

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR
YOUNG WOMEN

DBN (i.e. 01M001): 13K527

Principal: KIRI SOARES AND KELLY DEMONACO

Principal Email: KSOARES@SCHOOLS.NYC.GOV AND KDEMONA@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: SHANNON CURRAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kiri Soares	*Principal or Designee	
Pamela Black	*UFT Chapter Leader or Designee	
Donna Belgrave	*PA/PTA President or Designated Co-President	
Mara Tucker	DC 37 Representative, if applicable	
Keara Small, Lucindia Lewis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Chris Maestro	CBO Representative, if applicable	
Susan Johnson	Member/ Treasurer	
Michelene Goodridge	Member/ Secretary	
Kelly DeMonaco	Member/ Co-Principal	
Nicia Fullwood	Member/ AP	
Carol Kennan	Member/ PC	
Elena Brollo	Member/ Teacher	
Vaughn Danvers	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, we will build student self-reliance and perseverance by developing student independent work time, so that 100% of the students are actively engaged, measured through school wide rubrics and Danielson 3C.

Comprehensive Needs Assessment

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

To be college ready students must break away from their dependence on using teachers as the sole resource of information and knowledge. In order to break away from teacher-dependent behaviors, teachers will provide students with significant chunks of time in which students will work on rigorous, common core aligned tasks and assessments. Teachers will also develop classroom environments and resources to enrich and support student learning at all levels.

Instructional Strategies/Activities

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

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

1. By the end of September, all Benchmark Observations for Independent Work Time and the Classroom Environments will be complete to ensure that students have access to multiple to multiple resources to fulfill Independent Work Time responsibilities.
2. Using the benchmark data, all teachers will have individual teacher conferences scheduled according to demonstrated need. Teachers with low growth or coming up for tenure will meet at least twice a month with administrators and coaches. All other teachers will meet at least once a month. Conferences will align teacher strengths/ needs/goals to rubric outcomes (rubric outcomes align to Danielson). Goals will be action oriented, measurable, and connected to expected completion times. Task development and Unit Arc overviews will also be looked at during this time.
3. Administration and instructional coaches will provide teaching staff with individualized professional development opportunities to support rigor in independent work-time and to ensure an alignment with City and State curricular expectations.
4. No less than two classroom visits per month per classroom teacher by administration and instructional coaches. The learning cultures research-based rubrics will be used to assess independent work time and allow for direct, targeted feedback around student tasks within the week of the visit.
5. Monthly administrative and coach meetings will occur to norm teacher-feedback and determine trends in classroom practice around instructional practice.
6. Professional Development will be structured based on individual teacher need and on school-wide trends. Establishing a culture in the classroom that promotes and values independent learning and autonomy, and aligning instructional tasks with CCSS are predicted early professional development workshops. A committee of coaches, administrators, and teachers will form to plan, schedule, and execute weekly PD opportunities for staff in response to request and need.
7. Teachers demonstrating competency on rubrics will elect into PD opportunities and/or be asked to host classroom visits by their peers and to share instructional Unit Arcs and tasks.
8. Teachers demonstrating need for improvement on the rubrics will be assigned into PD opportunities.
9. Teachers meet in Subject and Grade teams to collaboratively work to develop resources and structure work time instructional tasks for appropriate levels of rigor and efficacy in addressing the NYS CCSS.

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

1. All teachers, instructional coach, assistant principal, school social worker, support staff and co-principals

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

1. In September, February, and June we will administer the Degrees of Reading Power to measure student growth in reading.
2. Over the course of the year, there will be 6 curriculum-based measures to gauge student progress in math, reading, and writing. These CBMs will be used to measure student response to interventions and efficacy of independent work time and classroom resources. Progress will be measured for the whole middle school and the lowest third cohort in the high school.
3. In each of the 6 marking periods, course pass rates will be tracked and used to identify needs and trends for PD and teacher support.
4. In November, January, March, and June, high school teachers in regents-based courses will administer regents-modelled exams on a special schedule to monitor progress towards Regents Passing.

