

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

DBN: (i.e. 01M001):

02M135

School Name:

THE URBAN ASSEMBLY SCHOOL FOR EMERGENCY MANAGEMENT

Principal:

RODOLFO ELIZONDO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M135
School Type: Career Technical Education Grades Served: 9-10
School Address: 411 Pearl Street, New York NY 10038
Phone Number: 212-225-0998 Fax: 212-225-0996
School Contact Person: Janet Perosi Email Address: perosi@uasem.org
Principal: Rodolfo Elizondo
UFT Chapter Leader: Ian LeBlanc
Parents' Association President: Elaine Ventura
SLT Chairperson: Diane Francis
Student Representative(s): Cindy Charles

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, New York, NY 10001, Room 711
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: _____
Network Number: 105 Network Leader: Shannon Curran

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rodolfo Elizondo	*Principal or Designee	
Ian LeBlanc	*UFT Chapter Leader or Designee	
Elaine Ventura	*PA/PTA President or Designated Co-President	
Elizabeth Oliver	DC 37 Representative, if applicable	
Cindy Charles	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anthony Parreno	Student representative	
Alba Blanco	Elected Parent	
Lisette Aguirre	Elected Parent	
Peter Pao	Elected Parent	
Diana Denis	Elected UFT	
Taina Torres	Elected UFT	
Robert Magliaro	Elected CSA	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. The Urban Assembly School for Emergency Management (UASEM) was founded in 2013 and is currently in our second year serving 9th and 10th grade students. We were founded as a Career and Technical Education high school and offer courses in Emergency Management in addition to the traditional high school curriculum.

Our Mission: The Urban Assembly School for Emergency Management provides students with authentic learning experiences that empower them with the skills to succeed in college, career, and citizenship. Using Emergency Management to drive classroom, project, and work-based learning, students develop the confidence to pursue their dreams and the character to serve their communities.

2. UASEM has 3 stated goals in our 2013-14 CEP.
 - a. Goal 1: By the end of the 2013-2014 school year, students feel that school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning. As a result we accomplished a 91% attendance rate for the school year, 97% of parents satisfied with the education that their child has received, 81% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria, and 100% of teachers would recommend this school to parents.
 - b. Goal 2: A minimum of 75% of students will improve at least one level for at least one trait identified on the NYC ELA Performance Task: Focus Position, Elaboration, Textual Analysis, Counter Claims, Reading, Organization, and Conventions. Baseline information was collected in September 2013 and growth will be measured in May 2014. The results when comparing our baseline ELA Performance Assessment to the Final Performance Assessment was a 93% or more average growth on each of the 7 traits measured.
 - c. All teachers will show growth or remain in Effective/Highly Effective in at least 3 out of 5 components of *Domain 3: Instruction* indicated in the Danielson Framework. Components include: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility and Responsiveness by the end of the 2013-2014 school year.

In addition to UASEM's CEP accomplishments we also ensured students participated in an average of 53 hours of work based learning activities per students. We have clearly establish a focus on developing quality instruction and a positive culture, however; given that we are still a relatively new school, our challenge will be to ensure we are able to continue to develop our teachers and ensure at least equivalent results in our students' performance.

3. The key areas of focus for the 2014-15 school year are:
 - a. To add non-administrative capacity, in the form of an instructional team comprised of highly effective teachers, to provide differentiated professional development for all instructional staff in support of UASEM's instructional priorities, namely: 1) Aligned Learning Targets, 2) Authentic learning Experiences, 3) Checks for Understanding, and 4) Literacy Strategies. Evidence for work will be visible in teacher's unit plans, instructional team interactions tracking spreadsheet, and Teachboost administrative tracking system for classroom observations used in conjunction with Advance.
 - b. Ensure a minimum of 75% of students in the 9th and 10th grade will demonstrate growth on at least 1 of the 6 traits for argumentative writing as measured by the 9th and 10th grade ELA Performance Assessment, respectively.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to The Urban Assembly School for Emergency Management’s New School Quality Review conducted last school year, UASEM’s instructional core was rated Proficient in domains 1.1 (Ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards), and 2.2 (Align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level). However, in regards to domain 1.2 (Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products) UASEM is developing. The NSQR in conjunction with administrative observation data tracked using Teachboost, UASEM year 1 regents passing data for Living Environment and the Common Core Algebra regents (both passing rates were above or on par with the city-wide passing averages) suggest that UASEM needs to restructure its support for teachers in order to strengthen school-wide pedagogy to reflect consistent high levels of student thinking and participation, to ensure students have multiple entry points, to ensure teachers build coherent practices across grades and subjects that promote college and career readiness, and to improve the ongoing assessment practices in all classrooms so that teachers are appropriately adjusting classroom strategies to support all learners.

Current school strengths that support capacity framework element stated above:

- School leaders pair teachers strategically and accurately capture strengths and challenges to articulate clear expectations for teacher practice, and ensure teacher observation data is used frequently and strategically to improve the equality of student work products and increase student achievement. (Source 2013-14 NSQR Indicator 4.2)
- 3 teachers have obtained a final rating of highly effective for their final rating in the 2013-14 school year.
- 1 Lead Teacher on staff (Source Advance Measures of Teacher Practice - MOTP)
- Growth in instructional goal as measured by the Danielson Framework (Source Teachboost Observation Tracking System)
- Weekly Monday professional development

Current school needs:

- Flexible program that allows highly effective teachers to coach peers and provide non-administrative support during common planning time, peer observations, peer debriefs, and professional development
- Per-session allocation to ensure Instructional Team (Teacher Coaches) are compensated for the planning of professional development curriculum

Part 2 – Annual Goal

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

By the end of the 2014-15 School Year all pedagogues will:

1. Design aligned unit plans centered around authentic learning experiences and tasks with appropriate texts to drive content. 3 units will be reviewed by school administration and/or the Instructional Team.

