ESL teacher who administers the test. Annually, all ELLs are assessed using the NYSESLAT. The RLAT, RMNR, RELC, RYOS (ATS) are run and reviewed by the LAP Team to develop a schedule for testing that ensures that all students are assessed. The schedule is developed so that there is adequate time for students to complete all four components with minimal disruption to their regular schedule. Students are scheduled individually to complete the speaking portion and in groups to complete the Listening, Reading and Writing. Students and teachers are informed of the assessment schedule so that they can make necessary plans. For Spanish-speaking students identified via the HLIS and/or the oral interview, the ESL teacher Camille Freund administers the Spanish LAB to check for proficiency/fluency in the language. When considered fluent as per the exam results, the instructional team is informed so as to allow for the student to also take the Spanish LOTE toward their HS credit accumulation.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Parents new to the school participate in an orientation over the summer or in September. During these orientation sessions, the school's academic programs and expectations are introduced. Joy Freeman, Guidance Counselor, Debbie Delshad, Guidance Counselor and/or James Memola, Assistant Principal along with teachers present the school along with a description of our Freestanding ESL program. The school also discusses the options available to ELL students in the NYCDOE: Transitional Bilingual Education (TBE), and also Dual Language Program (DL). Translation to Spanish is provided by one of our Spanish speaking teachers, school business manager or other administrative staff. If parents decide to choose either the TBE or DL programs, the Guidance Counselor or Assistant Principal sits with the families to search for those school options, and then connects the families with those schools' ELL point(s) of contact at those programs, respectively. If the families are looking for a freestanding ESL program, then the Guidance Counselor or Assistant Principal will discuss the instruction of the ESL program at UAM. Students who enter the school later in the year meet with the Guidance Counselor, Joy Freeman, or with the Assistant Principal, who then provides parents and students with the information usually presented during the orientation sessions. Parents who do not attend orientation or individual meetings are contacted by phone by the student's advisor or by the Parent Coordinator and are invited for a meeting with the Guidance Counselor. During these sessions and meetings parents are given information about the choice of programs available for their children: Transitional Bilingual Education (TBE), Dual Language (DL), or Freestanding ESL at the school. Upon their choice, the same procedure is followed as outlined previously.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 3. Entitlement letters and program selection forms are distributed by students' advisors and return is followed up by calls home by advisors, and the Attendance Coordinator. This process is overseen by Joy Freeman, Guidance Counselor and Debbie Delshad, Guidance Counselor. Ramona Wooden, monitors the distribution and collection of forms through communication with advisors as well as prints out all necessary and relevant ATS reports. All documents are maintained in a file within the Guidance suite.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. When students are assigned to the school, Guidance counselors interview the parents and students and inform them of the ESL options. Once students are placed in a program, parents are provided with their schedules. Phone calls are made by advisors to families regularly to discuss students' academic progress and effectiveness of current program. Translators are used, when necessary. During Open School night, Curriculum night and during scheduled meetings with advisors, parents have the opportunity to discuss their child's progress. Parents are welcome at UAM throughout the school year to visit classes, talk with teachers and learn about the educational opportunities available to students. There is regular outreach to parents through advisory phone calls (supported by translators when needed) and written communication, which is always translated into Spanish, in the form of regular newsletters. Parents are encouraged to contact advisors with questions and concerns about their child's progress. Phone contact with non-English speaking parents is facilitated by a translator whenever available. In addition to regular phone calls home, important documents are mailed home in English and Spanish and support staff follows up with families who do not respond to mailings.
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.
 5. ATS reports are used to determine NYSESLAT eligibility. ESL teacher Camille Freund and testing coordinator Mike Bordwell plan and schedule each section of the NYSESLAT according to the NYCDOE calendar. Students are scheduled individually for the speaking section, in such a way that it does not disturb their core classes. The listening, reading, and writing sections are administered by the ESL teacher in small groups. The testing location is chosen carefully and prepared so that the student and proctor materials are ready and organized. The room is available for a time period that is appropriate for the section, and the environment is created so that students can listen, read, and write without distractions. If students are absent for the allotted NYSESLAT time, ESL teacher and testing coordinator create a make-up schedule so that all ELLs complete all four sections of the exam under appropriate conditions and time frame.
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. 
 6. The majority of parents select ESL. The school programs are aligned to this choice to ensure that we can provide adequate ESL services to a range of learners. The Guidance Counselor, Joy Freeman monitors parental preference and informs administration of parental preferences to assist in the planning and future development of courses and programming needs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. Students receive ESL services through heterogeneous, self-contained classes for 9th – 12th grade. Students are also grouped by proficiency level to maximize instruction and learning. Students also receive additional instruction through advisory and literacy classes as needed.
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)?
 2. All ELL students are programmed for Freestanding ESL based on their proficiency level and receive the required number of minutes through their ESL class which meets daily, their literacy class and advisory which meet 3 and 2 days a week. The Guidance Counselor, Joy Freeman and Guidance Counselor, Debbie Delshad review student needs and appropriately program ELL students.
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.
 3. Through their ESL classes, students receive ELA instruction that prepares them for success in grade-appropriate ELA classes and on the English regents. Using a SIOP model the ESL teacher designs instruction with ELA content goals and supporting language objectives. The ESL teacher makes use of a variety of best practices including but not limited to modeling (specifically: teacher “think alouds” while completing an example task, working to do a task together and sharing examples of student work to show what a completed piece should look like and to collaboratively develop rubrics), Bridging (specifically: activating prior knowledge through the use of anticipation guides, KWL charts, class discussion, etc.) Contextualization of concepts and vocabulary and Schema Building (specifically using content area relevant graphic organizers for class lectures and note-taking). Some additional supplemental materials include native language texts, vocabulary word banks, common core aligned performance tasks. The activities are also provided in native languages where necessary. Additionally, students are provided with small group instruction based on their needs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. When students' performance on assessments do not meet expectations or their understanding they may be offered assessments in their native language. The ESL teacher carefully assesses students' understanding of english and provides necessary supplemental aids. Additionally, students are provided with bilingual dictionaries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. ESL teacher conducts formative assessments in all four modalities in self contained ESL classes throughout the year. Results of these formal assessments provides data which the ESL teacher uses to assess what subjects, concepts, or modalities need to be focused on. Some of the assessments used include, DRP, ELA performance assesment, Think Ready Tasks, CCSS aligned final exams and regents exams. Informal assessments include teacher made exams and classwork.
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).