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

1. 90% of teachers will demonstrate improvement on the Independent Work Time, Classroom Environment, and Social Norms rubrics relative to their individual September benchmark.
2. 80% of teachers will achieve holistic ratings of 3 or better on Independent Work Time, Classroom Environment, and Social Norms rubrics by the end of the Fall term.
3. February Degrees of Reading Power (DRP) data will show an average increase of 4 points for general education students and 2 points for students in the schools' identified lowest third cohort.
4. June Degrees of Reading Power (DRP) data will show an average increase of 3 points for general education students and 2 points for students in the schools' identified lowest third cohort.
5. At least 80% of middle school students and 60% of the high school lowest third will show progress in response to interventions in the October, December, January, March, and May administrations of our Curriculum Based Measures.
6. All core courses will have an average pass rate of 80% in January and June.
7. At least 80% of students in the lowest third will pass each class in January and June.
8. By September, standards checklists will reflect that all learning targets in math and English will align to the NY State Common Core Standards
9. By November, all academic subjects will use Common Core standards of Reading Informational Text and/or Mathematical Modeling in their subject classes in addition to the existing NYS standards.

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

1. Class Size will remain about 20-22 students a class to allow for more productive independent work time.
2. A shared instructional coach who will be at the school three times a week
3. More targeted use of our Network Instructional coaches – one for GenEd and one for SpEd.
4. Per Session for after school PD
5. Hiring additional Special Ed teachers to provide grade support in ICT for each grade team.

Strategies to Increase Parental Involvement

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

Invite parents to a Curriculum Night to demonstrate student Independent Work Time. School's per session will pay teacher's to run classes for parents and prepare materials/websites for parents' access

Budget and Resource Alignment

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

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

Learning Cultures Coach

Goal and Action Plan #2

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

Annual Goal #2

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

Increase individual student achievement scheduled individual student learning conferences with academic teachers and Advisors from once a month to twice a month, to increase student mastery of CCLS in each discipline.

Comprehensive Needs Assessment

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

To support students in their development of goals and plans for achieving those goals in each class, each teacher is expected to regularly conference with students.

These conferences are standards-driven, have completion dates and focus on student work. Conferences will be regularly scheduled in both academic classes and in Advisory.

Instructional Strategies/Activities

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

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

1. At least 2 classroom visits per week paired with at least 1 conference per month for all teachers and 2 for teachers demonstrating need for improvement on the Learning Conference Rubric, administration will ensure that this is happening through “counts” in classrooms.
2. At scheduled conferences with administrators and instructional coaches teachers will present conferencing folders and will receive feedback on conferences from administrators using research-based student conferencing rubric.
3. At the end of each marking period, administrators will collect conference binders.
4. School leaders will look for trends and meet weekly with the professional development committee to create professional development opportunities for teachers – these can range from specific workshops to peer visitation to exemplar teachers.
5. Teachers meet in Grade and Subject teams to assess the goals that students are generating and look for trends in meeting the needs of all students.
6. Teachers meet weekly in Grade team to develop age-appropriate conferencing techniques and structures to support students in developing and tracking progress towards target CCSS mastery.

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

1. Administration and Grade/Subject Team Leaders

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

4. The number of conferences happening per marking period.

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

1. In each marking period (6 in total) students in the lowest third will receive at least 2 conferences and all students will receive at least 1 conference in each of their academic classes.
2. Advisors will conference with each student at least once a week, yielding a minimum of 5 conferences per marking period per student.
3. By September, all teachers will have conference calendars posted for students. Calendars will be posted at the beginning of each marking period.
4. By September, all teachers will have conference records in binders that are accessible to teachers, administrators and students. These binders will track the date and number of conferences each student has had in the marking period.
5. By October, 70% of teachers will have met their conference tally expectations (at least 2 for the lowest third and at least 1 conference for everyone).
6. By November, 80% of teachers will have a holistic rating of 2 or better on the Learning Conference Rubric.
7. By January, 80% of teachers will have a holistic rating of 3 or better on the Learning Conference Rubric.
8. In November, January, and June at least 80% of parents will participate with their child during her Student Led Conference where she will review her strengths/needs/goals relative to each subject’s common core aligned learning targets.
9. By November 65% of students, through the support of conferencing, will be able to articulate their individual learning goals and show evidence of progress towards those goals. By January, this number will grow to 75% and in June, it will reach at least %80.
10. By November, 65% of all student conferences and 90% of student conferences in the lowest third will incorporate DRP and CBM data in student goals. By January, these numbers will increase to 75% and 95%, respective. By June, it will increase to 100% for all student conferences.
11. By January, 75% percent of students will have achieved DRP/CBM related goals. By June, 85% of students will have achieved DRP/CBM related goals.
12. All core courses will have an average pass rate of 80% in January and June.
13. At least 67% of high school students in the lowest third will satisfy respective Regents Exam requirements relative to their grade level by June

