

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

13K351

School Name:

THE URBAN ASSEMBLY UNISON SCHOOL

Principal:

EMILY JARRELL

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Middle School , Grades 6 - 8 School Number (DBN): 13K351
School Type: Public School Grades Served: 6 - 8
School Address: 170 Gates Avenue, 3rd Floor
Phone Number: 718-399-1061 Fax: 718-857-0548
School Contact Person: Sharon Jacker Email Address: SJacker@schools.nyc.gov
Principal: Emily Jarrell
UFT Chapter Leader: Johanna Josaphat
Parents' Association President: Arlette Williams
SLT Chairperson: Johanna Josaphat
Student Representative(s): N/A

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 335 Park Place, Room 116, Brooklyn, NY 11238
Superintendent's Email Address: BFreeman6@schools.nyc.gov
Phone Number: 718-636-3284 Fax: 718-636-3266

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 105 Network Leader: Shannon Curran

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

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

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The UA Unison School is a school where each and every child will have an equal seat at the literal and metaphorical table in order to learn in unison with one another. All students' right to learn will be protected and preserved through the implementation of a curriculum model, Learning Cultures, where students are active agents of their own learning. Student achievement will be accelerated as students take responsibility for their own learning and the learning of others around them. Through consistent and honest feedback about progress towards the mastery of standards, students will begin to know their own strengths and needs, giving them the opportunity to develop independent goals and steps for meeting those goals. Students will develop increased motivation and independence as they take responsibility for upholding positive norms and rules. This leads to the development of a tenacious thirst for knowledge and learning. They will value growth, will seek to make growth and will celebrate the growth of others. Our students will ultimately leave our school being independent, responsible, honest, collective and tenacious students ready to live happy and full lives with agency over their own actions and learning through high school, college, post-secondary schooling, career, and beyond.

The Unison School also partners with Citizen Schools to extend the learning day for all students. Citizen Schools is a program built on bringing community members and professionals to the classroom, in which students mirror potential career opportunities in apprenticeships.

Because the school is now in its first full year with all three grade levels and in its second year with the current principal after the founding principal left, the priorities for this year are to build out the systems and structures that will become the long term operating framework for the school to serve the need of the students as a complete middle school with three grades.

In its first year of existence, The Urban Assembly Unison School (Unison) started with 80+ 6th graders, a principal, an assistant principal, a curriculum director, a business manager and six teachers. The school implemented a variety of instructional and social/emotional programs in its first year with limited success:

In 2012 – 2013, Unison

- Was in the **17th percentile** of its peer group and in the **21st percentile** citywide for the English Median Adjusted Growth Percentile
- Was **0th percentile** of its peer group and **0th percentile** citywide for the Math Median Adjusted Growth Percentile
- Was in the **42nd percentile** of its peer group and in the **20th percentile** citywide for Percentage of Students at Level 3 or 4 in English
- Had **61 Level four and Level five discipline infractions** as reported in the Online Occurrence Reporting System and had an overall average of 2.08 incidents per student enrolled.
- Had **84 suspensions**, averaging 1.09 suspensions per student enrolled.
- Teachers overwhelmingly reported that they **would not recommend the school** to parents seeking a school for their child (80percent).
- Students overwhelmingly reported that **students did not treat each other or teachers with respect** (75 percent

each prompt).

The current principal began work in the summer prior to the 2013 – 2014 school year and prioritized implementing a cohesive and coherent instructional, pedagogical and social/emotional approach to make rapid improvements to school culture, classroom culture, instruction, teacher development, family and community engagement and student support. The principal implemented Learning Cultures school-wide in all classrooms as the curricular and pedagogical approach.

The Learning Cultures model is a progressive, yet standards-based, model that derives from the “workshop” model. It is based on a consistent, routinized set of rigorous practices called “formats” that foster student-to-student dialogue, student-initiated questioning, student self-assessment and goal setting, and CCLS-aligned syllabi and resources to help students understand and goal-set around the CCLS requirements and cognitive demands. The Learning Cultures model also encompasses a responsibility-based self-control approach to discipline and management intended to boost student self-regulation and metacognition.

Some data to show impact to date:

- The school went from falling in the 17 percentile in its peer group for English Median Adjusted Growth Percentile to the **62nd percentile** and from the 21st percentile citywide to the **59th percentile**.
- The school went from falling in the 0th percentile in its peer group for Math Median Adjusted Growth Percentile to the **30th percentile** and from the 0th percentile citywide to the **25th percentile** citywide.

