



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: [THE URBAN ASSEMBLY GATEWAY SCHOOL FOR TECHNOLOGY](#)

DBN (i.e. 01M001): [02M057](#)

Principal: [APRIL MCKOY](#)

Principal Email: AMCKOY@SCHOOLS.NYC.GOV

Superintendent: [MARISOL BRADBURY](#)

Network Leader: [SHANNON CURRAN](#)

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
April Mckoy	*Principal or Designee	
Corinth Hunter	*UFT Chapter Leader or Designee	
Kim Barrajanos	*PA/PTA President or Designated Co-President	
Ellen Hogarty	DC 37 Representative, if applicable	
Emily Bernard	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Younesse Hassi	Member/ Student Representative	
Jason Kunka	Member/ Teacher	
Haydee Santana	Member/ Parent	
Andrea Gittens	Member/ Parent	
Diana Duncanson	Member/ Parent	
Stephen Houston	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, each teacher will receive feedback 20 times through informal/formal observations. The feedback will be targeted for each teacher using selected components of the Danielson rubric.

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.

To improve teacher effectiveness by developing a shared understanding of instructional excellence through targeted, consistent feedback, professional development and the UA Gateway Instructional Guide.

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. SELF ASSESSMENT USING DANIELSON: At the beginning of the year, each teacher will rate themselves on the Danielson rubric domains 1-4. Based on their self-assessment, they will receive feedback throughout the year based on that self –assessment and based on administrative observations.
2. INITIAL PLANNING CONFERENCES: During Initial Planning Conferences, teachers will select their desired form of observation and will set goals and areas focus with evaluators.
3. ADMINISTRATIVE SCHEDULE OF OBSERVATIONS AND FEEDBACK: The administrative team will design a schedule of observations for the school year that allows for each teacher to be seen once per week or once every two weeks, making feedback for 20 observations in one year possible.
4. ALL OBSERVATIONS IN ADVANCE: Administrators will attempt to put all observations in Advance to track feedback.
5. GATEWAY INSTRUCTIONAL GUIDE: to further develop a shared understanding of instructional excellence, UAG will continue to use the UA Gateway Instructional Guide to outline all of the instructional expectations of the school, each department and each teacher. The GIG will be provided to each teacher the summer prior to the school year and teachers will receive one on one professional development on the outlined instructional expectations.
6. POWER ACADEMY/WEEKLY PROFESSIONAL DEVELOPMENT FOR TEACHERS: In Power Academy, teachers present lesson and strategies towards effective and highly effective based on the Danielson rubric. The topics of Power Academy are based on the weekly observations and feedback. Our observations inform the weekly topics of Power Academy.

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

1. Three Administrators: Principal, Assistant Principal Math and Sciences, Assistant Principal Humanities to conduct weekly observations and feedback.
2. Teachers to present and attend Power Academy
3. Advance Teacher Observation Tools

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

1. By January, 31 2014, each teacher should have received 10 feedback sessions with administrators.
2. Weekly cabinet meetings to discuss observations and to hold one another accountable.

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

1. October 1st to April 30, 2013

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

1. Organized, shared and cyclical administrative schedule of observations and feedback allowing for each teacher to be seen once or twice per week.
2. Advance Measure of Teacher Learning Tool

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).

Parents will be informed of the instruction goals and progress through the bimonthly Principal's Newsletter which outlines instruction grade by grade.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	POWER ACADEMY- RTTT ARRA Grant	Grants
---	----------	--	----------	--	-----------	--	-----------	--	-----------	--	--------

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 80% of freshman will earn 10 or more credits including ELLs, students with special needs and students in the lowest third.

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.

Research indicates that freshmen who earn 10 credits or higher have the greatest chance of graduating in four years. While we anticipate that many students will need an extra summer to make up additional credits, we are aiming for 80% of students to earn at least 10 credits at the end of June in their freshman year.

Instructional Strategies/Activities

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

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

- Consistent school-wide grading policy: Grades will predominately reflect the level of student achievement on learning goals. They will be broken down into the following categories:
 - 70% Summative Assessments (every 2 weeks)
 - 20% Formative Assessments (daily)
 - 10% (ABROWS) Academic Behaviors and Rules of the Workplace.
 A clear and consistent school-wide grading policy contributes to a student's understanding of what they need to do well in each class. Teachers at UA gateway consistently use rubrics on a four point scale to communicate progress on summative assessments. Passing at UA Gateway is considered to be a 2.5 or higher on a summative assessment. If a student scores below a 2.5 on a summative assessment, he/she is ALWAYS given an opportunity to be reassessed after working with a teacher to reach missed targets.
- Clear Learning Targets: All instruction at UA Gateway is based on clear learning targets framed in "I can" statements. Student grades come from reaching learning targets on summative assessments and formative assessments. Learning are assessed through built in checks for understanding, such as turn and talks, think Pair Shares, Questioning, Exit tasks, etc. Learning targets that are not reached are logged and recorded at the end of each unit. Students will receive credit for missed learning targets if they reach those learning targets later on in the semester. Summative Assessments are worth seventy percent of a student's grade and formative assessments are worth twenty percent of each student's grades.
- GOLD Target Oriented Learning and Development (G.O.L.D), our support system for remediation and enrichment. Through GOLD, teachers identify between 1 and 8 students (who are not meeting at least 70% learning targets with proficiency) to meet with during the appropriate GOLD period. In this way, teachers have a structured time to meet with students in each of their classes, and students who are not meeting learning targets in multiple classes can meet with all necessary teachers. This systemized structure will prevent students from "slipping through the cracks." With intentional scheduling, no struggling students will go for more than one week without targeted teacher support. Students who are meeting and exceeding learning targets may also meet with teachers for enrichment activities. All other students engage in enrichment activities provided by community based organizations and partners. Struggling students also have opportunities for enrichment activities. By design, G.O.L.D. require us to identify exactly *what* students are struggling with. If a student is struggling in three out of five classes, at least two days a week, they are engage in enrichment activities. If a student is struggling in all classes, accommodations will be made to make

sure that they also are a part of the enrichment activities for a portion of their week. Homework Help is an extension of GOLD. Whereas GOLD focuses on teachers helping students, Homework Help which occurs after GOLD is about students helping students. Target Population: Students that did not reach learning targets for the day.