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

1. Scheduled common planning time and Team meeting time.

Strategies to Increase Parental Involvement

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

Invite parents to Student-Led Conferences three times a year to listen to their daughter’s articulate their own strengths, needs, and goals. Teachers will be paid per session to participate in these conferences if they need to be scheduled outside of the regular work day.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By 2015, we will improve communication via new parent engagement nights and intentional use of Skedula, to effectively engage families in their daughter's learning process.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In coordination with our classroom focus on Independent Work and Conferencing, we aim to build parent capacity to more effectively engage with their daughters in monitoring their academic progress and performance. Parent engagement in the learning of their child is critical in our work to develop our students into college ready graduates. Through a combination of improved communication, and parental training in understanding school curricula and having academic conversations at home, we aim to not only improve parent involvement in student learning but also parent satisfaction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. 6th& 9th grade teachers, parent coordinator, principals, social workers, and partner staff will work in teams to visit all in-coming student homes over the summer to provide individualized orientations and welcome families to the school. 2. Advertise open house night to orient families to Learning Cultures Curricula, particularly the structures of Unison Reading, Independent Work Time, and Conferencing 3. Parent Coordinator will coordinate monthly updates and newsletters and post online through monthly newsletters, weekly website visits, and school messenger notifications. 4. Teachers will update grades and class pages weekly 5. Parent participation in Student-Led Conferences three times a year. 6. Optional Weekly PD for teachers who need support and assistance in maintaining webpages and online grades in Skedula. 7. Weekly PD workshops available in Conferencing support and Student Led Conferencing 8. Professional Development committee will schedule PD opportunities within the school (inter-visitation to observe LC formats, SLCs, or Advisor Conferences)
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administration, Parent Coordinator, and SLT members.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 4. Increased number celebrations that parents are invited to. 5. The number of families attending events.
6. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. At least 60% of new students will receive in-person orientations and welcome by teachers and staff– Summer 2014 2. 25% increase of families from last year will participate in September 2014 curriculum night 3. Newsletters posted monthly on website and emailed to families 4. Class Pages and Online grades Updated Weekly 5. Weekly school messengers reminding families to check emails and website 6. Student-Led Conferences held in November and March. 7. All students have a minimum 1 weekly 10-15min individual conference with their advisor to set goals around work habits and progress towards proficiency in academic learning targets.
7. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Use Professional Periods as Common Planning Time for Individual or Small group PD
2. Schedule contractual after school meetings for PD and parent outreach
3. Daily Advisory session (10 min) with a class size <10

Strategies to Increase Parental Involvement

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

- Invite parents to a Curriculum Night to demonstrate student Independent Work Time.
 - Invite parents to Student-Led Conferences three times a year to listen to their daughter's articulate their own strengths, needs, and goals. Teachers will be paid per session and/or provided with comp-time to participate in these conferences if they need to be scheduled outside of the regular work day.
- Hire technology support to update school's website and "messenger" (calls home through DOE system)

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

Increase the number of college-ready students by 5% between September 2014 and June 2015.