2. Implement school wide common literacy practices in the form of STAR annotation strategy, dynamic word walls, and accountable talk stems in every classroom.
3. Set and improve on at least one pedagogical goal related to 3(b), 3(c) or 3(d) for the 2014-15 school year in addition to our instructional priorities.
4. Design and implement course assessments including during the delivery of instruction (CFUs) to collect and use data to drive instruction.

Semester 1: Develop a growth mindset among staff members in regards to students achievement

- Grounding our practice in the instructional and cultural priorities
- Developing the tools to meet our instructional and cultural priorities (target students, instructional supports of pacing calendar, PD/CPT/Coaching feedback cycle)
- How we develop assessments focused on feedback that can be used by all school stakeholders to achieve students

Semester 2: Develop a shared understanding of authentic learning experiences and assessment, with EM providing the instructional spine

- What is an authentic learning experience?
- How do I plan authentic learning experiences so they help student achieve mastery of the CCLS while also maximizing engagement?

	Instructional Priority	Deliverables	Professional Goal Setting	Metrics	Timeline
Curriculum	1. <i>Design aligned unit plans centered around authentic learning experiences and tasks with appropriate texts to drive content.</i>	<ul style="list-style-type: none"> • Curriculum Map • All Unit Plans and supporting tasks* • <i>*Evaluated on Tri-State Rubric</i> 	Teachers set specific goals around one of the below focus areas, based on initial baseline unit review: <ol style="list-style-type: none"> 1. Standards Alignment and Pacing 2. Assessments 3. Scaffolds, Literacy, and Texts 	<ol style="list-style-type: none"> 1. By June 2015 all UASEM Instructional Staff will have revised and submitted a curriculum map, all Unit Plans therein, with R.E.A.D.Y. Tasks and 3 sets of sample student work. Within these artifacts teachers will demonstrate improvement on 1(a) or 1(e) of the Danielson Framework for Teaching. 2. 100% will show progress on course assessments 	<ul style="list-style-type: none"> • August 18th, 19th, 20th: units reviewed by instructional team to evaluate trends for Fall curriculum PD • January 26th, 27th, 28th: mid-year unit review to revise Spring curriculum PD May 9 th (Saturday Coach Retreat): final unit review

Pedagogy	<ol style="list-style-type: none"> 1. <i>Set and improve on at least one pedagogical goal related to 3(b), 3(c) or 3(d) for the 2014-15 school year in addition to our instructional priorities</i> 2. <i>Implement STAR annotation strategy, dynamic word walls, and accountable talk in every classroom</i> 	<ul style="list-style-type: none"> • Classroom Observations • Literacy Artifacts • Instructional Goal Artifacts 	<ul style="list-style-type: none"> • Teachers focus on the school-wide literacy practices • Teachers set one additional instructional goal for the year with administration 	<ul style="list-style-type: none"> • Literacy strategies use across all classrooms • Growth in DRP, MOSL Scores and READY Exams • Growth in instructional goal as measured by the Danielson Framework 	<ul style="list-style-type: none"> • By August 11 first literacy strategy for Fall Term is ready to be unrolled during Summer Institute • By September 29th: all teachers set instructional goals and coaches begin observing classrooms • By January 30th: mid-year check-ins with all teachers to re-visit goals and adjust accordingly • Late June: End of year Conversations
	Assessment	<ol style="list-style-type: none"> 1. <i>Design and implement course assessments including during the delivery of instruction (CFUs) to collect and use data to drive instruction</i> 	<ul style="list-style-type: none"> • Classroom Observations • Four (4) Quarterly R.E.A.D.Y. Assessments • R.E.A.D.Y. Tasks for every unit • Unit Plan Data Analysis 	<p>Teachers set global and sub-group student achievement goals based on:</p> <ul style="list-style-type: none"> • Baseline R.E.A.D.Y. data • 2014-15 Achievement Data when available 	<ul style="list-style-type: none"> • Growth from baseline R.E.A.D.Y. Assessment* • Meet Achievement data goals* <p>*These goals will be set with administration and depend on student population and previous data</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

<p>Design aligned unit plans centered around authentic learning experiences and tasks with appropriate texts to drive content</p>	<p>All students and teachers</p>	<p>August 18th, 19th, 20th: units reviewed by instructional team to evaluate trends for Fall curriculum PD</p> <p>January 26th, 27th, 28th: mid-year unit review to revise Spring curriculum PD</p> <p>May 9th (Saturday Coach Retreat): final unit review</p>	<p>Administration will implement and supervise unit plan revisions. Instruction Team Members comprised of 3 highly effective teachers will assist in common planning time and delivery, development and delivery of professional development and revision of unit plans.</p>
<p>Implement STAR annotation strategy, dynamic word walls , and accountable talk in every classroom</p>	<p>All students and teachers</p>	<p>By August 11 first literacy strategy for Fall Term is ready to be unrolled during Summer Institute</p> <p>By September 29th: all teachers set instructional goals and coaches begin observing classrooms</p> <p>By January 30th: mid-year check-ins with all teachers to re-visit goals and adjust accordingly</p> <p>Late June: End of year Conversations</p>	<p>Administration will supervise the implementation of the common literacy strategy. Literacy Coach (one of the highly effective instructional team members) will develop plan for integration of strategies across content areas.</p>
<p>Design and implement course assessments including during the delivery of instruction (CFUs) to collect and use data to drive</p>	<p>General Education</p>	<p>By September</p>	<p>Administration will implement and</p>