4. Frequent communication and updates through progress reports given out to students bi-weekly and all progress is tracked through Skedula. This is online system that communicates with both parents and students about their child's progress. This will help parents and students keep track of their progress in each class. The system also allows parents and students to email teachers with questions and concerns to teachers. This tool is also used to email teachers about questions on assignments.
5. Aligned Literacy Strategies for grade teams are used to help students in literacy. Across the grade students learn active reading and Cornell note taking to help process information and identify the main idea. They practice active reading strategies when studying a text. These skills help students retain and understand content. The Degrees of Reading Power Assessment is used to track student reading levels. Students receive conferences and targeted instruction based on the result of the assessment. Students will participate daily in our 40 minutes of Sustained Silent Reading in our Drop Everything GOLD program.
6. During Teacher Talk Tuesdays teachers discuss students who are ELLS and or have IEPs. We read IEPs and assess whether or not we are meeting the needs of the student. Teachers share lesson plans, strategies, best practices and troubleshoot common areas of deficiency in the teaching and learning. We address students who are struggling first to align our approach and strategies. Students' strengths, weaknesses and our next steps are outlined.
7. ELL and Special Education Teams meet separately from the grade team to assess how all ELLS and students with IEPs are progressing. Their grades, academic growth and overall progress is discussed by the two teams. Action plans are created with follow up for teachers, the social worker, the special education teacher, advisor or principal.
8. Math Saturday Academy beginning in October 2013: For students who have been identified in September 2013. These students will take school-year long Saturday Academy to catch up on the necessary basic mathematical skills to be successful in Algebra.
9. Interim Assessments for all freshmen taking a math and science regents: Interim assessments will occur in math and science classes in October, January, March and May. After careful data analysis, teachers will look at lesson for re-teaching and will identify students for additional support.
10. Academic Counseling in Advisory. Advisors meet with advisees to talk about their academic progress in all classes. Advisors review their progress, set goals with students and help them identify areas of need and help students determine which teachers they should approach.
11. Increased teacher accountability for low passing rates: Teachers will meet with the principal to discuss students who are not passing courses. Teachers reflect after each major quarterly assessment. This includes the midterms and finals. During these meetings, teachers present the assessment. They answer questions about what the assessment is assessing and reflect on how varied population performed on the assessment. A plan is made for students who did not do well. Additionally, Teachers set goals for student achievement as a part of their yearly goal setting
12. UAG Summative Assessment Retake Policy: At UAG all summative assessments can be re-taken by students if the assessment was failed or if the student wishes to retake the assessment for a higher grade. The student simply needs to work with the teacher during GOLD and then the reassessment date is set.
13. Performance Task Assessments: Students are assessed in more ways than in traditional tests. Performance Task Assessments will be used to demonstrate student progress on learning targets.
14. Incentives for passing classes including: National Honor Society membership, UAG awards at our awards ceremony, movie tickets, bulletin boards, school recognition.

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

1. Administrators
2. Guidance Counselors
3. All teachers
4. Special Education and ELL teachers
5. Skedula

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By January 2014 70% of freshmen will be on their way to earning 10 credits by passing all of their classes. As we are an annualized school, we will predict passing success by current number of courses being completed successfully.
D. Timeline for implementation and completion including start and end dates
1. September 1, 2013 to June 20 th 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Time allotted for GOLD during the day freshman year.
2. Time allotted for weekly Teacher Talk
3. Time allotted for weekly SPED and ELL teacher meetings
4. Timed allotted for interim assessment admission and grading
5. Scheduled Solid GOLD sessions
6. Pre-written Advisory curriculum
7. Daily advisory
8. Skedula

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).
<ul style="list-style-type: none"> • All families receive a home visits in July from a UAG staff member to build a strong relationship and establish the lines of open communication • Parent Orientation and tour in August to acquaint families with the school • Curriculum Night in September and February to inform parents about what their child is learning in their classes • Thank-Cake Dinner in November to celebrate UA Gateway community • Skedula to communicate grades, anecdotal information, referrals, and attendance in “real time.” Parents receive Skedula training at UAG during Parent Teacher Conferences • Progress Reports updated every other week for students and parents • Referral system of assigned advisors that relate and communicate with families on a regular basis. • Introduce parents to online resources (Archipelago Learning, Khan Academy) that can be reached from home and that they can use with their child to help them study • Parent handbook outlines the UAG polices and resources • Parent Newsletter goes out every month to inform parents of the latest at the school • Principal’s parent letter addresses the most pressing issues monthly • School tours are conducted for any parents that wants to come to the school during the school day • Parent meetings upon their or our request

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
<i>Math for America Grant</i>											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 the yearly attendance average at UA Gateway will be 92%.

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.
According to the DOE, when students enter the ninth grade, when students miss less than 4 days in their freshman year, 87% of them graduated on time. When they missed 5-9 days 63% of them graduated on time. Missing a few days of school every month severely reduces a student’s chances of graduating high school on time. As a new school, the

importance of establishing high expectations around attendance is key. We want students to a. feel the academic pressure to come to school daily and b. love the school to want to come to school daily.

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. Phone calls: UAG will make phone calls to students daily after each absence.
2. Attendance Board The names of all students will be placed on the attendance board of UAG. Every Monday, the secretary will repost the names based on updated student attendance records
3. Attendance goal setting with students with traditionally low attendance: All students at UAG will develop a personal attendance goal during goal counseling sessions with their advisors. To make attendance goals realistic and authentic, the goals will be developed based on the student’s previous year’s attendance, current circumstances and responsibilities. After the initial attendance goal-setting session, students will receive weekly RISA (individual attendance reports). Advisors play a key role in establishing strong bonds with teachers in order to help them set goals. T
4. The UAG Attendance Team will meet once during the week, during lunch period on Thursdays. As a part of meeting protocol during both meetings, the team will discuss the strategies that are working and those that are not. Suggestions and adjustment to the strategies will be tweaked during these meetings. The data necessary to conduct meetings will include lists of targeted students, their current attendance, and student attendance goals and interventions strategies to date.
5. Incentives UAG will use varies incentives to get students to come to school and keep them happy about being at UAG. . Tiered incentives include: the posting of names, contests, positive phone calls, assembly recognition, t-shirt, monthly core values ceremonies, movie tickets, The Gate-Away, Sprit Week, Thank-Cake Dinner, ice skating, PI day, Snowboarding, paintball, Poem in your pocket day, college trips, Broadway plays, etc
6. School Social Worker as a trained clinician works with students and families, referring them to outside services and resources. The social worker counsels students around emotional and family issues to help them negotiate difficult times.
7. Clubs, partner events and special trips tied to the technology theme of the school: The UA Gateway Partners, including the Hospital for Special Surgery, Iridescent Learning, Channel Thirteen, the Educational Video Center, Brooklyn Experimental Media Center (BxMC) at NYU Polytechnic have reached out in different ways to UA Gateway during the summer and throughout the school-year

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

1. Partners
2. Club Advisors
3. Attendance Committee Staff
4. Parent Coordinator
5. Guidance Counselors
6. Social Worker

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

1. By January 2014, UA Gateway Attendance will be 92%

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

1. September 1, 2013 to June 30, 2014

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

1. Time for Parent Coordinator to make calls

2. Scheduled calendar of activities for students
3. Scheduled time for attendance team to meet

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).