In the 2014 - 2015 school year, the school has grown by $\frac{1}{3}$ in student enrollment, has its first graduating 8th grade class, and has a total of 18 teachers, with 10 of them teaching for two years or less and 14 of them teaching at Unison for less than 2 years. To maintain and continue the growth made in 2013 - 2014, the school has multiple goals.

Based on this data, The Urban Assembly Unison school operates with the following **Theory of Action**:

- If students engage socially with one another around curriculum, are part of a pro-social school and classroom culture, and get the supports they need to understand their own strengths and needs, to develop a growth mindset, and develop the skills to take concrete and incremental steps towards growth, then, students will be tenacious, independent, honest and will value collectivity in service of accelerated academic growth.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on historical data (2013-14), school showed more growth on ELA State exam than 62 percent of peer schools, and more than 59 percent of city schools. In addition, for the ELA State exam, the school's lowest third outperformed 50 percent of school's peers, and 56 percent of the city peers.

While Unison made great strides in 2013-2014, increasing its State Math Test growth percentile by 30 percent compared its peer schools, and 25 percent of the city schools, this came from a position of the 0th percentile, meaning significant room for growth still exists. The lowest third, for the Math State exam, showed similar results (28.4 percent and 35.9 percent for peer and city schools, respectively).

Based on this State testing data, Unison continues to build on its strengths in ELA by bridging the literacy strategies employed in ELA classrooms in the Math content; additionally, the syllabus has been revised for the Math curriculum school wide.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to raise student achievement in literacy and math, by ensuring that 75 percent of all students make a full year of growth on the Degrees of Reading Power Assessment (demarcated by 4 points) and on the STAR Math assessment (demarcated by a full year of growth on grade level). In addition, 75 percent of the lowest quartile will make these same gains. These gains are to occur over the school year 2014-15.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
The school will Implement Learning Cultures, a Danielson-aligned, research-based curriculum model across subject areas, that derives from the workshop model and puts a greater emphasis on teaching students how to be agents of their own learning. This model includes peer-to-peer learning teams that identify problems or gaps in	Students, Teachers	9/4/14 – 6/25/14	Instructional Team: Emily Jarrell (Principal), Amy Piller (Assistant Principal), Sabina

understanding and share insights to problem solve, as well as one-on-one conferences with teachers for every student in every content area pertaining to their work vis-à-vis the Common Core standards.			McNamara & Tara Poyau (Curriculum Leads), Gabriel Perkins (Assessment Lead), Jana Ford (PD Lead), Annie Annunziato (School Culture Lead)
Additional one-on-one teacher Conferences for students performing in the lowest third.	Lowest third of students.	9/4/14 – 6/25/14	Teachers
Those students who are identified as being at risk based on DRP and STAR data are supported by a team of Special Educators and Content Area Teachers who sit on a team called Code Blue. This team organizes and oversees the system that provides each at risk student with a case manager who works with him or her in Portfolio Class to follow an Academic Workout Plan and that families receive phone calls pertaining to student progress once every three weeks. Students who have low attendance get assigned case managers through a partnership organization called Counseling in the Schools.	ELLs, SWDs, At Risk		Maggie Coppolo (Special Education Lead); Ebony Ford (ESL teacher)
<p>All teachers will use a consistent structure for small group reading instruction, Unison Reading, across all core curriculum classes as described in a comprehensive Unison Reading rubric that describes student responsibilities, teacher responsibilities, and necessary environment and procedural structures.</p> <p>All teachers will meet with every student once every two weeks in a Unison Reading group for 20 minutes each.</p> <p>The instructional coaching and observational feedback will be focused on getting students to actively participate in the reading groups – identifying misunderstandings and key understandings through text-based discussions with one another.</p> <p>Professional development will focus on the quality of reading instruction within Unison Reading.</p>	Students, Teachers	9/4/14 – 6/25/14	Instructional Team, Content Team Leads, Mentors: Emily Jarrell, Amy Piller, Maggie Coppolo, Tracy Gibson, Jana Ford, Johanna Josaphat, Annie Annunziato, Sabina McNamara

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 65 minute periods for all core classes
- Book orders for classroom libraries
- Magazine subscriptions for all core classrooms
- I-pads for every classroom
- Desktop computers for every classroom
- Laptop computers for every classroom
- Title 1 funding for additional core curriculum Teachers
- 8 65-minute periods of ELA per week
- 5 65-minute periods of math per week
- Consultant days with Cynthia McCallister
- Compensatory positions for teacher coaches

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
---	----------	---	---------------	--	-----------	--	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the mid point of the school year (January), students will have the DRP and STAR assessments re-administered at which time growth will be monitored in terms of achievement on both assessments. Average student growth will be compared to national average growth for whole school, each grade, each class, and the lowest third.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
--	--	-----	---	----