instruction with emphasis on student subgroups including: Students with Disabilities and English Language Learners.	Students, Students with Disabilities, and English Language Learners, and teachers	29th : all teachers set End Of Year Student Achievement Goals Quarterly Data Reports: based on school-wide data (DRP, MOSL) and discipline specific R.E.A.D.Y. Exam data	supervise unit plan revisions. Instruction Team Members comprised of 3 highly effective teachers will assist in common planning time and delivery, development and delivery of professional development and revision of unit plans.
Support instructional staff to plan, deliver, and assess the effectiveness of curriculum that is aligned to the UASEM instructional priorities (Including, but not limited to, designing, implementing and assessing effective and consistent practices and routines).	All Teacher	Monthly Monday professional development	Administration will implement and supervise professional development. Instruction Team Members comprised of 3 highly effective teachers will assist in common planning time and delivery, development and delivery of professional development and revision of unit plans

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Weekly professional development meetings on Monday s • 3 instructional team members comprised of highly effective teachers with modified program to allow for peer inter-visitations • Common planning time, at least 3 times a week per teacher, to plan with co-teachers and instructional team members

Part 5 – Budget and Resource Alignment

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

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Part 6 – Progress Monitoring

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

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

- By January 30th:** mid-year check-ins with all teachers to re-visit goals and adjust accordingly
- By January 30th:** teachers will have 1 to 2 units with written feedback provide by administration and/or instructional team members
- By February 1st:** teacher scholarship reports will show at least a 5% increase in student pass rates when compared to the first semester pass rates.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The Urban Assembly School for Emergency Management establishes a positive and supportive classroom and school culture through various in-school initiatives such as: built in small group enrichment periods to support academic progress, an advisory program modeled off of the “Circles of Power and Respect” framework to provide a socio-emotional outlet for students and build trust with at least one adult in the building, monthly school-wide town hall meetings where students and adults celebrate anecdotes and examples of our core values, and Student Led Conferences where students discuss their academic progress and create action plans with their parents/guardians with their advisor acting as a facilitator.

Current school strengths that support capacity framework element stated above:

- All students and teachers hold by the core values promoted by the school leaders, which are meaningfully embedded in culture-building and in the structures for collaboration and trust, and as a result bolsters effective progress on school-wide academic and personal student behaviors (Source 2013-14 NSQR Indicator 1.4)
- The collaborative partnerships and hiring practices are well executed and strategic for long-range school specific action plans, and allow for accountable collaborations in the staff and leadership, resulting in improved instruction that engages all students in challenging academic tasks (Source 2013-14 NSQR Indicator 1.3)
- Full time partnership coordinator staffed to ensure students participate in enrichment after school activities. 100% of students participated in at least one work-based learning activity and students averaged a total of 54 hours of work-based learning interactions per student (Source Urban Assembly Data Dashboard)

Current school needs:

- Flexible programming to allow for advisory and enrichment meeting space and times
- Active parent association

Part 2 – Annual Goal

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

By the end of the 2014-2015 school year students and families will feel that school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning. The goal will be measured by a attendance rate of at least 90%, at least 50% parent/guardian turnout for Parent Night and Student Led Conferences, at least 70% of students feel safe and at least 80% of parents being satisfied with the education that their child has received according to the school environment survey.

Parent Teacher Night:

This year, there are two mandatory Parent-Teacher nights in the beginning of the year (September 17, 2014) and at the end of the year (May 7, 2015). These two dates will involve school wide programming educating families around high school promotional requirements, Career and Technical Education, student success workshops, and curriculum.

Student Led Conferences:

There are also four student led conference (SLC) nights (See table below). Students will prepare for their scheduled conferences in advisory during the weeks leading up to these dates and staff arrange appointments with families in advance of SLCs.

	Parent Teacher and Student Led Conference Schedule			
	Fall 2014		Spring 2015	
	Evening 5:00 to 8:00 pm	Afternoon 1:00 to 3:00 pm	Evening 5:00 to 8:00 pm	Afternoon 1:00 to 3:00 pm
Parent-Teacher Night	Wed. Sept. 17	NA	Th. May 7	NA
Student Led Conference	Wed. Nov. 5	Fri. Nov. 7	Th March 26	Fri March 27

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<p>Students meet in advisory 2 to 3 times a week. Advisors using the Circles of Power and Respect framework and will conduct advisory based on curriculum that targets college and career choices, emotional well –being, collaboration and community:</p> <p>Daily News Purpose:</p> <ul style="list-style-type: none"> • To set a friendly tone at the beginning of the period • To provide information about the day • To stimulate student interest and thinking • To improve skills in reading, writing, and following directions <p>Greeting Purpose:</p> <ul style="list-style-type: none"> • Students learn the skills of formal, friendly, and fun formats for social encounters • Everyone relates to everyone in the community <p><i>Circles Purpose:</i></p> <ul style="list-style-type: none"> • To bring the community together, face to face • To include everyone <p>Sharing Purpose:</p> <ul style="list-style-type: none"> • Build a relationship among students • Create connections between school and home life • Develop the skills of conversation, inquiry, and public speaking • Help students see the world from multiple point of views 	All students	<p>Standard Advisories will take place 3 to 2 days a week starting September 4th to June 26th</p> <p>One month prior to NYC schedule parent-teacher conferences advisory lessons will prepare students for Student Led Conferences on November 5th and 7th, and March 26th and 27th</p>	All teachers