6. Newcomers and Long Term ELLs are provided with instruction based on their needs ranging from smaller class size for content area classes to additional Regents Review co-taught by an ESL and content area teacher. All classes are taught in English. Our ESL teacher conducts professional development sessions with teachers beginning in September, working with them to ensure their familiarity with ESL methodologies and support their implementation. Students continue to receive additional time on assessments. SIFE students newcomers have additional time to complete assessment. In addition, SIFE students are administered modified exams and additional scaffolding on tasks. Students from 4-6 years are also given additional times and minimal scaffolding as based on need. Students 6 years plus receive minimal scaffolds on an as needed basis.

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?

7. Content area teachers develop content and language objectives for their lessons based on the SIOP model. In all content areas the development of academic vocabulary is a focus for both ELLs and native English speakers. This development is furthered in students' literacy classes through their independent reading, written response and conferencing with teachers. For ELL-SWDs, the school uses the formula of wordbanks to scaffolding the acquisition needs of these students, where these students also have pull-out sessions to work on strategic academic vocabulary. Formative assessment is used throughout the content areas to ascertain students' comprehension of both content and language objective. Instruction is differentiated for the ELL subgroups through their placement in their ESL class and their placement in content area classes. Newcomers and SIFE students are placed in small advisories and receive support in acclimating to the school culture. Whenever possible they are placed in smaller class sizes for their content area classes and provided with supplementary texts that support their access to the content. Across the content areas, teachers focus on the development of vocabulary through the identification of critical content vocabulary. As needed, students might receive tutoring for specified content areas. In terms of materials that UAM uses for its students, we use various reading books, English dictionaries and bilingual dictionaries (Spanish, French), and Rosetta Stone as interactive media programs to engage students in instruction and in reading, verbal and writing comprehension. Those ELL students preparing to take the ELA exam are provided with testing support in their ESL class. Practice test scores are reviewed and analyzed by the ELA team to identify student instructional needs and additional supplemental courses and tutoring are provided as need. ELLs receiving 4-6 years of service and long term ELLs continue to get ESL services as mandated by their proficiency level. Students in this group, who are not meeting standards may be placed in smaller class size or receive pull-out tutoring. Additional supportive services for these students include but are not limited to: tutoring on test-taking strategies, smaller class size and literacy classes. Materials for the ELLs in the 4-6 years of service and long-term ELLs also have materials that target their learning: grade/age-appropriate reading materials, scaffolded programs in Rosetta Stone for this group of students, and targeted literacy reading. ELL-SWDs are supported by either Self-Contained classes, or ICT models. The school instructional team also looks at the student levels of performance in both English acquisition and in their learning strategies, and pull-out students according to their level to provide additional teaching support. The ELL-SWDs are supported by the schoolwide instructional philosophy of being fully inclusive; as a result, the ELL-SWDs will receive extra classroom support from their teachers if/when needed. The ESL teacher works closely with the Beginning students across grade levels in depth toward building vocabulary banks. The ESL teacher is fluent in French, being the native language of the cohort of beginner students this year (2013-14), so the differentiated learning takes place across grade levels over the Beginner group of students. Depending on individual student need, students are provided with these additional supportive services. UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive information through a variety of mediums.

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?