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- Professional Development time was dedicated to providing teachers the supports to plan units that include differentiation for students so that students can learn grade-level appropriate content as well as practice skills from prior years that they may still lack.
- Coach, Sabina McNamara, re-assigned to teach 8th grade ELA to create a “labsite” classroom to strengthen the ELA team and to create a classroom for the ELA teachers to learn about how to more effectively differentiate their instruction and increase student engagement.
- Coach and Code Blue Lead, Margaret Coppolo, re-assigned to teach 6th grade ELA to strengthen the 6th grade ELA classes and to support the development of new ELA teacher.
- Assistant Principal, Amy Piller, is providing intensive professional development to 8th grade ELA team and to the math team to increase student engagement and to increase teacher capacity in unit and lesson planning that includes strategies for differentiation.
- Academic Advisors are using a new template with their students to help students identify personal academic goals and to determine the work/assignments in each core class that will help them strengthen their areas of weakness.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In 2013-14, 78percent of students reported feeling safe in the hallways, bathrooms, and cafeteria of the Unison School (data from Learning Environment Survey). 32 percent of students reported that most students treated each other with respect (data from Learning Environment Survey).

Unison needs to prioritize supporting students in interacting with respect consistently throughout the day, thereby increasing the percentage of students treating each other with respect and bolstering student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Unison school will create a positive culture for learning, as demonstrated by a two-fold decrease in the VADIR score and a 25 percent decrease in OORS incidents/per student as compared to 2013-2014 school year. By June 2015, the school goal is to increase the percentage of students reporting that most students treat each other with respect two-fold, and to increase the percentage of students feeling safe by 10 percent.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Part of the Learning Cultures curriculum model is an approach to discipline called Responsibility Based Self Control, which views behavior as a result of self-regulation to an internalized set of social norms, which students need practice regulating to. All teachers use a consistent ladder to respond to disciplinary infractions that include opportunities for students to self-regulate. Within this approach students are often found reflecting, taking responsibility for their actions, and making plans for the future.	All Students	9/4/14 – 6/25/14	<ul style="list-style-type: none"> • School Dean • School Social Worker • Principal • Assistant Principal • Teacher Leads • Teachers
Students with the highest numbers of referrals for behavioral infractions participate in Behavioral Interventions. Depending on the student, these interventions include the participation of a combination of families, teachers, administrators and student	Students with highest numbers of disciplinary	9/4/14 – 6/25/14	<ul style="list-style-type: none"> • School Dean • School Social Worker • Principal

leaders. In these meetings, students identify behaviors that are getting in the way of their learning, identify which responsibilities they're not meeting based on the NYC DOE Disciplinary Code, make commitments to change in service of increasing their learning, and detail consequences they will accept if they do not keep their commitments.	referrals		<ul style="list-style-type: none"> Assistant Principal Teacher Leads Teachers
Students who are nominated by their classmates to be Keepers of Culture, serve as leaders in their classes to ensure that a culture of learning is maintained. These students were trained at a summit about the Learning Cultures curriculum model, and weekly meet with the School Culture Lead Teacher to evaluate how the students in their classes are doing based on their observations, and plan to improve the culture of learning in their classrooms. Another group of 8 th grade students also serve as Ambassadors in 6 th grade classrooms where they push in and support 6 th graders in understanding the curriculum model and behavioral expectations.	Students voted in to be Keepers of Culture All students Students chosen to be ambassadors	October 2014 – June 2015	<ul style="list-style-type: none"> School Dean
Peer Mediators	Students trained in peer mediation Students in conflict All students	September 2014 – June 2015	<ul style="list-style-type: none"> Citizen Schools Dean School Social Worker
Implementation of a School Culture Lead – a teacher lead who leads the school wide work (with the principal's and assistant principal's support) to build positive classroom and school culture.	All students Students with consistent behavioral struggles Grade Team Leads Teachers	July 2014 - June 2015	<ul style="list-style-type: none"> Principal Assistant Principal Learning Cultures Program Manager from CFN 105
Establishing a Dean compensatory position	All students Students with consistent behavioral struggles	September 2014 – June 2015	<ul style="list-style-type: none"> Principal Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Per session for detention and professional development
2. Compensatory position for dean
3. Additional after school per session for dean work and parent contact
4. School Culture Lead Stipend from grant through CFN 105
5. Jupiter online log to track phone calls home and concerns about particular students

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Petri Foundation Grant for CFN 105 to support the work.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Quarterly, the school culture team analyzes disciplinary referrals through Jupiter Grades, the internal, on-line referring system as well as through OORs. The school will analyze trends and compare the data mid-year on incidents and referrals to last year’s data to determine if the school’s OORS reports are showing a 25% decrease per student as compared to last year at this point and the school will request its VADIR score to compare it to last year’s VADIR score.