Comprehensive Needs Assessment

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

This year, our founding class will graduate from high school. Now that we have a complete school, it's critical to develop a comprehensive sequence of experiences that develop both the academic and the soft skill set needed to promote successful college completion. This year our goal is sharpen this array of experiences such that the number of young women who are college ready increases.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
1. Professional development committee will meet weekly to provide opportunities to improve the quality of learning conferences, independent work time, common core aligned tasks and guiding students to goal completion.
 2. Instructional coaches and administrators will provide frequent visits both evaluative and instructional to support teachers in the improvement of conference, work time, and tasks quality and rigor.
 3. In partnership with NYU Polytechnic University all of our seniors and 2/3 of our juniors will participate in at least 1 college level math and/or science course, taught by NYU PolyTech professors and held at the NYU Poly campus.
 4. In partnership with City Tech's College Now program, at least 33% of both junior and senior classes will participate in after school and Saturday college credit bearing courses, held at the City Tech and taught by City Tech professors.
 5. In partnership with our fully integrated partners Carrera and Girls Inc, we will plan a series of parent workshops and student trips to engage families in the college planning process. Trips will include local and state university (both CUNY and SUNY), small private schools, and historically black colleges. Parent workshops will occur at least three times each term to engage parents in the college application process, financial aid, and college readiness (both academic and social emotional needs).
 6. Senior advisors will conference weekly with individual seniors to articulate strengths/ needs/goals with respect to both progress towards graduation and progress towards complete of post-secondary plans (college applications, career and technical program application, and/or transitional opportunities).
 7. Our college advisor will meet weekly with senior advisors to provide professional development and direction for their weekly conferences with advisees
 8. Our college advisor will work with partner staff at NYU Poly, City Tech, Carrera, and Girls Inc to coordinate the college readiness and experience components.

2. Key personnel and other resources used to implement each strategy/activity
1. Guidance Counselor, College Advisor, Student Advisors, Network Support
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4. The number of students applying to colleges.
5. Timeline for implementation and completion including start and end dates
1. From September to June, the number of juniors and seniors reading at a college level will increase from 15% to 25% of the graduating cohort on the Degrees of Reading Power assessment.
2. Students will show at least a 20% increase in performance on the PSAT/SATs from 10 th to 12 th grade.
3. All graduating seniors and current juniors will have sat for and taken the regent exam in Physics and Algebra 2/Trig by June.
4. All sophomores will take and sit for Chemistry and Geometry Regents courses/exams by June.
5. 80% of seniors in the lowest third will graduate by August, and 80% of all seniors will have graduated by the end of summer school in August.
6. At least 80% of our seniors will be admitted to and have confirmed plans to attend a 2 or 4 year college or university of their choice. At most, 20% of our graduating seniors will enroll in career and technical programs (or in post-secondary transitional programs)
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Students programs will be structured to accommodate integrating NYU Poly courses into the school day
2. Senior Advisors will have weekly meeting with the college advisor to set weekly goals for advisory conferences and progress monitoring for academic grades and college application.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Hold parent workshops on the college application process and financial aide. Per session will pay teachers and staff to participate in such workshops.

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4.
5. Timeline for implementation and completion including start and end dates

- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
Mathematics	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
Science	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
Social Studies	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Teachers are found and hired through a committee that recruits from universities and the DOE database. Prospective teachers are asked to have a demonstration lesson and teacher feedback is taken into the committee's decisions. Teacher's are placed based on student need and Grade Team balance (returning teachers mixed with new teachers, experience mixed with inexperience). In order to retain teachers and ensure that they are highly qualified, we go through a series of targeted and individualized professional developments. These include, and are not limited to the following;

- Frequently visit and provide regular cycles of feedback for teachers.
- Professional Development on how to monitor student progress (DRPs, CBMs, and other diagnostics).
- Professional Development around the CCSS.
- Admin/Coach Teacher Conferencing
- Professional Development (structured based on individual teacher need and on schoolwide trends).

We are sure that we align our resources by committing to the following;

- Class Size remains about 20-22 students a class to allow for more productive independent work time.
- We have hired a shared instructional coach who will work with teachers at the school three times a week
- More targeted use of our Network Instructional coaches – one for GenEd and one for SpEd.
- Per Session for after school PD

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).

Teachers have PD weekly that is grounded in their needs. Needs are determined by staff surveys, trends in administrative observations, and coaching (peer and Coach) recommendations. Additionally, teachers participate in Subject Team meetings weekly where they share strategies for assisting students in meeting the CCSS. Finally, staff participates in intervisitations, interschool visitations, Learning Cultures summits, and PLC.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All funds in these categories are used for their intended purpose – from violence prevention to purchasing items for kids in temporary housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable

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.