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

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
---	----------	---	----------	--	-----------	--	-----------	--	-----------	---	--------

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

-

Goal and Action Plan #4

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

Annual Goal #4

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

In alignment with the literacy focus for the year, students will show progress in reading through the Degrees of Reading Power assessment. Students 80% of reading below college level students will increase 1.5 grade levels by the end of the school-year.

Comprehensive Needs Assessment

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

UAG believes that the ability to read is critical to our children’s success. We know that in order for students to be College Ready at graduation students must be able to read at grade level throughout high school. At UA Gateway School for Technology, we believe that it is our responsibility to ensure that all of our students build their reading power so that they can be prepared for high school graduation and success in college.

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. During the summer of 2013, teachers receive professional development in the summer on literacy in content areas
2. As a school we carefully monitor our students’ progress and refine our practice toward college ready literacy.
3. We are conferencing with students so they better understand their reading levels and are empowered to set goals to increased literacy
4. Students have English class 4-5 times a week. Through this class and independent reading at home students will have the opportunity to read abundantly across a wide range of texts. This is what is necessary to build their reading power.
5. Students engage in abundant amounts of purposeful reading, writing and discussion in every discipline - at least 60 minutes of reading and 40 minutes of writing a day across the

curriculum.

6. Students engage in the practice of active reading across disciplines to examine and read texts closely for increased comprehension.
7. Students read deeply and purposefully to answer thought provoking and challenging questions.
8. Teachers utilize interactive lecture, workshop or literacy based lesson model with clear learning targets to maximize instruction.
9. Teachers provide vocabulary instruction prior to or embedded within lessons.
10. Teachers teach and model how to read/annotate/underline/take notes using the Cornell note taking format
11. Teachers will increase text and lecture difficulty over the course of the year to help students move up on the
12. Teacher teach and model writing using student and professional exemplars as teaching tool for writing instruction.
13. Drop Everything and Read in 9th grade.
14. DRP assessment three times during the year to assess student progress.

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

1. ELA teachers
2. Content area teachers
3. Administrators to review data

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

1. By January 2014, %50 of students will show an improvement by one grade level during the 2nd administration of the DRP.

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

1. September 8, 2013 to June 1, 2014

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

1. Time allotted for DRP
2. Time allotted for DEAR GOLD
3. Time allotted for reading conferences
4. Letters informing parents about DRP reading grades
5. Professional development for all teachers on literacy strategies

Strategies to Increase Parental Involvement

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

The following was provided to parents in their child's reading level letter as ways to help them perform better on the reading assessment:

- **UAG Book List:** Have your child read books from the recommended grade book lists provided along with this letter. By no means is your child limited to their grade selection or this list. We encourage you to help your child develop a love for reading through finding books that match their personal interest.
- **Use your child's LEXILE Score to find good books:** Visit <http://lexile.com/fab/> at this website you can type in your child's lexile score to find independent reading books that are age appropriate and match their interest and skill levels
- **YOUR CHILD SHOULD READ EVERY DAY.** At minimum your child should be reading at home for a minimum of **40 mins** every night. Please help support your child's reading growth by making sure that your child reads for approximately a 40 minutes every night *without television, computer or cell phone access.*
- **Establish daily family reading time:** Establish a daily 15 to 30 minute time when everyone in the family reads together silently. Seeing you read will inspire your children to read. Just 15 minutes of daily practice is sufficient to increase their reading fluency.
- **Ask your child about the books he/she is reading:** asking about his/her reading strengths and struggles and sharing your own reading with him/her.
- **Encourage a wide variety of reading activities:** Make sure your child always have something to read in his/her spare time when he/she could be waiting for appointments or riding on trains, buses or cars.
- **Subscribe to annual magazines, newspapers or journals:** students look forward to receiving personalized mail and magazines and newspapers are excellent sources for high-interest reading. One of the best ways to improve reading levels is to engage with high-level non-fiction (i.e. New York Times, National Geo, TIME, The New Yorker)
- **Develop the "new book" habit:** Entice your child to read more by having your child visit the library or bookstore every few weeks to get new reading materials. The library also offers reading programs for children of all ages that may appeal to your children and further increase their interest in reading.
- **Use technology to help your child:** To help your child improve his/her reading, use e-readers, ipads, i-pod touches, computer programs, books-on-tape, and other materials available in stores.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #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.

Improve school-wide and teacher communication and clarity around roles, responsibilities and expectations that move us closer to our mission and promise. By June 2013, 80% of teachers will respond "satisfied or very satisfied" to school leaders let staff know what is expected of them.

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.

At UAG we want to ensure that teachers are kept up to date with key information about UA Gateway. It is the only way that they will fully understand the role they play within our team. If people are communicated to regularly and in an effective manner they are much more engaged. If everyone understands what we are trying to achieve and their role within it, we will get a much more consistent approach and less tendency for people to come up with their interpretation of what they think our focus is. Regular and effective communications invite people to engage in discussion and provide allows for 2 way feedback between the principal (administration) and staff.

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. Staff handbook will lay out teacher responsibilities, expectations and roles. This handbook will be given out at the beginning of the school year and will be discussed, reviewed and edited in August. The handbook will be posted online for teachers to review during the school-year. Any edits and updates will be announced and placed in the latest on line version.
 2. The Gateway Instructional Guide provides clear guidelines for curriculum development and planning. The GIG is a living document that we use frequently to describe what and how we teach at UAG.
 3. Teachers will receive a weekly calendar with meetings, visits professional development, upcoming events, announcement and reminders for the week. Much like the principal's weekly, the UAG weekly will outline all school related news and expectations.
 4. Regularly scheduled meetings with protocols and minutes. All teachers will be a part of a at least one committee that is committed to clarity, clear expectations that move us closer to our mission. These committees include the Grade Team meetings, Department meetings, Grade Team Leaders Team, ELA team, Special Education Team, ELL Team and Technology Team.
 5. UA Gateway will use email, googledocs, dropbox, etc. Teachers, staff and admin will share documents, post polls for staff to respond and assign tasks to other members using this site.
 6. UA Gateway will use Skedula to discuss student progress to one another, parents and advisors.