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
--	----------	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the 2014 - 2015 school year, the school has grown by $\frac{1}{3}$ in student enrollment, has its first graduating 8th grade class, and has a total of 18 teachers, with 10 of them teaching for 2 years or less and 14 of them teaching at Unison for less than 2 years.

As recommended by the school’s 2013 – 2014 Peer Quality Review, the school needs to focus on:

- aligning curricula so that the teachers are integrating the instructional shifts to achieve coherence across all classrooms
- consistency across classrooms in order for all students to have multiple entry points into the curricula through appropriately challenging tasks that demonstrate higher order thinking skills

Focusing on these two recommendations will lead to an improvement in overall student achievement (as evidenced by a need determined by the ELA and Math state test scores from 2014).

- 15% of students met ELA standards in 2014
- 6% of students met Math standards in 2014

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will develop teachers who can implement a progressive and responsibility-based curricular and pedagogical model by **creating opportunities for teachers to learn from one another**. Teachers use rubrics that describe in the detail the protocols for learning “formats” to self-reflect and to give one another feedback in inter-visitations. Teachers also receive corrective feedback on these same rubrics in formative feedback loops by school leadership. 100 percent of teachers will participate in peer inter-visitations at least two times per month leading to a total of 10 visits to other teachers and four visits hosted per teacher. 85 percent of teachers will respond on the Learning Environment Survey that they have opportunities to work productively with colleagues. 85 percent or more of teachers will respond that they are provided time to collaborate with one another. 85 percent of the teachers will end the year with an Effective rating in Advance using the Danielson Rubrics.

Teachers learn best when they are part of a culture of learning and growth and when they are members of teams that are healthy and honest enough to support one another’s growth to improve student outcomes. The Learning Cultures model is an initiative that requires teachers to learn very specific protocols and very specific and unique teaching methods. Because this initiative requires shifts in practice and often very deeply held beliefs about the role of school, teachers need time to learn together, observe one another and to get specific feedback in order to implement the model to positively impact student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
---	-----------------	--------------------------------	--

for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Protocol Based Grade Team and Content Teams with Content Team and Grade Team leads	Teachers Content Team Leads Grade Team Leads	September 2014 – June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principal • Curriculum Lead • School Culture Lead • Learning Cultures Project Manager
Peer Inter-visitation Groups	Teachers	November 2014 – June 2015	<ul style="list-style-type: none"> • Coaches and Mentors
Teacher coaches and mentor	Teachers	August 2014 – June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principal • Learning Cultures Consultant, Cynthia McCallister
Learning Cultures On Line	Teachers	August 2014 – June 2015	<ul style="list-style-type: none"> • Coaches • Mentors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 65-minute periods
- Summer Learning Cultures professional development for teachers (per session)
- Summer Learning Cultures professional development for teacher leaders (per session)
- Summer professional development for all Unison staff for one full week prior to the school year (training rate)
- Common Planning Time for teachers built into teacher programs
- Monday and Tuesday professional time structured for teacher collaboration

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Danielson ratings will be analyzed in February and 70percent of teachers will be rated Effective in Questioning and Discussion Technique.

70percent of teachers will respond on the mock Learning Environment Survey that they have opportunities to work productively with colleagues.

70percent or more of teachers will respond on the mock Learning Environment Survey that they are provided time to collaborate with one another.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
--	--	-----	----------	----

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- Increase in lab site opportunities/intervisitations for teachers in grade and content teams
- More teacher co-teaching so teachers can support one another in classrooms
- Increase in teacher coaching by coaches and peer coaches

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The current principal at UAU is in her second year and UAU is in its third year. The school has grown in staff each year since being open and the school has grown in its student enrollment each year since being open. Because each year has required planning for additional staff and additional students along with additional curriculum, the school has not had the opportunity yet to develop a consistent and coherent set of operating practices. This year, the school needs to implement the systems and structures needed to support student achievement that allows for cycles of implementation, inventorying of the actual implementation, assessment of impact and revision with the goal of better organized, more fully functional systems and structures in the buckets of: school culture, curriculum, assessment, PD, student support and family engagement.

According to the 2014 Peer Quality Review, the school leader has embedded distributed leadership structures so that there are effective teacher leadership roles and teachers are able to play a key part in the decision making process resulting in strengthening the instructional capacity through the implementation of Common Core Learning Standards.