Activity Purpose: <ul style="list-style-type: none"> • Build relationships • Develop academic and social skills • Have fun Reflection Purpose: <ul style="list-style-type: none"> • Inform the community about the day and/or the advisory • Ease the transition into the day • Practice social and academic skills 			

Part 4 – Resources Needed

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

- Circles of Power and Respect (CPR) framework and professional development time dedicated to training teachers on the CPR model.
- Student Led Conferences (SLC) best practices and sample documents to help facilitate discussions and gathering of work. Professional development and parent outreach time dedicated to preparing for SLC's.
- Program that allows for all instructional staff to be advisors to a group of no more than 14 students.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

- Minimal incidents logged in OORS. Specifically less than 40 incidents for the year
- At least 50% parent turn out for Student Led Conferences

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The Urban Assembly School for Emergency Management has three highly effective teachers on staff that will be utilized to help support all instructional staff move their practice around 3 essential components: Planning (Curriculum), Delivery (Pedagogy), and Assessment. Using trends collected from curriculum reviews using the tri-state rubric in the 2013-14 school year, regents pass rate data, credit accumulation for 9th grade students, reading scores as informed by the Degrees of Reading Power (DRP) assessment, and the NYC ELA Baseline Performance Assessment a cycle was derived to ensure collaborative planning time is utilized among co-teachers and teacher leaders. Additionally, teachers are provided with at least 3 days of Common Planning Time during the school week to plan with co-teachers and to implement work from weekly professional development sessions.

Current school strengths that support capacity framework element stated above:

- Student data collected from multiple sources and used to design a framework to build teacher capacity specifically focused on curriculum development (Source DRP, NYC ELA Baseline Performance Assessment, Credit Accumulation STARS Reports)
- TeachBoost data collected

Current school needs:

- Flexible programming to allow for advisory and enrichment meeting space and times
- Active parent association

Part 2 – Annual Goal

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

All teachers will have at least 3 proficient and/or well developed unit plans with documented feedback provided by either teacher leaders or school administration along with documented by the end of the 2014-2015 school year. Additionally, teachers will have evidence of implementation of common practices in their classroom, unit plans, and sample student work that they are developed during common planning time and weekly professional development.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
10. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>11. Strategies to increase parent involvement and engagement</p> <p>12. Activities that address the Capacity Framework element of Trust</p>																	
<p>Establish consistent and cohesive best practices, build capacity in creating comprehensive unit plans, and establish a common set of beliefs about the learning and culture at UASEM through a teacher coaching model</p> <div style="border: 1px solid black; padding: 5px;"> <p>Coaches mediate the following with teachers:</p> <ul style="list-style-type: none"> Clarify lesson goals and objectives, with a particular focus on the unit pacing calendar Anticipate teaching strategies and decisions Determine evidence of student achievement Identify the coach’s data gathering focus and procedures </div> <div style="border: 1px solid black; padding: 5px;"> <p>Coaches gather data by observing:</p> <ul style="list-style-type: none"> Evidence of student achievement Low inference data of teacher moves pre-determined in planning stages and beginning of the year goal setting </div> <div style="border: 1px solid black; padding: 5px;"> <p>Coaches gather data by observing:</p> <ul style="list-style-type: none"> Summarize impressions and assessment of the lesson Recall data supporting those impressions and assessments Compare planned with performed teaching decisions and student learning Infer relationships between student achievement and teacher decisions/behavior Synthesize teacher learning and prescribe actionable, measurable, and time-bound next steps Reflect on coaching process and recommend refinements </div>	<p>All Teachers</p>	<table border="1"> <tr> <td data-bbox="748 453 927 1104"> <p>July 16th to 18th</p> </td> <td data-bbox="927 453 1292 1104"> <p>Coaching Professional Development <i>Objectives:</i></p> <ul style="list-style-type: none"> Understand the UASEM Instructional Priorities for 2014-15 Understand the role of coaching at UASEM Understand the components of effective coaching and what coaching at UASEM looks like Evaluate the capacity and structural needs to make coaching at UASEM effective Norm the unit review process </td> </tr> <tr> <td data-bbox="748 1104 927 1209"> <p>August 11</p> </td> <td data-bbox="927 1104 1292 1209"> <ul style="list-style-type: none"> Roll out of coaching structure and instructional priorities </td> </tr> <tr> <td data-bbox="748 1209 927 1482"> <p>August 15</p> </td> <td data-bbox="927 1209 1292 1482"> <ul style="list-style-type: none"> Teachers submit draft of Scope and Sequence, Unit 1 Plan and accompanying performance task to administration for accountability, not quality </td> </tr> <tr> <td data-bbox="748 1482 927 1545"> <p>August 18th to 20th</p> </td> <td data-bbox="927 1482 1292 1545"> <ul style="list-style-type: none"> Open sessions of Unit Review </td> </tr> <tr> <td data-bbox="748 1545 927 1650"> <p>August 21 & 22</p> </td> <td data-bbox="927 1545 1292 1650"> <ul style="list-style-type: none"> Develop Curriculum PD based on Unit Review </td> </tr> <tr> <td data-bbox="748 1650 927 1965"> <p>September 4th-29th</p> </td> <td data-bbox="927 1650 1292 1965"> <ul style="list-style-type: none"> Coaches set curriculum goals with teachers based on unit reviews and individual professional development goals Instructional team practices and refined coaching cycle </td> </tr> <tr> <td data-bbox="748 1965 927 1990"> <p>By</p> </td> <td data-bbox="927 1965 1292 1990"> <ul style="list-style-type: none"> All teachers have been </td> </tr> </table>	<p>July 16th to 18th</p>	<p>Coaching Professional Development <i>Objectives:</i></p> <ul style="list-style-type: none"> Understand the UASEM Instructional Priorities for 2014-15 Understand the role of coaching at UASEM Understand the components of effective coaching and what coaching at UASEM looks like Evaluate the capacity and structural needs to make coaching at UASEM effective Norm the unit review process 	<p>August 11</p>	<ul style="list-style-type: none"> Roll out of coaching structure and instructional priorities 	<p>August 15</p>	<ul style="list-style-type: none"> Teachers submit draft of Scope and Sequence, Unit 1 Plan and accompanying performance task to administration for accountability, not quality 	<p>August 18th to 20th</p>	<ul style="list-style-type: none"> Open sessions of Unit Review 	<p>August 21 & 22</p>	<ul style="list-style-type: none"> Develop Curriculum PD based on Unit Review 	<p>September 4th-29th</p>	<ul style="list-style-type: none"> Coaches set curriculum goals with teachers based on unit reviews and individual professional development goals Instructional team practices and refined coaching cycle 	<p>By</p>	<ul style="list-style-type: none"> All teachers have been 	<p>School administration will be responsible for managing coach development, implementation, and roll out.</p> <p>Teacher leaders are responsible for peer development and sharing of best practices in conjunction with school administration</p>
<p>July 16th to 18th</p>	<p>Coaching Professional Development <i>Objectives:</i></p> <ul style="list-style-type: none"> Understand the UASEM Instructional Priorities for 2014-15 Understand the role of coaching at UASEM Understand the components of effective coaching and what coaching at UASEM looks like Evaluate the capacity and structural needs to make coaching at UASEM effective Norm the unit review process 																
<p>August 11</p>	<ul style="list-style-type: none"> Roll out of coaching structure and instructional priorities 																
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<p>September 4th-29th</p>	<ul style="list-style-type: none"> Coaches set curriculum goals with teachers based on unit reviews and individual professional development goals Instructional team practices and refined coaching cycle 																
<p>By</p>	<ul style="list-style-type: none"> All teachers have been 																