A committee of teachers selects our MOSL measures, coordinates periodic and end-of-year assessments, and teacher teams develop common benchmark assessments by department (e.g. common diagnostics, midterms and finals)

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) 13K527

UA INSTITUTE PARENTAL INVOLVEMENT POLICY

As a Title I school, the UA Institute of Math and Science for Young Women, is required to consult with and incorporate the suggestions of all parents/parent groups in the development of UA Institute educational programs and the allocation of Title I money to fund these programs. The UA Institute's Parental Involvement Policy will be changed, if needed, to reflect new requirements. At this time, UA Institute parents will be made aware of their rights, as well as the rights of their child under Title I requirements.

If a UA Institute child has been identified for participation in an English Language Learners (ELL) Program, using Title I money, UA Institute commits to notifying the parent(s) of their child's participation, in their language of choice and in a timely manner (within 30 days of the start of the school year). Parents will also be informed, in their language of preference, of how the school determined their child's need for ELL services, the child's current level of English proficiency, the child's overall performance in school and how Title I funds will assist in improving the child's English language proficiency and overall academic performance.

All UA Institute parents have the right to ask, verbally or in writing, for the qualifications of their child's teacher at any time. Parents may also ask, verbally or in writing, if their child's teachers are teaching in or out of their certification area. Parents will be notified, for any reason throughout the school year, if a non-certified teacher will be heading a class for four or more consecutive weeks.

A minimum of 1% of the UA Institutes total Title I allocations will be set aside to support parental involvement. Parents will be made fully aware of the amount of funds available and purpose of funds; to support parent involvement in the school/their child's education. The amount and distribution of funds will be determined through a confidential ballot. All information regarding Title I funds for parent involvement will be discussed at the UA Institute's Parent Staff Association (PSA), which is held the third Thursday of every month. At this time, parents will be given the opportunity to ask questions, raise concerns and select programs associated with Title I money.

Once participating parents have determined the amount and allocation of Title I money, they will be asked to develop a formal budget and spending plan be created and submitted to the school's Co-Principals, Kiri Soares and Kelly DeMonaco. The parent's budget and spending plan will act as an official document that the school will utilize when allocating money and creating programs throughout the course of the school year.

The school, is first and foremost, however, required to follow the Department of Education’s Standard Operating Procedures Manuel in regard to all expenditures. The school will need to take both the Standard Operating Procedures and parental choices into considerations when developing programs with Title I money.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is strongly recommended that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

UA INSTITUTE-PARENT COMPACT

All parents are included in the development of school-level parent activities funded by Title I through the use of the UA Institute’s monthly PSA meetings. PSA meetings are advertised to parents through calls, our website, letters sent home, calendar reminders and direct outreach to parents present at the school. Parents are strongly encouraged to attend monthly PSA meetings. All meetings are held during after work hours to accommodate working parent’s schedules.

PSA meetings provide the necessary forum to discuss the creation, implementation, and evaluation of parent involvement activities and school-level programs. Ballots are held regularly to ensure parent participation in all events concerning the school and their children’s education. Parents are also encouraged in this forum to raise all questions concerning such issues as curriculum, promotion policies, summer school and student assessment. These topics, however, are also covered at UA Institute’s mandated new student orientations. Orientations are held in both May and September.

If for any reason a parent can not attend a PSA meeting or arrange a conference at the school, they can also request a copy, either verbally or in writing, of the meeting’s agenda and/or vote for issues covered through the use of an absentee ballot.

Both the UA Institute and the parents of children attending the UA Institute are expected to work together to ensure the academic and personal success of every student.

The UA Institute is responsible for providing each student with a safe, academically challenging environment, with an emphasis on math and science. The school commits to doing this by providing an assortment of academic and elective classes to choose from, a bi-monthly speaker series and additional educational and recreational activities throughout the course of the school year.