Because there are more new teachers in this current school year and some change of staff, the school leadership needs to continue this work to make improvements to the structures and to build leadership in more people.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to build infrastructure at UAU to distribute leadership and develop a set of operating practices by establishing teacher leads and teacher teams that build leadership capacity. These leads will offer support to teachers to help them improve practice and to feel supported overall. More than 80 percent of the teachers will identify that school leaders recognize teachers for their accomplishments on the Learning Environment Survey. And, more than 85 percent of the teachers will identify that school leaders provide teachers with leadership opportunities on the Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

School wide Project Descriptions and Goals – The school developed the goals for each main project area: school culture, curriculum, assessment, student support, professional development, and family/community engagement.	Teachers Students	July 2014 – June 2015	<ul style="list-style-type: none"> Principal Assistant Principal School Leads
Leads Positions aligned to Project Goals – Lead position job descriptions were developed in service of the goals aligned to each project area.	Leads	July 2014	<ul style="list-style-type: none"> Principal Assistant Principal
Benchmarks Created – The goals were written to be SMART with measureable benchmarks.	Leads	July 2014 – June 2015	<ul style="list-style-type: none"> Principal Assistant Principal Leads
Leads PD and Support	Leads	July 2014	<ul style="list-style-type: none"> Cynthia McCallister Learning Cultures Program Manager Principal Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Summer professional development – per session Weekly check in meetings with project leads and principal or assistant principal Learning Cultures Online Course

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> Project leads will assess their work by analyzing progress on November and January benchmarks along with the principal in mid-year conferences. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school will develop **positive school ties with the community and families** in service of building a positive school culture. This positive school culture is the basis for students feeling safe and supported enough to take on a growth mindset when so many students come to school with a fixed mindset.

According to the 2014 Learning Environment Survey,

- 93% of the family members who responded stated that they agreed or strongly agreed that the school keeps them informed about what their children are learning.
- 100% of the family members who responded stated that they agreed or strongly agreed that the school makes them feel welcome.
- 88% of the family members who responded stated that they agreed or strongly agreed that the school communicates to the families and children what they need to do to prepare their children for college and career after high school.

With an increase in the register at the school, it is vital to keep parents informed and feeling as welcome as they did with the smaller school register in the 2013 – 2014 school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By November 2014, 100 percent of students at Unison will have a family member receive phone calls every three weeks informing parents of upcoming events, workshops and other school related information. In addition, 100 percent of students will have a family member receive phone calls from their 'portfolio' teacher to discuss student academic progress and achievement. By May 2015, 85 percent of students will have participated in at least four “apprenticeships” with representatives from various professional organizations and trades through participation in the Citizen Schools Expanded Learning Day program.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Third Thursdays – Every third Thursday of each month, the school has an open house for parents to visit classrooms and attend a workshop provided by the principal or school leads.	All families	September 2014-June 2015, monthly	Family and Community Engagement Leads
Workshops – Families are invited to attend periodic workshops with topics ranging from Stop and Frisk laws, Math Common Core, ELA help at home, Bullying to Financial Literacy.	All families	September 2014-June 2015, quarterly	Family and Community Engagement Leads
Citizen Schools Apprenticeships & WOWs – Citizen Schools is an Expanded Learning Time program that is offered to all the students in Unison. The program involves twice weekly “Apprenticeships” for students to work in small groups with professionals representing a wide variety of industries. These “apprenticeships” end in “WOWs” where students present their work to their families and other representatives from their respective industries.	All families	Bi-Annually	Citizen Schools Campus Director
PTA / SLT – The PTA and SLT meet monthly to engage families.	All families	September 2014-June 2015, monthly	<ul style="list-style-type: none"> Principal Assistant Principal SLT Chair PTA Presidents
Family Phone Calls every three weeks – All teachers at Unison are assigned academic advisory groups of 10 students or less. The academic advisors call the families of their advisees once every three weeks.	All families	September 2014-June 2015	Family and Community Engagement Leads

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Per session for workshop staffing
2. Funding for outside vendors to run workshops
3. Jupiter online log to track phone calls home
4. Family and community engagement period for teacher phone calls home
5. Citizen Schools Program
6. Family and Community Engagement Lead per session

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	X	Title I Basic		Title IIA		Title III	x	Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Mayor’s After School Initiative – DYCD SONYC grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Family phone call rates will be assessed mid-year for movement towards goal of having 100percent of students receive a family phone call at least 10 times per year by an academic advisor. They are logged in on line Jupiter

grading system.

- Engagement of families will be assessed mid-year to determine percentage of families engaged in the various activities at the school to assess movement towards goal of having at least 85percent of parents attend school-wide events outside of Parent Teacher Conferences.