7. Staff will meet each morning for Morning Meetings from 7:50-7:55 to commutate the day's goals and focus

8. Assigned and recognized roles with job descriptions will also help to define expectations for each staff members. These roles include: grade Team Leader, Data Specialist, SPAS coordinator, Technology coordinator, Programmer, Skedula coordinator, New Teacher Mentor, ELL coordinator, IEP Coordinator, etc.

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

1. Administration

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

1. UAG will administer a preliminary LES to teachers in January. We will assess the results and adjust practice based on the results.

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

1. September 1, 2013 to April 30, 2014

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

1. Scheduled meeting times

2. Preliminary LES survey in January

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).

Bi-Monthly parent newsletter

Skedula

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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	Drop Everything and Read/Individual Conferencing	Small Group	During the School day
Mathematics	Math Saturday Academy	Small Group	Weekends
Science	Science Lunch	Small Group	During the School Day
Social Studies	Social Studies GOLD	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Mandated Counseling • Group Counseling • All students at risk are reviewed regularly and intervention plans are created in conjunction with teachers and advisors by the social worker. During Teacher Talk Tuesdays and Kid Talk Thursdays, grade team participates in grade level meetings developing strategies to guide instruction and differentiated learning. The grade team is involved in identifying students for AIS including but not limited to after-school, lunch-and-learn and tutoring services. The team also involves parents in the intervention process and makes referrals for outside intervention services where necessary. 	One on One Small Group Tutoring	During the School Day and After 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.
Most teachers at UAG are highly qualified. We have a comprehensive hiring process that includes preliminary interview, a demo lesson, post demo lesson feedback and interview. For the most part, teachers remain at UAG. We support their growth through weekly observations and feedback as well as weekly professional development based on individual teacher and school-wide needs.

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).
Professional development for the common core is met through support from our network and the various professional development opportunities offered by the Department of Education. All pedagogical staff at UAG are engrossed in common core alignment in our curriculum planning and teaching. The common core is used in mapping and learning target development.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
UAG strictly uses funds for the intended purposes. The memorandums for all funds are read by the principal and business manager to ensure a clear understanding. Together we use the funds provided to plan for the intended recipients. We use the guidance of our network operations manager to ensure proper and appropriate usage. All funds and purchases are logged and kept on file. Materials and services purchased are inventoried and accounted for.

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.
At the beginning of the year, teacher and administration select the Measures of Student learning together. The final decisions are entered in the Advance system. Before the administration of each assessments, effected departments review assessments, normalize grading and work together to familiarize themselves on what we are asking of students.

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. YUA Gateway 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's 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's 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 UA Gateway. Therefore, UA Gateway, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between UA Gateway and the families. UA Gateway's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of UA Gateway community. UA Gateway will support parents and families of Title I students by:

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

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

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

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

UA Gateway will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 507
School Name Urban Assembly Gateway School for Tech		

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 April McKoy	Assistant Principal Sonjah McBain
Coach type here	Coach type here
ESL Teacher Mina Leazer	Guidance Counselor Alex Rigney
Teacher/Subject Area Corinth Hunter/English	Parent Kim Barrajanos
Teacher/Subject Area Marvin Gruszka/Science	Parent Coordinator Greisys Feliz
Related Service Provider Gabriela Marquez Canale	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	370	Total number of ELLs	15	ELLs as share of total student population (%)	4.05%
--	------------	----------------------	-----------	---	--------------

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	0	0	0	0	0	0	0	0	0	2	1	1	0	4
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	2	1	1	0	4								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	4	0	0	10	1	6	15
Total	1	0	0	4	0	0	10	1	6	15

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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										7	4	2	0	13
Chinese										1	0	0	0	1
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										1	0	0	0	1
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	9	4	2	0	15

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)										0	0	0	0	0

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)										4	0	0	0	4
Advanced (A)										5	4	2	0	11
Total	0	0	0	0	0	0	0	0	0	9	4	2	0	15

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	4	0	3	0
Geometry	1	0	1	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	2	0	1	0
Living Environment	8	0	3	0
Physics	0	0	0	0
Global History and Geography	2	0	1	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

In addition to the NYSESLAT and LAB-R assessments, Urban Assembly Gateway School for Technology (UAG) uses the following assessments for determining the early literacy skills of our ELLs:

-Degrees of Reading Protocol: The DRP measures the students' abilities to decode text, and persevere through different Lexile ranges of text.

-Measures of Student Learning Assessment: The MOSL is administered twice yearly and measures the students ability to incorporate non-fiction reading into a comprehensive argumentative essay based on a pre-determined prompt.

-In-house writing assessment: This assessment is administered three times a year in line with the Judith Hochman Teaching Basic Writing Skills in order to assess the students' ability to compose a written essay in response to a given text.

The data from these three assessments show that our ELLs struggle the most with reading and writing assessments that focus on deep synthesis of data. Some of our ELLs struggle more on the comprehension level of texts, but a greater number of our ELLs remain below grade level in their reading and writing.

This data also helps to inform our instruction to be deeply literacy-based across the entire curriculum. Scaffolds in reading and writing are provided across the subject areas requiring students to engage in various types of texts and to write often.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns from the LAB-R and NYSESLAT reveal that our ELLs are typically stronger in Speaking and Listening than they are in Reading and Writing. Of those four modalities, input modalities, Listening and Reading, pose more challenges than output ones, speaking and writing, although writing still remains the largest challenge among the four.
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 [AMAQ tool](#))

Because most of our ELLs struggle with reading and writing as opposed to listening and speaking, our curriculum is heavily literacy based. The idea that reading will inform writing is strongly upheld across all content areas. Short reading activities are accompanied by writing activities, and the sum of the shorter writing activities will lead to longer compositional writing. That said, much attention is paid to the division of the 4 modalities, and lessons are evaluated to make sure students are actively participating in all four modalities for all lessons. This ensures students are able to develop comprehensive and thorough development of all four modalities.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. For our ESL program, our 9th grade class is a mixture of intermediate and advanced students. Five of those students have IEPs that are related to speech and language impairment or learning disabilities. All of the 9th grade students are long-term ELLs and have been in the system for 7-9 years. For this group of ELLs, taking tests in the native language is not an effective strategy as these students struggle with basic literacy in both. These students are making gains in listening and reading, but not in speaking and writing.