The school commits to assisting our students through small, personal classes, additional academic support through study halls, after-school and lunch time tutoring and referrals to out of school supports. The school also provides strong academic and personal support through our partnerships with numerous academic, corporate and non-profit organizations, such as the Children's Aid Society (Carrera) and Girls Inc.

Every student is also assigned an academic advisory, who is able to form a supportive relationship with each student, assist them in academic and personal challenges and act as a liaison between the home and the school.

In return, the school expects each student's parent to support their child's academic and personal growth. This will require that parents take an active role in participating in school-based activities, such as parent/teacher conferences (where individual student performance and assessment is discussed), student portfolio presentations, PSA meetings and presentations and performances that the school provides for parents throughout the school year.

The school requires that each child's parent is accessible by phone and makes available time to visit the school when a parent conference is requested. The school also requires that each child's parent takes an active role in continuing their child's education at home through homework help, assisting in developing good organizational skills and engaging their child in conversation about school.

Throughout the course of the school year, the school provides numerous activities to support parental involvement. As stated above, activities include monthly PSA meetings, bi-monthly parent workshops focused on different parenting and community issues, school celebrations and performances and weekend events such as our Earth Day Celebration and Parent Social.

To accommodate working parents and ensure that all parents have the opportunity to participate in their child's education, the school provides a majority of their meetings and performances after 5 PM or during Saturdays. The school will also make necessary accommodations, when possible, to incorporate participation of parents who may suffer from a physical disability or who may not be fluent in English. Such examples of accommodations are to move PSA meetings to wheelchair accessible rooms and/or to provide written school material/meeting notes in a parent's native language.

At the end of each school year, parents that attend PSA meetings will be asked to act on an evaluation team. This team will examine the previous school years parental involvement and the school's various interventions used to encourage the participation of parents from all racial, ethnic, educational and economic backgrounds.

While previous assessment of parent involvement activities was based primarily on the number of parents who attended school-level activities, a recent shift in assessment now calls into greater account the correlation between the activity and the improvement of student achievement. While the UA Institute strives to have maximum parent involvement at all school-level activities, we also want our evaluation to focus on how helpful activities are in improving academic and emotional success of our students in the school.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 13K527

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 (SCEP) 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	\$375,139.71	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,697,368.00	X	See action plan

¹Explanation/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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 527
School Name Urban Assembly Institute of Math and Sci		

B. Language Allocation Policy Team Composition [i](#) 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 Kiri Soares/Kelly DeMonaco	Assistant Principal Nicia Fullwood
Coach Tara Clark	Coach type here
ESL Teacher Elena Brollo	Guidance Counselor type here
Teacher/Subject Area Raquel Mazo Infante	Parent Donna Belgrave
Teacher/Subject Area type here	Parent Coordinator Carol Jones
Related Service Provider type here	Other Jennifer Cusa - Social Worker
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.	0	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	2	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)	507	Total number of ELLs	8	ELLs as share of total student population (%)	1.58%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained							4	1	1	1	1			6
Push-In							1				1			2
Total	0	0	0	0	0	0	5	0	1	0	2	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

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. [i](#)

	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			1						2	0

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	0	0	1	0	0	0	0	0	2	0
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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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				3
7	1				1
8	1				1
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	3		1						4
7	1								1
8	1								1
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2				1		4
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	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
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 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
 Degrees of Reading Power (DRP) – reading comprehension assessment tool
 Curriculum Based Measurement (CBM) – progress-monitoring tool for oral reading and writing fluency
 NYC ELA Performance Test – progress monitoring tool used to measure student progress towards meeting grade level standards

Qualitative Reading Inventory (QRI) -- comprehensive assessment of a student's reading abilities