		September 29th	<p>observed by administration at least twice, data is aggregated and shared with coached</p> <ul style="list-style-type: none"> • Teachers set individual goals with administration in annual goal setting conference • Pedagogical goals are shared with coaches 	
		October	<ul style="list-style-type: none"> • Coaching cycle continues • Monthly coaching check-ins happen with Instructional Team 	
		November	<ul style="list-style-type: none"> • Coaching cycle continues • Monthly coaching check-ins happen with Instructional Team 	
		December	<ul style="list-style-type: none"> • Coaching cycle continues • Monthly coaching check-ins happen with Instructional Team 	
		January 26th & 28th	<ul style="list-style-type: none"> • Mid-Year Evaluation of progress towards meeting Instructional Priorities and check-ins around individual staff member progress • Mid-Year Open Session Unit Reviews; Unit selected by administration • Spring PD is recalibrated by Instructional Team 	
		By February 3rd	<ul style="list-style-type: none"> • Mid-Year Check-Ins with Teachers complete 	
		February	<ul style="list-style-type: none"> • Coaching cycle continues • Monthly coaching check-ins happen with Instructional Team 	
		March	<ul style="list-style-type: none"> • Coaching cycle continues • Monthly coaching check-ins happen with Instructional Team 	
		April	<ul style="list-style-type: none"> • Coaching cycle continues 	

		<ul style="list-style-type: none"> • Monthly coaching check-ins happen with Instructional Team 	
		April <ul style="list-style-type: none"> • Coaching cycle continues • Monthly coaching check-ins happen with Instructional Team 	
		Early May <ul style="list-style-type: none"> • Weekend UA Retreat: <ul style="list-style-type: none"> ○ Reflect on the year and coaching system ○ Set Instructional Priorities and Professional Development for 2014-15 ○ Begin planning May whole staff retreat 	
		June 13th <ul style="list-style-type: none"> • Final Open Session Unit Review; unit selected by administration 	
		June 15th to 19th <ul style="list-style-type: none"> • End of Year Conferences with Teachers 	
Teachers will be provided with schedules that allow for common planning time 2 – 3 times a week every week to meet with co-teachers, departments, and teacher leaders to improve unit plan development, integrate literacy strategies into unit plans and lessons, review student work, and schedule debriefs with school administration or teacher leaders	Teachers	Weekly starting September 4th to June 26th	<p>School administration will be responsible for managing coach development, implementation, and roll out.</p> <p>Teacher leaders are responsible for peer development and sharing of best practices in conjunction with school administration.</p> <p>Teachers will be responsible for deliverables in the form of unit plans and data</p>

			analysis of student work during common planning time periods.