Our 10th and 11th grade ELLs are all advanced ELLs. We have four students with 4-6 years of service, and two students with 10 years. One of these students is X-coded and has an IEP. One student is a SIFE student. These students have been making small gains in reading, listening and speaking, but overall, they are still not making gains in writing, with the exception of one student. Of these students, two benefit from taking test in their native language, Spanish, but the other students prefer taking their tests in English.

b. The ELL Periodic Assessments are used to monitor the progress of the students throughout the year until the NYSESLAT exam. We communicate these results to our students so that they can monitor their own progress with respect to the NYSESLAT. Also, because our model of push-in ESL does not give the students a chance to examine the NYSESLAT, the periodic assessment is a good way to familiarize them with the format of the test, though the speaking modality is not tested. These results are also shared with the entire staff so

they can monitor the progress of the ELLs in their classes and have more data to help them understand how to best service their students.

c. While these tests are helpful, we also take into consideration the fact that each modality tested, reading, writing and listening, is based only on ten questions, so instead of scrutinizing these scores, we tend to look for general and holistic patterns, especially if students are getting a majority of a section wrong. Most of our students tend to make minor gains and losses on these tests as predicted. Students that are scoring poorly on the periodic assessments tend to do so out of a lack of motivation on the test. Our students are generally performing at or around their levels on the NYSESLAT of both the prior and coming year. Native language is not used during the ELL Periodic Assessments since we are testing their English language skills, only.

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](#).)

UAG does not implement the Response to Intervention framework at this time due to our use of other supports for ELLs.

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

While most of our ELLs are long-term ELLs who are fairly communicative in English and struggle mainly with the more complex undertones of English, we do make the use of their native language when necessary. There are frequent comprehension checks the ESL teacher conducts to make sure students are following the content of the class, and when the teacher or student deems it necessary, bilingual material and translations are provided. Students are encourage to use a bilingual glossary as well as translator programs on their laptops to assist them in the interpretation of input material. Constant scaffolding and attention is paid in particular to the introduction of specific content vocabulary, and glossaries, illustrations and other helps are provided for our ELLs.

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?

UAG does not have a Dual Language program at this time.

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

In order to evaluate the success of the programs we implement for ELLs, we carefully monitor their progress from week to week, and include a pre-test and post-test for each assessment. The ESL teacher and assistant principal meet weekly in order assess the academic progress of our ELLs in each of their classes. An action plan is made for that week for different academic interventions that can be put into place in order to improve their progress. The ESL teacher also meets weekly with each ELL to discuss his/her academic progress, and a conference record is kept so that students can chart their weekly goals.

Periodic assessments are also made for our ELLs. They take the DRP (see question 1) three times per year as a measure of their literacy growth. The MOSL is given twice per year as a way of charting their independent ability to interpret and synthesize readings. Finally, the in-house writing assessment is given three times e a year to chart their growth as writers. The ELL and ELA team collaborate to chart the ELL students' progress on these assessments, and if there is little to no change, we will modify how we are administering these programs or make decisions to change the program itself.

For example, last year, we experimented with the online blended learning program Achieve 3000 to help students with their literacy. While the guarantee of the program was that students who committed to forty sessions would be guaranteed to raise their Lexile reading level by one grade level, we found the students' growth to be minimal from month-to-month, even when they were actively participating in the the regimen. A decision was made to discontinue this program this year in favor of a sustained reading period that would be incorporated into the students' schedules. The measure of this success will be reflected in their DRP scores.

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](#).)
Once we are assigned a student from the Office of Placement, all students are given an orientation packet including the Home Language Identification Survey (HLIS). The ESL teacher then scans these surveys and pulls out any surveys if parents/guardians have marked “other” in the first section (questions 1-4) and “other” in at least two questions on the second section (questions 5-8). Because the student is considered to have a home language other than English, the ESL teacher administers that Language Assessment Battery Revised (LAB-R) within the first ten days of the student’s enrollment. We also receive an ATS report from the NYC DOE to confirm that these new admits must be tested.

After the ESL teacher hand-scores the LAB-R, or determines that the Spanish LAB must be administered in the case that the student was not able to complete the test in English, the teacher checks the Borough Assessment Memo #2 to check the cut-off scores of eligibility.

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.
If a student is deemed entitled to services, several things happen. One, a Title III entitlement letter, or non-entitlement letter, is sent home to the parents. The ESL teacher also contacts the parents of the student to come in to interview both the parent and the student. They are shown the parent orientation video available on the OELL website. If translation/interpretation is needed, we determine if we have a staff member who is able to interpret for the family, or we contact translation and interpretation services for a translator. Parents are then asked to make an informed choice for their child from free-standing ESL, dual language or transitional bilingual education based on rank of preference.

UAG currently offers free-standing ESL as the main method of delivery. If a parent chooses something other than this program and we do not have a critical mass of students to run this program, we inform the parents that they will have to apply to another school. If parents decide they would like to change their choice to free-standing ESL, we reflect this choice in the ELPC ATS screen within the first twenty days of the student’s enrollment. If they would like another program, we will direct them to the transfer process so they can apply to another school with their desired ESL program.

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](#)].)
The ESL teacher, in cooperation with the Parent Coordinator, is in charge of delivering all of the Entitlement letters. In the case of new admits, this entitlement (or non-entitlement) letter is given to the parents when they come in for their orientation. The Parent Survey and Program Selection Letters are also given at this time.

In the case of our continuing ELLs, these three documents are dispersed once the NYSESLAT results from the previous year is made available. The ESL teacher is in charge of dispersing and tracking these documents. In the case of no reply from the parents, parents are called and encouraged to come to school so that they can receive more information about how to fill out these documents. Once these documents return to us, they are housed in the students’ Cumulative Folders in the main office.

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.
Parent choice is used to determine whether to place ELLs in bilingual or ESL instructional programs. Once again, parents are informed of the choices made available to them through the Program Selection letter. This letter is given to them in their home language. If it is not available, we contact Translation and Interpretation services to make sure that parents are able to make an informed choice in their language.
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.

Each year, when the testing window for the NYSESLAT opens, a specific schedule is determined to ensure that all ELLs are given

the test in a timely fashion. The first window is the speaking test. Because this requires the most time and scheduling, a fifteen-minute testing window is assigned to each student. A separate testing location is set up, and a schedule of all the ELLs is made. Students are given appointment slips, and the ESL teacher meets them in their classrooms to take them to the testing room. This is repeated until all students are tested, including makeup exams, or the testing window is closed.

The listening, reading, and writing sections are administered to all ELLs simultaneously because the grade band for the NYSESLAT in high school is 9-12. A separate testing room and time is blocked out for ELLs, and students are given reminders of the upcoming dates. The testing is given over two days, with the listening and reading given one day, and the writing given the second day. The administration and the ESL teacher work in conjunction to make sure that all make-up tests are also administered.