Based on the information from the September 2013 administrations, the majority of our ELL students are struggling to read grade level text. Further analysis indicates our students' difficulties range from phonemic awareness to reading comprehension. Due to this wide range, personalized education plans were developed at the grade team level to address specific skills. These plans included supports such as: push-in support from foreign language teachers, incorporating native language text, or utilizing technology to support their learning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the Middle School, across proficiency levels, we have 17% at the beginner level, 33% at the intermediate level, and 50% at the advance level. In the High school, all of our students are at the advanced level. Across all grades (6th-12th), 88% are performing at the advanced level.
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](#))
In response to the data gleaned from the NYSESLAT modalities, grade teams will make instructional decisions to support the continual growth of their ELL students. These decisions could include: additional opportunities to engage in speaking/listening via Unison Reading; providing supplemental resources; and modifying task and assessments.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Our ELL students, in the middle school, are performing similar to their NYSESLAT classification. In the high school, despite an ELL student's advanced classification, they are struggling to master grade level standards, in addition to the Regents examinations.
 - b. The periodic assessment results are used to adjust a students personalized education plan.
 - c. Over time, they are performing better on the Periodic Assessments.
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 uses the results from the September assessments, as well as the NYSESLAT (or LAB-R) to determine the appropriate Tier. The primary focus in Tier 1 is high quality instruction and rich/engaging task. Depending on student performance on the periodic assessments, they could move between Tiers. Tier 2 interventions can include: additional Unison Reading, conferences, or shares. For Tier 3, our school model is either push-in or pull out with direct instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We utilize our foreign language to make sure a child's second language development is an integral part of their learning. We've also created a mentoring program, which allows the students to develop their language skills on a social 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school analyzes both internal and external reports and looks for alignment.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The Assistant Principal, conducts the initial screening, administers the HLIS and LAB-R, and the formal initial assessment. As part of the informal interview, the Assistant Principal conducts the oral portion on the interview in English and their native language via a video in a family's 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.
Upon admittance or referral to our school the Assistant Principal, and the Parent Coordinator, review the three programs with the family.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The Pupil Accounting Secretary is responsible for distributing and collecting all documents. The documents are stored in a student's cumulative record.
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.
Until we analyze their September diagnostic information, all of our ELL students are placed in an ICT class, where they will receive the collaborative instructional efforts of two teachers. After analyzing their data, the grade teams will make data driven decisions regarding modifications to a student's program and/or instructional needs. Throughout this process, the student's advisor communicates with the family regarding their child's instructional program. If needed, the advisor will utilize the DOE translational services to communicate with the family.
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.
Due to our small number of ELL students, historically, we've tested the students individually abiding by the administration guidelines. Our ESL and foreign language teachers administer and score the NYSESLAT.
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**
All of our parents select the freestanding ESL program, which is the program offered at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

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

All of our ELL students are enrolled in an additional literacy class 5/wk as well as push-in and pull-out supports. During the additional literacy classes, ELL students are engaged in Unison Reading, 1:1 conferences with their instructor and whole class shares.
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.

As mentioned before, our ELL students receive additional conferences, Unison Reading and shares in all of their content classes.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our foreign language teacher(s) push-in their classrooms 1/wk to assess their native language skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Inherent within our learning model, ELL students are frequently assessed in the four modalities, through 1:1 conferences, Unison Reading, and student and teacher driven shares.
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).

Paste response to questions here:
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?

Depending on the historical data, IEP, and anecdotal information, grade teachers will provide students with the appropriate grade level materials.
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?

Through flex programming, we are able to provide our ELL-SWD students an array of programming options via ICT and/or SETSS (push-in and pull-out).