Part 4 – Resources Needed

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

- 3 highly effective teachers as measured by the Danielson Framework
- Flexible programs to allow for additional periods for peer inter-visitations by teacher leaders
- Programs that allow for all teachers to meet in departments, with co-teachers, and with teacher leaders
- Per session for summer professional development to train teacher leaders and plan for professional development in support of the UASEM coaching model

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

- Teachers submit draft of Scope and Sequence, Unit 1 Plan, accompanying performance task to administration for accountability and the unit plan has been reviewed by teacher leaders with feedback provided the teacher.
- Teacher leaders (instructional coaches) have at least 2 interactions per week with peers. Interactions are documented and tracked using a standardized approach for measuring progress and implementation of feedback.
- All teachers have been observed by administration at least twice, data is aggregated and shared with coached
- Teachers set individual goals with administration in annual goal setting conference
- Pedagogical goals are shared with coaches

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The Principal of the school allows for multiple opportunities for feedback, both formal and informal, on instructional, cultural, and organizational decision made at The Urban Assembly School for Emergency Management. According to his Annual Professional Performance Review (APPR), conducted by Superintendent Marisol Bradbury, the Principal received an overall rating of Effective as a school leader and a rating of Highly Effective for State Measures of Student Learning. Furthermore, according to the 2013-2014 NYC School Survey, 95% of all UASEM stakeholders (students, teachers and parents) were satisfied with the Instructional Core, and 94% of all UASEM stakeholders were satisfied with the School Culture (both indicators are above the city average). Additionally, in UASEM’s 2013-2014 New School Quality Review the school earned a Well-Developed on indicator 1.4 (Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults).

Current school strengths that support capacity framework element stated above:

- All students and teachers hold by the core values promoted by the school leaders, which are meaningfully embedded in culture-building and in the structures for collaboration and trust, and as a result bolsters effective progress on school-wide academic and personal student behaviors (Source 2013-14 NSQR Indicator 1.4)
- School Principal is rated Effective on 2013-2014 school year performance (Source 2013-2014 APPR)
- Monthly meeting with School Leadership Team
- Monthly meeting with Parent Association
- Weekly meeting with Instructional Team
- Principal attends Instructional Rounds with 5 Urban Assembly Schools. This includes site visits to other schools and visits to UASEM with a specific problem of practice and best practices at the forefront.
- Principal attends monthly Urban Assembly Principal meeting to share best practices and ensure network wide initiatives are appropriately implemented and professional growth is a shared expected among all Principals in the Urban Assembly.

Current school needs:

- Continue principal performance growth through instructional rounds
- Continue essential meetings to ensure appropriate communication and sharing of ideas of all UASEM stakeholders

Part 2 – Annual Goal

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

Demonstrate progress on teacher pedagogy component

Obtain an overall Principal Performance Review (PPR) rating of Effective for the 2014-2015 school year, and a rating of at least Effective in the 3 sub-scores: 1) Measure of Leadership Practice, 2) State Measure of Student learning, and 3) Local Measure of Student Learning

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 15. Strategies to increase parent involvement and engagement 16. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Visit at least two other schools within the Urban Assembly (CFN 105) to share best practices and participate in shared problems of practice related to school leadership in the 2014-2015 school year.	School administration	Attend at 2 instructional rounds per semester. First instructional round will take place on December 17th . 2 nd Instructional round visit will be schedule for February	Principals from at least 5 Urban Assembly schools
Attend monthly professional development principal’s meeting with the Urban Assembly specifically focused on growth mindset and building teacher capacity in the 2014-2015 school year.	School administration	Monthly meetings starting September and ending in May	23 Urban Assembly Principal and Urban Assembly PPO

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Meetings scheduled in advance to ensure appropriate coverage by Assistant Principal and Principal is out of the building

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

- Principal Practice Observation (PPO) and New School Quality Review (NSQR) conducted by the Superintendent, or a Designee, will demonstrate improve practice in component 1.2 (Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products)

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

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

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

All the steps in the action plan have been completed in addition to an initial analysis of school functions, instruction, and culture conducted by our school’s CFN, CFN 105 (The Urban Assembly) and feedback has been aligned to the School Quality Rubric; however, our school’s original SQR date has been rescheduled to an undetermined date and PPO has not yet been conducted, hence data is not yet available.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The Urban Assembly School for Emergency Management (UASEM) is committed to building stronger links between the school, the home, and the community, to increasing academic achievement for all students, and improving the quality of life for the students, their families, and the community.

UASEM recognizes that a child’s education is a responsibility shared by the school, the family, and the community during the entire time the child spends in school. To support the goals for improved quality parent involvement, UASEM, families, and the community must work as knowledgeable partners. Families are an integral component of a school’s ability to provide for the educational success of their children. The school endeavors to meet the diverse cultural and language needs of families and children. UASEM acknowledges that engaging families is essential to improve student achievement and that schools must foster and support active family involvement. As a career and technical education high school, UASEM has cultivated over 12 industry and higher education partners and provide students with several opportunities for community service, internships, and civic responsibility.

Part 2 – Annual Goal

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

Goals:

9. Foster high level of family involvement in school-wide decision-making through the Parent Association and School Leadership Team monthly meetings.
10. Establish a positive working relationship between educators, families, and the community through volunteer opportunities for students and parents both in and out of the school building and school day.
11. Provide programs that strengthens parenting skills and helps families to provide educational assistance to their children.