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.  Since UAG was started, we have not had any new admits. UAG is in the unique position of offering a CTE component which draws a lot of our students. Because of the technology focus of this school, the parents and students that choose this school often wish to stay. They have chosen the free-standing ESL model that our school offers. Year 1: 24 ELLs, Year 2: 12 ELLs, Year 3: 15 ELLs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. UAG delivers ELL instruction in a push-in free-standing ESL model. This means that ELLs are placed in pre-determined core content classes with a content teacher and an ESL teacher. The push-in model for the 2012-2013 school year focuses on the core-content classes with the most emphasis on literacy: Living Environment, Global History and English.
 - b. ELLs are placed in heterogenous proficiency groups by grade. They are placed according to their scheduling needs, and therefore do not necessarily travel as a group, though they do sit in the same ESL/Content area classes that they need.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher works in conjunction with the programming team to ensure that each student is serviced by an ESL professional within the required minutes of his/her proficiency level. This changes from year to year, but generally, an advanced student receives one class of ESL instruction along with one class of ELA. In our current schedule this means that an Advanced ELL student receives 208 to 274 minutes of ESL instruction and 208 to 274 minutes of ELA instruction a week. The fluctuation is due to our rotating schedule. In the same manner, our Intermediate ELL students see an ESL teacher at least two times a day, and an ELA teacher at least once per day. In our current model, an Intermediate ELL receives 416 to 548 minutes per week. If we were to have beginning ELLs at our school we would be able to service them in the current model due to the excess of mandated minutes of service we are able to provide.
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.

Because we use a push-in model at UAG, ELL students are mainstreamed into the same classes as their cohort. Their ESL instruction is delivered in the core content classes which require the most supports in literacy: Living Environment, Global History and English. The content teachers collaborate with the ESL teacher to make the same content given to non-ELL students comprehensible for the ELL students. This involves a wide swath of supports. The ESL teacher is there to make sure that students obtain all input, scaffold instruction, use graphic organizers, provide bilingual supports. The ESL teacher essentially specializes in tailoring the content for the ELL students in the class to make sure they are able to obtain the same Common Core Learning Standards as their non-ELL peers. This may be done with modifications, and in a longer period of time.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are given the opportunity to take all assessments in their native language when requested. If the assessments are spoken or written, they are allowed to write in their native language. Alternatively, if students would like to use a bilingual glossary so they can attempt their responses in English, they are given this accommodation in addition to extra time to complete these tasks.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Though the emphasis on ELL instruction at UAG is on the reading and writing modalities, students also participate in listening and speaking assessments as well. In addition to the optional ELL periodic assessments that we administered, all classes are encouraged to address these four modalities in their planning and assessments. ELL students are not exempt from these assessments and are expected to participate in activities which require the four modalities. In special cases, students may opt to take the speaking assessment privately with the teacher or through the use of a digital recorder if they do not feel comfortable speaking in front of the class. Otherwise, for more informal assessments and activities, ELLs are actively encouraged to engage in class discussions, pair-shares and group work. In the ESL classes, the ESL teacher is there to support these four modalities.
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).

a. SIFE: For our SIFE students, we have a very intense one-on-one component in addition to the push-in model available to all ELLs. SIFE students' progress is monitored weekly, and conferences are held with the student to make sure they know what is required of to succeed. The ESL teacher maintains close communication with the teachers of SIFE students to ensure that they are staying for extra help, and also communicating needs that the SIFE students have to met in order to be successful.

b. Newcomers: Our newcomers are monitored in a similar fashion, though a more general and holistic approach is given to their instruction. The ESL teacher also monitors the newcomers' progress in all their academic classes and conferences with them on a weekly basis to make sure they are maintaining their progress.

c. 4-6 years: For the 4-6 year ELLs, close attention is paid to their initial assessments for the year. This is to determine if a particular modality is weaker than the others. From there, a specific plan is made by the ESL teacher in conjunction with the student to specifically target the weaker modalities of the 4-6 year students. Typically, we find that students at this point are stronger in listening and speaking, and struggle with reading and writing. Because of this, teachers are given tools and accommodations to implement across the curriculum for these students. The ESL push-in period is when the ESL teacher can monitor progress with these linguistic goals.

d. 6+ years: The strategy applied to the 6+ year students is similar to the one used with the 4-6 year students. At this point, the ESL team also evaluates other factors which may be at work. If, after a year of targeted interventions, the 6+ year students are not improving in their modalities, we also begin to look at whether or not there are learning disabilities or speech impairments which are hindering their progression. Most of the 6+ years at our school have Individualized Education Plans (IEPs). When these are up for review, we will look at the ELAND Review process for these students to determine if they are eligible for review, and then determine if a speech and language impairment is preventing their progress as ELLs. If not, a special review will be made to come up with a formalized plan to help the 6+ year students progress.

e. F-ELLs: The former ELLs at UAG are given special accommodations in accordance with the accommodations they receive on official state assessments. They can use bilingual glossaries and receive time and a half on any assessments they take in class. Teachers are also made aware of former ELLs status and have access to their old accommodations if they deem them necessary in their classroom.

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?

For ELL students with disabilities, teachers use a variety of scaffolded materials to ensure their success. One particular method we have adopted across the content areas is the Judith Hochman Teaching Basic Writing Skills. This method is a step-by-step structured program which allows ELL-SWDs access to the content area writing they are required to do in all of their classes. This program provides basic supports from sentence-writing, to paragraph-length writing and full essays through the use of outlines and structured activities.

For reading, uniform practices are applied across the content areas for annotating text and taking Cornell Notes. This uniformity allows our ELL-SWDs to access the content area material as well as improve their language comprehension skills.

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?

The ELL-SWDs at UAG are mainstreamed into the regular curriculum of their grade cohort, and the ESL teacher and the Special Education teacher move to meet them in their classes and ensure their ELL and IEP goals. The support may come in different classes and content areas in accordance with the specifics of their IEPs and ELL language goals. The ESL teacher and the Special Education team communicate regularly to ensure these students are meeting their goals.

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
--------------------	----------------------------	--------------------	----------------------------

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		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.

ELA: An ESL push-in program is used in ELA to scaffold the literature component of this course. A sustained reading program is set in place so that ELLs have access to a literacy-rich environment for a required number of minutes a day (25-40 minutes). The Judith Hochman Teaching Basic Writing Skills method is used to ensure that ELLs have explicit instruction on how sentences, paragraphs and essays are put together. Students then have guided practice time to use these tools.