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	x	<ol style="list-style-type: none"> 1. Small group reading instruction in all content classes. 2. One-on-one conferences with teachers in all content classes. 3. Academic advisory groups of 10 students or less meet with an academic advisor weekly for 65 minutes to discuss academic growth and goal setting. 4. All students receive extra ELA class periods per week – 8 periods of 65 minutes each. 	Small groups and one-on-one	During the school day.
Mathematics	x	<ol style="list-style-type: none"> 1. Small group reading instruction in math class to read math questions and math learning materials. 2. On-line, needs-based learning tool in math for students in lowest 1/3 of school. 3. Extra instruction in math during school-wide expanded learning time from 2:40 – 5:40 Monday – Thursday. 	Small groups and one-on-one.	During the school day and during the expanded learning time.
Science	x	<ol style="list-style-type: none"> 1. Differentiated learning groups in class. 2. One-on-one learning conferences with teachers. 3. Individualized learning conferences with teachers in expanded learning time. 	Small groups and one-on-one.	During the school day and during the expanded learning time.
Social Studies	x	<ol style="list-style-type: none"> 1. Differentiated learning groups in class. 2. One-on-one learning conferences with teachers. 3. Individualized learning conferences with teachers in expanded learning time. 	Small groups and one-on-one.	During the school day and during the expanded learning time
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	x	<ol style="list-style-type: none"> 1. At-risk counseling provided for students at risk by school social worker and Counseling In Schools Partnership. 	Small groups and one-on-one.	During the school day.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>The school uses induction and mentoring programs as recruitment and retention strategies. In July, new teachers attend the Learning Cultures Institute. This is an opportunity for new teachers in any school that uses Learning Cultures to understand the theories of action of our school and to practice the formats with students. It was developed and planned through collaboration with other schools that use the Learning Cultures Model. In August, the school provides a week of school based training with all staff. New and returning staff meets to plan and align on procedures and expectations for the new school year. New teachers are also paired with a mentor, an experienced and effective teacher. Mentors meet with new teachers regularly to discuss needs and to provide individual support. The school retains highly qualified teachers by building their leadership capacity through the teacher leader structure. Highly qualified teachers are assigned school level project areas and are responsible for leading that work.</p>

2b. 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).
<p>Strategy: The school operates under the following theory of action for Professional Development: If teachers get specific and actionable feedback in order to set up the systems, routines and structures of a Learning Cultures classroom, and if teachers have ongoing opportunities to give and receive rubric-based peer and coach feedback on the qualitative moves made within the formats, and if teachers have ongoing opportunities to study Learning Cultures pedagogical theory, and work in teams to continuously use data to develop practice within the Learning Cultures model then students will develop agency, intentionality, metacognition and independence leading to accelerated growth in achievement.</p> <p>Activities: Teachers and staff are observed regularly and given rubric aligned feedback. Feedback is given in small amounts, focusing on the highest leverage actions to be improved. From the feedback, teachers and staff seek out supports and professional development opportunities to improve their practice.</p> <p>Coaching is done by a team of experienced and effective teachers, including the principal and assistant principal. Coaches observe teachers and coach them in the moment. The coach and the teacher also debrief the process and decide on next steps together. A coach offers this support to a teacher needing to grow within a specific format.</p>

Residencies are a special kind of coaching. A coach can take residency in a classroom for an extended period of time in order to increase pedagogical knowledge and improve teacher practice in the Learning Cultures model. The coach meets with the teacher once outside of the classroom to create an action plan. The coach is then in the classroom for at least three periods per week to help implement the plan.

Peer inter-visitation groups are groups of teachers that rotate to each other's classrooms (visiting each teacher's room) to observe each other in action. Groups debrief and give each other feedback based on rubrics. Then they discuss implications for each teachers own classroom practice. The groups are chosen by teachers, based on their individual needs.

Lab sites happen twice per week. A lab site is when teachers visit a classroom where a format is modeled by a coach or principal. After the format is modeled the teachers and coach or principal meet to debrief the interaction and get ideas to bring back to their own classroom practice.

Teachers and staff belong to mixed grade content teams. They meet every week to discuss content issues, look at student work and data using protocols, critique lesson plans, vet curriculum materials, and work to vertically align content to the CCSS. Teachers and staff also belong to grade teams which meet weekly as well. Grade teams meet to discuss school culture issues, look at grade wide data, and do academic or behavior interventions with students of need.

All staff attends an 80 minute PD one afternoon per week. The time is devoted to school-wide professional development coordinated by instructional leaders. Topics include building classroom effectiveness, Learning Cultures theory, lesson and unit planning, and data analysis. Teachers also have the opportunity to attend an optional Planning and Preparation PD once a week. Two coaches are available to work on lesson plans, unit plans, or classroom organization with any teachers in need.