Effective Parent Involvement Expectations

The Family Involvement Plan (FIP) involves families, students, teachers, and community members in a variety of roles. The plan recognizes that communication between home and school must be regular, two-way, and meaningful. The following are the various parent involvement strategies and practices that will be developed and utilized at UASEM:

- Develop written and online guides to help families understand their rights and responsibilities
- Make school facilities available to families and the community
- Provide professional development to build staff capacity to work with families
- Maintain regularly updated communication channels with information for families
- Establish and support school-based parent organizations
- Provide academic assistance to parents, students, and other community members through centers that provide other services to parents
- Create a database of parent and community volunteers, noting their talents and interests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>19. Strategies to increase parent involvement and engagement</p> <p>20. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Invitations to celebrations of academic achievement; parent nights that provide information on academic programs to: arts, sports, and extracurricular events for students and families. Monthly Parent Association meetings and inclusion of family in cultural celebrations (for example, Thanksgiving Potluck celebration)</p>	<p>Parents and Students</p>	<p>Monthly Parent Association meetings schedule parallel to school wide student celebration and culture building days starting September to May</p>	<p>Parent Coordinator will be responsible for organization of parent association and parent volunteers. Teacher advisors will be responsible for parent outreach. School administration will be responsible for logistics of events and supervision. Parent Executive Board is responsible for running PA meetings.</p>
<p>After school, after work, and/or weekend volunteer opportunities that allow parents to share in the experiences of UASEM students. Fundraising opportunities for special events</p>	<p>Parents</p>	<p>Events organized by Parent Association in collaboration with Partnership and Parent Coordinator will occur between September and May</p>	<p>Parent Coordinator and Partnership Coordinator are responsible for organizing and finding opportunities for parents to participate in enrichment opportunities. Parent Executive Board will assist in advertisement and parent outreach.</p>

Staff meets regularly and frequently to review parent outreach data and effective outreach strategies and teacher advisors prepare students for Student Led Conferences	Parent and students	Every Tuesday on a weekly basis from September through June Student Led Conferences take place November 5th and 7th , and March 26th and 27th	Teacher advisors are responsible for parent outreach on Tuesdays. School administration supervises and plans Student Led Conferences.

Part 4 – Resources Needed

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

- Time allotted every Tuesday for parent outreach
- Parent coordinator to help coordinate multiple events and manage mass messaging systems
- Pitney-bow machine for mass mailing
- Phone messenger

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

- By November all parents/guardians have made contact with their respective child’s teacher advisor
- Evidence of parent volunteering for special school wide events
- Regular agendas for Parent Association meetings
- At least 50% attendance by parents for Student Led Conferences

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are selected based on Degrees of Reading Power (DRP) performance, NYC ELA performance assessment baseline results, and interim assessment performance	ELA Intervention	Small group	During the school day
Mathematics	Students are selected based on DeltaMath (online assessment for basic foundational math skills) performance, and interim assessment performance	Math Intervention	Small group	During the school day
Science	Students are selected from weekly Jupitergrade reports, performance on interim assessment performance, and lab hour requirements for regents exams	Science Enrichment	Small group	During the school day and after school
Social Studies	Students are selected from weekly Jupitergrade reports for tutoring sessions and teacher recommendations. Additionally, credit recovery students are selected based on transcript reports pulled for STARS	Tutoring Credit Recovery	Small group	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	Students are selected based on Individualized Education Plan (IEP's).	Individual and group counseling with guidance counselor and school social	One-to-one and small group	During the school day

<i>Social Worker, etc.)</i>	Additionally, at-risk students are selected based on School Intervention Team (SIT) and grade team meeting recommendations.	worker		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

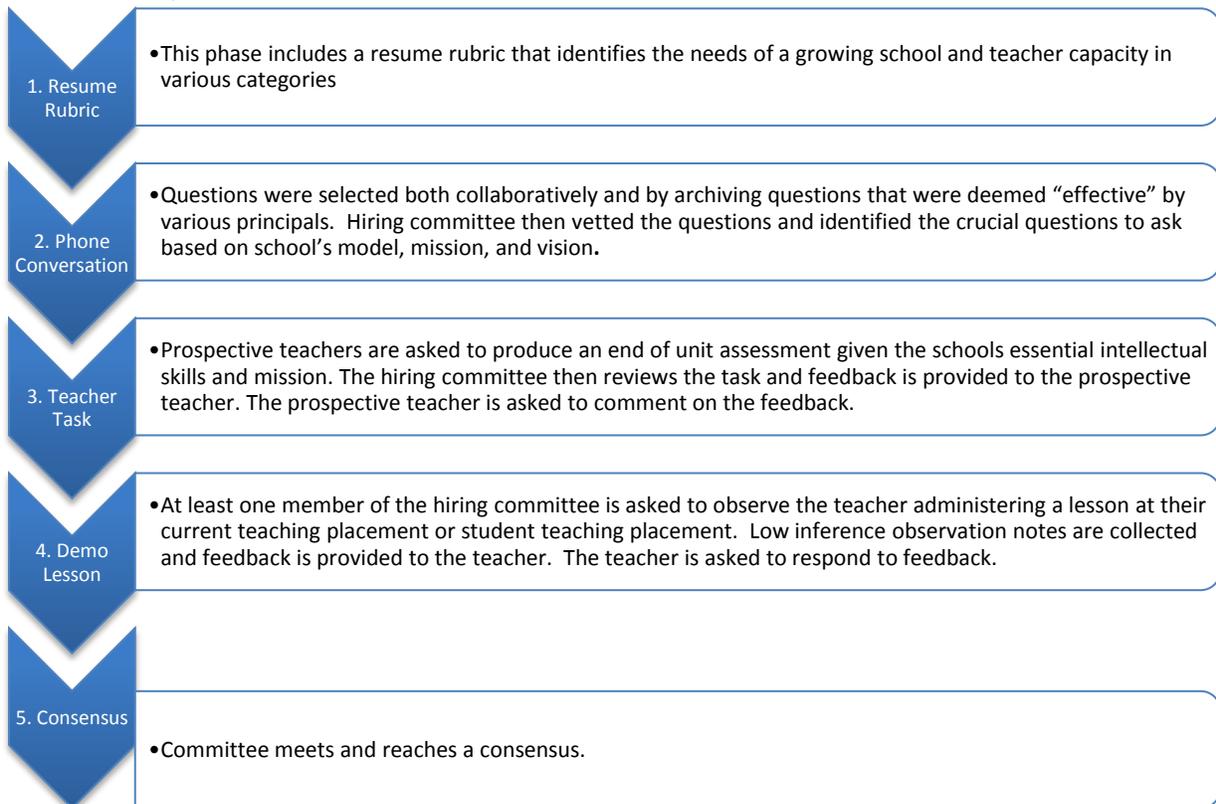
	Schoolwide Program (SWP)	x	Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