Math: All math content teachers are provided with the specific language goals of each ELL student in his/her classroom. Math is also being taught in a new group work method in which ELLs are placed with non-ELLs to actively speak and listen to their peers in order to engage in the learning. Math, which has typically been an individual experience for ELLs, is now incorporating the speaking and listening skills ELLs need.

Science: A push-in program is used in Science to support the acquisition of new content vocabulary and concepts. Cornell Notes are used to help students understand the lecture notes, and modified worksheets are made to supplement each lesson. A content teacher is available to reteach content when students do not reach the lesson targets, and an ESL teacher is available to ensure that students are able to express their thoughts in complete sentences and utterances.

History: A push-in program is used in History to support the content material and vocabulary. The History teachers provide scaffolded notes sheets on which ELLs take notes. The ESL teacher is there to ensure that students are able to understand the concept through the use of bilingual translations or further clarification of vocabulary in simpler terms. Pair and group work is also used in History to make sure students are making active use of listening and speaking skills. The Judith Hochman Teaching Basic Writing Skills method is also used in this class to support the extended writing students must do.

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

Our current push-in model is effective in addressing both the content and language skills of our ELLs because language skills are supported across content areas. When students are able to see the same strategies being used in their different classes, they have a better linguistic hold on how to access the content material. It is also very important that we are providing content support in non-ELA classes because the ELLs struggle in particular with the content vocabulary of the different subject areas. Having ESL support in these classes allows students to access the material they will need in order to maintain the same level of expectations as their non-ELL peers.

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

For the upcoming year, we are looking into the use of a Qualitative Reading Inventory (QRI) to help us precise the literacy needs of our ELLs. We have a high percentage of long-term ELLs who are struggling with their reading skills. This delay is impacting their writing skills because they are not regularly accessing mentor texts for their writing. The Qualitative Reading Inventory is an in-depth way to look more specifically at what type of reading issues a particular student is having. We are currently training our ESL teacher and training other staff members to perform this assessment to help give us a precise idea of how to can better address the reading, and therefore the other modalities, of our ELLs.

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

One program we are no longer continuing is the online blended learning program called Achieve 3000. We piloted this program last year as a way to improve the reading levels of our ELLs, but we found that the model was not helpful for our ELLs. While some made small gains, the online model was not interactive enough for the students to have an enriching experience with their reading. We also found that the Lexile score gains were minimal, and the program itself, while differentiated, did not generate an enthusiasm for reading among our ELLs.

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

It is our goal that all ELLs are included in all school programs to the maximum extent possible. This includes academic and extracurricular programming. Materials advertising these programs are available in English, Spanish and other languages, and the ESL teacher works closely with other teachers to ensure that students are given access to all after-school academic counseling and help sessions. One program we offer is GOLD - Goal Oriented Learning Development. When an ELL does not meet the learning target of the class that day, he/she will be invited to come to GOLD to focus on the content material for that day. This program is especially helpful because it occurs on a rotating basis, so that ELLs have the opportunity to meet one-on-one with the content teacher to address their specific needs. For 9th grade students, the ESL teacher is also available to conference and set goals with

the ELLs during GOLD. For 10th and 11th graders, the ESL teacher provides each ELL with a weekly goals sheet that allows students to stay on top of their academic progress. The ESL teacher also communicates with content teachers to ensure that ELLs are staying for GOLD according to their weekly goals sheet.

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

A combination of teacher-created materials and publisher-generated materials are used to support the instruction of our ELLs. All materials are made available in English and the students' native languages when and where necessary. We use Google Translate to create these documents. When publishers provide native language texts in other languages, these materials are used in lieu of or to support the input of content material. Content teachers and the ESL teacher are also versant in various types of graphic organizers which are used to support ELLs. All content is delivered in a step-by-step, structured format which provides various access points to the material.

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

Native language support is available for our ELLs on an as-needed basis. Students and/or the ESL teacher make a determination as to which content needs to be delivered in the native language. Usually this content is delivered in the written format, as translated texts or native language supplemental texts. In the case where oral input needs to be delivered, our diverse staff is fluent in eight different languages (French, Spanish, Arabic, Tagalog, German, Japanese, Korean, and English) and can be used to deliver native language content material in cooperation with the content teacher.

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

When and where possible, all content material is delivered at the age and grade-level of the student. For example, students are given high-school level texts in the native language, and all graphic organizers are presented at the high school level. The one exception to this may be in our use of high-low readers. These are high-interest low-level reading books that we use to differentiate for the various reading levels of our students. Students with particularly low reading levels may quickly grow frustrated with grade-level texts, so for independent reading assignments, we may assign a high-low reader so that students do not lose their interest and enjoyment of reading. On a similar vein, we allow our ninth grade ELLs to choose their books for their independent reading texts because student choice leads to higher engagement in the reading. We try to develop a love of reading and a culture of literacy for the ELLs at UAG.

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.

Throughout the summer before the start of the school year, our entire staff visits the homes of all of our students, including our ELLs. If parents and students are unavailable for a home visit, we will invite them to our school to ensure that all parents and students have contact with a member of the UAG staff before the school year. This also ensures the dissemination of important material as well as a chance for the families to learn about the culture of UAG.

One special orientation we offer is called "The Gateway." All incoming freshmen and transfer students are invited to this overnight retreat held in upstate New York. Staff and students participate in team-building and community-building activities. For new enrollees throughout the school year, we offer a modified "Gateway" in New York City so that all students have an opportunity to learn about the culture, life and work at UAG. This also gives the ELLs an opportunity to see the staff in more of a support role as relationship-building is encouraged during these events.

The ESL teacher also registers our ELLs for the annual STEM conference held so that students can learn about different opportunities for careers in Science, Technology, Engineering and Mathematics. Priority is given to our ELLs since this conference is geared towards them.

18. What language electives are offered to ELLs?

We currently offer Spanish to our ELLs. Because we have many native speakers of Spanish, we are also able to offer a Spanish class directed towards native Spanish speakers and heritage speakers. This class focuses more on Spanish language literature and topics and themes that are discussed in Spanish, while the regular Spanish language class focuses on Spanish language instruction at the beginning level.

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)?

Our school does not offer a dual language program at this time.

C. Professional Development and Support for School Staff

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

1. The professional development (PD) plan for all ELL personnel at the school happens every Tuesday from 3-5pm during what we call "Power Academy." This is a teacher-led, administrator-facilitated PD time where staff are able to communicate their PD needs and receive support through a planned PD. Twice a year, the ESL teacher runs a specific PD related to the specific needs of our ELLs. These trainings include specific data from our ELLs' performance on assessments and in classes. The staff then comes together to come up with a specific action plan for each student.