8. All ELLs are fully integrated into classes and have access to after school clubs, tutoring and regents review. All students with disabilities, including ELL-SWDs, are programmed in the least restrictive environment. This is accomplished through flexible programming allowing students to move up and down in core content courses, be programmed for classes with a smaller class size, be programmed for team teaching classes and be programmed for supplemental literacy classes at their reading level. ATS and SESIS assist in providing student class eligibility information.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

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

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

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

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

Native Language Usage and Supports

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Targeted ELA intervention for ELLs is provided through small English literacy groups that are organized based on reading level and meet three days a week, all ELL subgroups are targeted. On a regular basis, content area teams review student data to identify students not making adequate progress. The data of ELLs as a sub-group is reviewed and teachers refer students for additional supportive services: tutoring, smaller class size, etc. Teachers receive PD on assessing and conferencing with students to develop their English literacy skills. Literacy skills are further developed within the content area classes through the development of academic vocabulary and disciplinary literacy. Additionally, students may attend Regents Review sessions or become part of the After School book club. Targeted math intervention is provided through after-school tutoring and Regents Review sessions, ELL students not making progress in math class or earning proficient scores on periodic assessments are targeted. Targeted Social Studies intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Social Studies class or earning proficient scores on periodic assessments. Targeted Science intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Science class or earning proficient scores on periodic assessments. In terms of native language intervention, the Spanish teacher is available as a resource to providing targeted translation support/services for any of the core subject intervention areas; in addition, the ESL teacher is a support for students in two most spoken native languages of ELL student population: Spanish and French.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. The self contained ESL services we offer our ELLs prove to be effective in the progress and growth we see in the NYSESLAT scores as well as the passing rates for ELLs in core classes. All staff is provided with a list of ELL students for each grade.
11. What new programs or improvements will be considered for the upcoming school year?
11. Our literacy program has been enhanced this year by extending the time spent in groups by students, by grouping students by reading level, decreasing the group size for lower level readers and by increasing students' access to books on their level. The data to support our literacy program is determined from the DRP(degrees of reading power).
12. What programs/services for ELLs will be discontinued and why?
12. All students will continue to have ESL services, nothing will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive and transmit information through a variety of mediums using all modalities. All activities including drama club, book club, dance, chess, music club, and all PSAL sports programs include ELL students. All ELL's are encouraged to participate in all school activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Materials used with ELLs include but are not limited to texts in their native language, leveled texts, document cameras, recorded texts, e-readers and blogs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. ESL teacher Camille Freund is fluent in French and proficient/conversational in Spanish. UAM is a Freestanding ESL model. Additional resources and supportive materials are constructed for students in their native language to enhance their understanding in core classes. When possible, teacher explains and demonstrates concepts in ELLs' native languages, or makes connections (synonyms, cultural or ideological similarities) between English and native language to create support and understanding. English Language Learner Adapted Interactive Reader by Holt McDougal Literature
Timed Readings Plus by Jamestown Education
Grammar to Go by Robert J. Dixson
ESL Literacy by Longman
ESL by Scott Foresman
English in Action (Levels 1-4) by Barbara H. Foley and Elizabeth R. Neblett
True Stories by Sandra Heyer
English Verb Drills by Ed Swick
Basic English Grammar by Betty Schramper Azar and Stacy A. Hagen
Grammar Games by Mario Rinvolucri