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

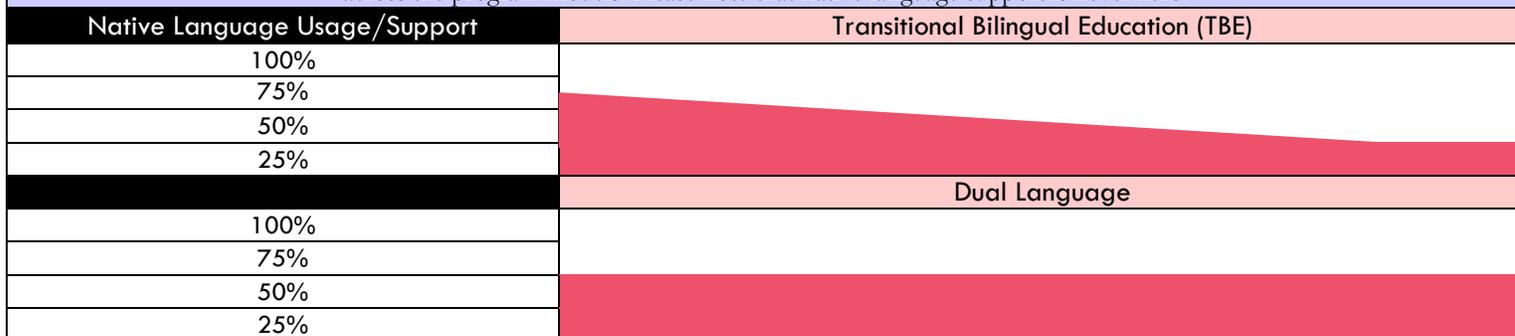
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	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.
As mentioned before, our ELL students receive additional conferences, Unison Reading and shares in all of their content classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In order to meet the needs of each student, the programs are individualized.
11. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we are looking to improve our ESL staffing.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students are offered the same school programs. For after school, we are partnered with Girls Inc. They provide a full-service after school program, including supper, homework help, and electives. Additionally, during the school day, all ELL students are enrolled in the CAS Carrera Program classes. The classes are weekly and they include a group session with the social worker, financial literacy, and family life and sexuality class.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We utilize computer related dual language software program, native language text and textbooks, as well as field trips.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We provide native language support through our foreign language teachers, mentor program, and instructional materials.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The personalized education plans for each of our ELL students makes sure the supports and resources are developmentally appropriate.
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.
During the summer, we have an orientation for all of our newly admitted students. Additionally, for high school students, we have a summer bridge program. Throughout the school year and summer, we visit the homes of our ELL students.
18. What language electives are offered to ELLs?
Spanish
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)?

N/A

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.
 - Weekly meetings to discuss the curricular material(s) and instructional practices
 - Professional development offerings from the network or city
 - Intervisitation with their colleagues to support the growth of their instructional practice
 - Offsite visits to other network classrooms servicing ELL students
 - In house professional development offerings from network coaches and ELL liaisons

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?

Through our integrated partners (Girls Inc and CAS Carrera Program), our ELL parents have participated in Family Life and Sexuality Parenting Classes, Saturday workshops on college readiness, monthly PTA meetings, and Parent book clubs. Throughout the year (beginning, November parent teacher conferences, and March parent teacher conferences), we administer an internal parent survey evaluating our school's effectiveness in meeting parental needs. Based on the results of the survey, we work with the School Leadership Team to address any gaps.

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.

N/A

Part VI: LAP Assurances

School Name: <u>Urban Assembly Institute of Ma</u>		School DBN: <u>13K527</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kiri Soares/Kelly DeMonaco	Principal		11/15/13
Nicia Fullwood	Assistant Principal		11/15/13
Carol Jones	Parent Coordinator		11/15/13
	ESL Teacher		1/1/01
Donna Belgrave	Parent		11/15/13
Elena Belgrave	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Tara Clark	Coach		11/15/13
	Coach		1/1/01
	Guidance Counselor		1/1/01

	Network Leader		1/1/01
Jennifer Cusa	Other <u>Social Worker</u>		11/15/13
	Other _____		1/1/01
	Other _____		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: 13K527 School Name: Urban Assembly Institute of Math an

Cluster: _____ Network: 105

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

Part A: Needs Assessment Findings

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

Below are the tools we use to assess the oral and written needs of our parents:

- Home Language Survey
- During the summer, parent coordinator outreaches to families of current and former ELL students
- Blue card information

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.

According to the information gathered from the tools above, the vast majority of our parents want to communicate with the school in English as well as receive written communications in English. However, there are a small number of parents who've opted to receive oral and written communications in Spanish.

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.

Below are the procedures we use to communicate with families:

- Report cards are sent home in both English and Spanish
- When needed, our foreign language teachers provide written translations

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.

- Our automated message system records messages in both English and Spanish
- When needed, our foreign language teachers provide oral translations
- If necessary, we utilize the DOE translation phone service

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

We notify parents by doing the following:

- Beginning of the year school mailings to both HS and MS families
- Summer outreach by the Parent Coordinator
- School website
- Parent website