Teachers and principals also attend external PDs with other schools using the Learning Cultures Model. Teachers and principals go to other schools to observe and discuss their practices. They collaborate to problem solve and plan for high quality instruction and systems that support student growth.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

There is a Measures of Student Learning Committee that met in the summer and at the start of the school year to review last year's data and to decide as a committee which assessments to choose for the school's local measures and which assessments to weight in teacher evaluation.

There is also a teacher who plays the role of Assessment Lead. The Assessment Lead runs staff development for teachers on assessment and helps the content teams to look at data, determine trends and determine more assessments needed in order to support student learning.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$168,073	x	See Actions Plans
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$1,369,730	x	See Actions Plans

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information 

District 13	Borough Brooklyn	School Number 351
School Name The Urban Assembly Unison School		

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

Principal Emily Jarrell	Assistant Principal
Coach Amy Piller, Dean of Culture	Coach Sabina McNamara, ELA teacher
ESL Teacher Olga Tyminska	Guidance Counselor
Teacher/Subject Area Johanna Josaphat/social st.	Parent
Teacher/Subject Area	Parent Coordinator Sharon Jacker, Business Manage
Related Service Provider	Other Maggie Coppolo, Special Ed.
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)	144	Total number of ELLs	19	ELLs as share of total student population (%)	13.19%
--	------------	----------------------	-----------	---	---------------

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							1	1						2
SELECT ONE							0	0						0
Total	0	0	0	0	0	0	1	1	0	0	0	0	0	2

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10			8		3	1			19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	0	0	8	0	3	1	0	0	19
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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	
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							2	3						5
Chinese								0	0					0
Russian							0	0	0					0
Bengali							4	2						6
Urdu							0	0	0					0
Arabic							3							3
Haitian							0	0	0					0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1						4
TOTAL	0	0	0	0	0	0	13	6	0	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	2						5
Intermediate(I)							3	2						5
Advanced (A)							7	1						8
Total	0	0	0	0	0	0	13	5	0	0	0	0	0	18

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		1						6
7									0
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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. We use the Degrees of Reading Power (DRP) assessment to track the reading progress of all of our students, including ELLs. We are awaiting the results of our second administration of this assessment in a few weeks. We will use that data to analyze trends.

Additionally, our teachers assess students in a standards based grading and conferencing system. We've noticed that students are currently focused on comprehension and social process skills, and are pushing students toward more sophisticated genre based analysis of text. ELL students are assessed on an ongoing basis with the help of teachers' assessments and conferences, observations data to drive teaching goals and instruction. Running Records are also used which inform teachers on what and how to teach and help students with comprehension, pronunciation, spelling, and reading fluency.

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

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

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

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

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

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

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

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

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

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

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

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

For ELLs to excel academically in our schools, they must meet the same rigorous state and city educational standards for their grade

level as English proficient students. This requires more than just English language support. Our English as a Second Language (ESL) programs uses strategies to help students access new language development and subject matter through English. It also provides students with ESL support tailored to their English proficiency level.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

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

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

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

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

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](#).)

Part IV: ELL Identification Process:

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

be completed within 10 school days of initial enrollment as per CR Part 154.

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

Unit provided by NYC Department of Education.

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

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

The program models offered at our school is aligned with parent request. All of the parents choose Freestanding ESL program and they are content with their final choice. To build alignment between parent choice and program offerings we give them sufficient

information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population at Unison school, Freestanding ESL is the only program offered. Surveys are available at school for review. Later parents are notified about their childrens' placement in ESL program and the ELLs are placed in the groups (Beginners, Intermediate or Advanced) according to their age and the English proficiency level.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

The total number of students in the Unison school is 144. In this Freestanding pull - out ESL component we have 19 students, from grades 6-7. They range from Beginners to Advanced Proficiency levels. The number of beginners is 6 , intermediate 5 and

Advanced . All the beginning, intermediate and advance students receive daily, small group ESL instruction. The six grade population consists of 13 students and seven grade ELL population consists of 6 students. The Special Education population has 3 students in the Unison school. Students with IEP are identified and served as per the IEP. Languages spoken are mostly Spanish, Arabic, Bengali and African dialect.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Courses are taught in English and our ESL teacher differentiates lesson content for English-language acquisition. Differentiation

strategies include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review students' strengths, needs, goals, and strategies.