Language Arts by Harcourt Family Learning
Signature Reading by Jamestown Education
100 Clear Grammar Tests by Keith S. Folse
Advanced English Grammar for ESL Learners by Mark Lester
A Multicultural Reader by Perfection Learning
Teaching English Language by Teresa Walter

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Services, support and resources provide for ELLs are based on their age and grade level so that students are provided with supports that will develop their academic skills so that they are performing at or above grade level in all content areas. This includes leveled literacy groups, 9th grade integrated algebra regents review, 10th grade global review, 11th grade US and Living Environment review and 11th and 12th grade SAT review.
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.
17. All ELLs are fully integrated into classes and have access to after school clubs, teams, activities, tutoring and regents review. There is a whole school summer orientation for incoming students. This year it included a 4 day bridge week, which focused on skills assessment and integration into the UAM school culture. Additionally, the first week of school, students' literacy, language and math skills are assessed in order to to program them appropriately.
18. What language electives are offered to ELLs?
18. All students , including ELLs are offered Spanish language programs. Our schools has created several classes based on the proficiency of the students. The students are divided into Spanish speakers and non-Spanish speakers. Non-Spanish speaking ELLs are provided basic Spanish language instruction while Spanish speaking ELLs take a course designed to strengthen the students' language skills through various mediums.
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)?

C. Professional Development and Support for School Staff

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

1-4. Our ESL teachers attended professional development offered by the Department of Education and our network. All staff (Assistant principals, teachers, guidance counselors, paraprofessionals, etc.) receive professional development with the ESL teacher in sessions developed for the whole staff (Wednesdays in September) as well as sessions developed for specific content area teams (Wednesdays in November - January). To help our ELLs transition into high school they participate in our summer orientation and bridge week. They are in 9th grade only classes and their advisor is part of the 9th grade team. All staff participate in ELL training led by the ESL teachers during our weekly professional development with a focus on the SIOP methods and academic vocabulary development with additional support given to specific content area teams

PD Calendar for 2013-14: ELL PD with Camille Freund (ESL Teacher): every Wednesday in September 2013

PD Calendar for 2013-14: Content area team PD for each team; ELL academic vocabulary development built into PD for each team

Administrative meetings (whole school) planned on cross-collaboration on ELL-SWD planning for next semester; meeting will be facilitated by Special Education teaching team and ESL teacher. Policy and implementation will be discussed with all school staff. Tentative dates: January 6th and January 20th

Records are maintained administratively through sign-in sheets and email communication to staff to ensure full attendance.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All parents are invited to participate in the Parents Association. Outreach is done by the parent coordinator and parent members. Additionally, there are regularly scheduled information sessions for parents on topics ranging from financial aid to health care. Parents are welcome to school presentations including but not limited to our Open School Nights, Media Presentations and student Academic Round Tables. Parents are invited to visit the school as they desire by making an appointment with their child's advisor, the guidance counselor, parent coordinator or AP or Principal. Parents who speak languages other than English are provided a translator.
 2. We are partnered with The Door which provides wide ranging services for students including but not limited to counseling, family outreach, academic tutoring and job training. Students with low attendance may be referred to the Door for supportive services. Parents who speak other languages are provided with a translator.
 3. Needs of parents are evaluated through informal phone surveys by advisors and the parent coordinator as well as feedback gathered from parent meetings and the learning environment survey. Non-English speaking parents are provided translation services.
 4. Based on feedback from parents the parent coordinator and college advisor develop information sessions and meetings as well as social gatherings and outings. Parents in the lower grades have expressed interest in college awareness and as a result the school has organized additional college preparation sessions and college trips that include parents. Additionally, parents have shared that they would like more information on out of school activities for their students. Our school newsletters include out of school opportunities including but not limited to tutoring, internships and arts instruction. Advisors call homes with updates about programs and meetings include announcements about available opportunities. Non-English speaking parents are provided translation services.