2. The ESL teacher is encouraged to attend any trainings offered through the Office of ELLs, the local BETACs or UFT to support the implementation of the Common Core Learning Standards. In 2013, the ESL teacher was able to attend the ELL Literacy Conference at NYU on March 31, 2013. This conference featured various workshops dedicated to incorporating ELLs at various levels into the various specificities of meeting the Common Core Learning Standards.

3. In order to support the staff to assist ELLs transitioning from middle to high school, grade team meetings are held throughout the year to report on the progress of our 9th grade class with particular attention to our ELLs. Ninth grade teachers and advisors are given information about ELLs and their families as well as their past performance and/or accommodations in middle school. We will even focus on specific struggling students and come up with an action plan that all ninth grade teachers will implement in order to facilitate a struggling ELL's transition into high school.

There is also an advisory program in which all ELLs participate. This is a smaller group of about fifteen students that meets every other day with the specific goal of meeting their affective needs as well as to provide a forum where they can ask questions, receive extra help, and hone skills that they will need in all of their high school classes.

4. All UAG teachers have access to the 7.5 hours of ELL training, or the 10 hours of ELL training for ESL teachers, by combining in-house and external PDs. Within UAG, we provide up to 4 hours of in-house training which deals with the specific needs of our ELLs. The ESL teacher attends two to three trainings a year and can either turnkey these trainings or invite content teachers to participate in them as well. All teachers keep records of their ELL-specific training hours for tracking purposes.

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. We have at least a dozen staff members who speak eight different languages. In coordination with the ESL teacher, we keep in touch with parents about programming choices, assistance with school support and programming, community outreach and parent-teacher conferences.

In addition to monthly parent association meetings, we also communicate specific ELL-specific meetings to our parents. They are invited annually to the city-wide parents of ELLs outreach meeting. This past year, our bilingual social worker attended the Citywide Parent Conference to gather important information about how parents can support their children's academic success.

Unfortunately, many parents of ELLs work, and are not able to be as involved as they would like to be. The staff makes all opportunities available for these parents to meet outside of the mandated times (parent-teacher conferences, parent association meetings) for privately scheduled meetings so they can check on the progress of their children. The Parent Coordinator, who also speaks Spanish, makes frequent contact with the parents of ELLs to ensure that they are given every opportunity to participate.

2. Our school has a dedicated Community Partnerships Coordinator who facilitates partnerships with Community Based Organizations (CBOs). The coordinator organizes this information on our UAG blog: <http://uagenrichment.blogspot.com>, and advisors review this information with students in advisory as well as with parents during conferences. The ESL teacher also coordinates with the Parent Coordinator about any ELL-specific information offered through the Office of ELLs or other CBOs through letters and phone calls to parents.

3. We evaluate the needs of parents through conversations with advisors, contact home and parent surveys. We also rely on the usage of a program called Skedula where parents can access all information on grades and anecdotal reports. Both students and parents have access to this program, and we encourage them to check it daily. Parents are able to reach out to teachers through the program itself, through e-mail, and by calling the school.

4. The parents of our ELLs most often need to be informed of the activities and academics of their children as well as strategies needed to help them succeed. Our programs of providing extra help, one-on-one meetings with parents and students, and regularly documenting ELLs' progress on Skedula addresses the needs of our parents. Our ESL teacher also works to be an advocate for the ELLs as their parents may still be getting used to the educational system. Our staff works as a whole to ensure that all parents, including those of our ELLs are supported in the most specific and effective way possible.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: UAGateway School

School DBN: 02M507

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
April McKoy	Principal		11/1/13
Sonjah McBain	Assistant Principal		11/1/13
Greisys Feliz	Parent Coordinator		11/1/13
Mina Leazer	ESL Teacher		11/1/13
Kim Barrajanos	Parent		11/1/13
Corinth Hunter/English	Teacher/Subject Area		11/1/13
Marvin Gruszka/Science	Teacher/Subject Area		11/1/13
	Coach		1/1/01
	Coach		1/1/01
Alex Rigney	Guidance Counselor		11/1/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M507 School Name: UAG

Cluster: 1 Network: CFN105

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.

The Urban Assembly Gateway School for Technology uses the Home Language Aggregation Report (RHLA) in ATS to gather demographic language about the students' home language. We also include the Parents Preferred Language Form in the orientation packet to ensure parents receive correspondence from the school in their preferred language. The Parent Coordinator and ESL teacher then work together to ensure all documents are provided in the necessary language.

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.

Though a wide array of languages are represented by our school community, parents asked to receive communications in English and Spanish. For those responses which were not received, we will continue to send important correspondances in accordance with the RHLA report we ran at the beginning of the year. These findings are shared between the Parent Coordinator, the ESL teacher, and administrative staff who send correspondence home. These surveys are kept in the student's cumulative file which all teachers can access through the Parent Coordinator when correspondence needs to be sent home.

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.

In accordance with the parents' preferred language choices, all written documents will be provided in the languages offered. We currently have nine staff members who can speak the following languages: Spanish, French, German, Arabic, Tagalog, Japanese and Korean. In the event that we have speakers of Bengali, Chinese, Haitian Creole, Russian or Urdu, we will contact the Translation Services of the NYC DOE. If any other languages are needed, we will contact the outside DOE vendor, The Big Word at nycboe@thebigword.com.

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.

For interpretation services, if a language outside of what we have available in-house is needed, we will request an on-site interpreter through the NYC DOE website: <http://schools.nyc.gov/Offices/Translation/InterpretationServices/Default.htm>. The on-site request is for formal sitdown meetings with parents. For more informal meetings, we will request an over-the-phone interpreter by dialing the NYC DOE number 718-752-7373. This is during business hours, M-F, 8am-5pm, though this line has extended hours during Parent-Teacher conferences.

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 use the RHLA report in ATS or the Home Language Identification Survey for each student that is in our school to determine the home language for the parent correspondances. We will also record the responses of the Parents Preferred Language Form and record these changes in ATS. The Parent Coordinator and the ESL teacher will tabulate the responses and record the languages with each student, and then according to the translation and interpretation needs, we will follow the above procedures for all written and spoken translations. In addition, we will inform parents of their rights and responsibilities by sending home the Bill of Parent Rights and Responsibilities. We will post the translated sign that states the availability of translation and interpretation services, and we will direct parents to the Office of English Language Learners website for additional resources.