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

a) Plan for SIFE:

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

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

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

b) Plan for Newcomers:

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

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

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

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

d) Plan for Long Term ELLs:

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

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

Plan for Special Needs Students:

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Courses Taught in Languages Other than English

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

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

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

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

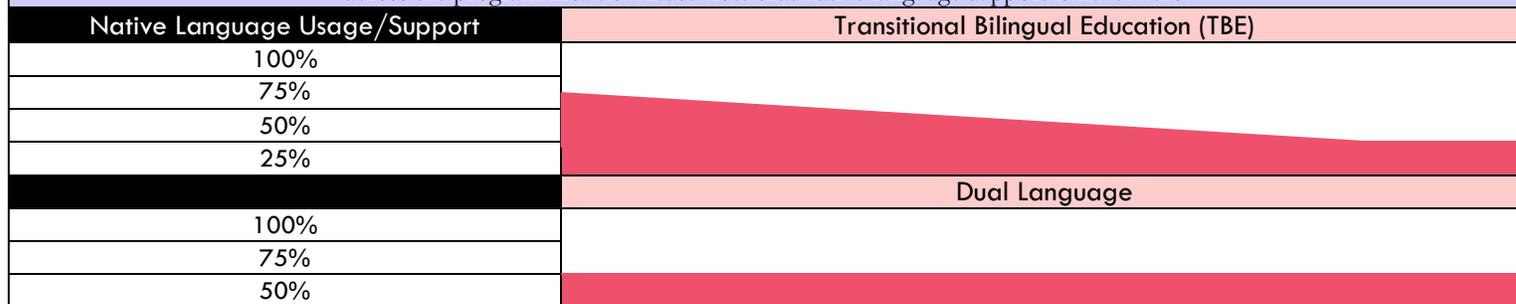
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

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

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

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

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

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

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

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

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

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

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

Learning Cultures is founded on three principles:

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

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

When the Formats are followed consistently and with fidelity, students of all backgrounds and levels can achieve academic success. Learning Cultures allows teachers of every grade level and subject area to create classroom cultures characterized by student independence, motivation, high achievement, cooperation, and distributed leadership. Traditional linear transmission curriculum

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

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

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

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

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

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

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

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

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

We have text books and supplementary reading materials in native languages, use content-area videos for students with limited English reading levels, and provide simplified language materials with visual components for our ELL students. Newcomer/beginner ELLs are provided access to native-language translations of key texts and independent reading material (when available). Electronic translation is provided when instructionally appropriate (e.g. online translators like Google). Translating dictionaries are provided for student use during content-area classes.

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

develop the students' vocabulary and the reading comprehension, as well as phonics and pronunciation.

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. There are multiple opportunities for parental involvements at Unison School, for parents of ELLs and others. There are monthly open houses and question and answer sessions, including opportunities to visit classrooms and have a question and answer session with the Principal. We have Parent Teacher Conferences twice a year, and parents are additionally invited to visit periodically to participate in WOW!s, which are the exhibitions celebrating Citizen Schools work at the end of each session. We have a Parent Teacher Association open to all families, and a School Leadership Team. Finally, we regularly utilize Jupiter Grades, which is an online system for communication information to parents including attendance, assignments, grades, behavior issues, announcements, and the school calendar.

2. The school has the aforementioned relationship with Citizen Schools, which works with all parents, but does not work with any particular agencies or Community Based Organizations to provide workshops or services that are specifically for ELL parents. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state tests, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system. The parents come for the Open School days to meet with the teachers. The ESL teacher together with the school leadership teacher team designs different workshops for the parents, and invites the parents for other workshops. The team is also working in the collaboration with ESL teacher to help ESL students and to provide parents with the necessary information about the school. Additionally, the Unison school has Monthly Spirit days, school wide events, parents' workshop and volunteering. The students are also provided with the homework help, and leadership development team. Translations are available as needed. Bilingual paras are available to help students who speak different languages. We have different programs for parents and students throughout the school year such as Career Day, Book Sale, etc. and ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per months. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students.

3. As previously mentioned, members of school staff do home visits to the families of all incoming students where we ask the parents what they need and want, and can get a sense of issues the families might be facing. The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, schools events, PTA meetings, etc. The needs are also evaluated by surveys which are given to the parents during meetings: workshops, conferences and school events. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements. Our parental involvement activities also include bilingual staff to better address the needs of the parents of our ELLs. Parental Involvement.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name:

The Urban Assembly Unison School DBN:13K351

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Emily Jarrell	Principal		12/13/13
	Assistant Principal		1/1/01
Sharon Jacker	Parent Coordinator		12/13/13

Olga Tyminska	ESL Teacher		12/13/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
Maggie Coppolo	Teacher/Subject Area		12/13/13
Amy Piller	Coach		12/13/13
Sabina McNamara	Coach		12/13/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other_____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K351 School Name: Urban Assembly

Cluster: 1 Network: CFN 105 (The Urban Assembly)

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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