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.

Part VI: LAP Assurances

School Name: Urban Assembly Media Studies

School DBN: 03M307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cordelia Veve	Principal		11/15/13
James J. Memola Jr	Assistant Principal		11/15/13
	Parent Coordinator		
Camille Freund	ESL Teacher		11/15/13
	Parent		
Michael Bordwell	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
Alexis Goldberg	Coach		11/15/13
	Coach		
Debra Delshad	Guidance Counselor		11/15/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M307**

School Name: **UAM**

Cluster: **1**

Network: **CFN 105**

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

Part A: Needs Assessment Findings

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

Upon reviewing the Home Language Survey, UAM is able to assess the school's written translation and oral interpretation needs. We also list the preferred language of parents written on many documents including the blue emergency cards.

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

At present, as with previous years, the majority of parents in need of translation are spanish-speaking.

Part B: Strategies and Activities

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

Currently, the written translation services that the school provides are in-house school staff. When letters are generated, staff lend their services to translate the letters prior to distribution.

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

oral interpretation services are also provided through in-house school staff and the partnership coordinator and business manager. We have recruited parent volunteers for parent teacher conferences to accommodate parents.

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

We will ensure that the Bill of Parent Rights are available to parents. This school year we want to ensure that the availability of translation services is posted in the main office. The safety plan will also include procedures that ensure that all parents have access to administrative communication regardless of language barriers,. When necessary the school also plans to use the Department of Education translation services to assist families.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Urban Assembly Media	DBN: 03M307
Cluster Leader: Doug Knecht	Network Leader: Jon Green
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Global Studies Literacy Enrichment

To further support our LEP students in fulfilling graduation requirements a Global Regents review class will be developed for LEP students in the 11th and 12th grade who have not yet attained a 65 or higher on the Global Regents and 10th grade LEP students identified as in need of additional support. In collaboration with their Social Studies teacher, the ESL teacher will assess students and review their previous test scores in order to develop instruction that will enhance their performance on the Global Regents. 20 students in grades 10 – 12 will participate in this program.

The class will meet after school once a week, for two hours from 4 - 6 on Tuesdays, starting in November and running through January and again March through June. The focus will be improving students' reading, writing and test taking skills necessary to earn a passing grade on the Global Regents. The Regents review class will be co-taught by an ESL teacher and Social Studies teacher.

English Literacy Enrichment

To further support our LEP students in fulfilling graduation requirements a English REgents review class will be develop for LEP students in the 10th, 11th and 12th grade who have not yet attained a 65 or higher on the English Regents. In collaboration with an English teacher, the ESL teacher will assess students and review their previous Regents scores, DRP scores and writing samples to develop instruction that will enhance their performance on the English Regents.

The Regents review class will meet after school once a week for two hours from 4-6 on Thursdays starting in November and running through January and starting again in March and running through June. The focus will be improving students' reading, writing and test taking skills necessary to earn a passing grade on the English Regents. The class will be co-taught by an ESL teacher and an ELA teacher. 20 students in grade 10 - 12 will participate in the program.

These are supplemental programs and do not supplant the services that students already receive.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The ESL teacher participates in content area team study groups 2-3 times a month on Wednesday from 3 - 4 (September 2012 - June 2013) with the ELA team including the Title III ELA teacher, analysis of common core standards to adapt them for ELLs in order to implement within the Title III program and the curriculum at large, looking at student work in order to develop instructional plans that address student needs.

ESL and Social Studies teacher responsible for the Global Regents review meet twice monthly in a study group focused on improving students' literacy skills. Paid by another funding source.

Part D: Parental Engagement Activities

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

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

Begin description here: ESL Teacher, College Advisor and Parent coordinator will lead parent meetings on the following topics: Understanding Student DRP scores for ELLs, Literacy and College Readiness for ELLs, Student out of school opportunities for ELLs. Once a month on Thursdays from 6 - 8, January - May, 2013. Parents are notified by school calendar, letter and phone calls. Paid by another funding source.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		