In order to create a rigorous and sustainable process for identifying and selecting a teaching staff whose core values and instructional beliefs align to the educational philosophy the school, a new hiring process was developed. The process is comprised of a 5-phase process and conducted by a hiring committee of school leaders, teacher volunteers, Assistant Principal and the Principal



For any given candidate the entire cycle would be completed in no more than 2 weeks; assuming the candidate started from resume phase and moved through the consensus phase. All resumes and steps along the process are tracked using a Google spreadsheet shared among the members of the hiring committee. The Google spreadsheet allows all members to comment on feedback, see each other's progress, and prevent the duplication of work.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

UASEM is focusing all professional development on 4 essential instructional elements for the 2014-2015 school year:

1. *Curriculum: Design aligned unit plans centered around authentic learning experiences and tasks with appropriate texts to drive content*
2. *Pedagogy: Set and improve on at least one pedagogical goal related to 3(b), 3(c) or 3(d) for the 2014-15 school year in addition to our instructional priorities*
3. *Pedagogy: Implement STAR annotation strategy, dynamic word walls, and accountable talk in every classroom*
4. *Assessment: Design and implement course assessments including during the delivery of instruction (CFUs) to collect and use data to drive instruction*
- 5.

The Urban Assembly School for Emergency Management utilizes weekly Monday professional development to implement our instructional priorities. In addition, UASEM has 3 highly effective teachers on staff that are designated as the instructional team to help support, coach, and plan with all teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

- Content teachers are teamed with special education teachers and an ELL coordinator to support all learners in all courses offered.
- Students requiring additional services are provided enrichment periods or SETTS periods both of which are small group setting to support students in their highest needs courses.

3b. TA Coordination with the Regular Program

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

- Teachers spend 2 weeks in the summer reviewing all student IEP's, ELL's proficiencies and other relevant and available data on student performance from the previous year.
- All teachers are required to incorporate modifications for students in unit plans and lesson plans without diminishing rigor or expected levels of performance.
- Students are pulled out of class only during non-credit bearing courses such as, advisory or during remediation/enrichment courses for additional support

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

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:

2. 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.
3. 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:

4. **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).
5. **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.
6. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
7. **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.
8. **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.
9. **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:

10. **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.
11. **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.
12. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
13. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 135
School Name UA School for Emergency Management		

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 Rodolfo Elizondo	Assistant Principal Robert Magliaro
Coach type here	Coach type here
ESL Teacher Ian LeBlanc	Guidance Counselor Rafael Vasquez and Diana Denis
Teacher/Subject Area Taina Torres/English	Parent Michelle Jones Freeman
Teacher/Subject Area Albert Paez/Social Studies	Parent Coordinator type here
Related Service Provider Jennifer Moore	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	117	Total number of ELLs	8	ELLs as share of total student population (%)	6.84%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										3				3
Discrete ESL class										1				1
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

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	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	1	0	1	1
Dual Language	0	0	0	0	0	0	1	0	0	1
ESL	3	0	1	2	0	1	1	0	1	6

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	3	0	1	2	0	1	3	0	2	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	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										8				8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	8	0	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)										2				2
Intermediate(I)										2				2
Advanced (A)										4				4
Total	0	8	0	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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	0			
Integrated Algebra	8			
Geometry	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	8			
Physics	0			
Global History and	0			
Geography	0			
US History and	0			
Foreign Language	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

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

- 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.
The Urban Assembly School for Emergency Management (02M135):
Degrees of Reading: The DRP is a group-administered assessment designed to determine a student's overall reading level for the purposes of selecting texts or identifying students who are substantially above or below grade level. It will be implemented three

times per year to all students in order to track student reading levels over time, help students set goals to improve their reading, and evaluate the effectiveness of reading instruction and interventions. Skills assessed include knowledge of text structure and text genre, background knowledge about specific domains, differences between oral and silent reading comprehension, and student-reported comprehension strategies, as well as oral reading fluency and accuracy. Students with IEPs will also be tested annually as part of determining their present levels of performance and annual goals during the annual review process. Both assessments will assist teacher in appropriate modifications for text based learning connected to their courses. According to our data 83.8% of our students are reading below grade level, of those 100% of our ELL's are reading below grade level. DRP data has recommended that our school incorporate more reading and explicit instruction on how to teach reading to our students across all courses.

Regents Readiness Exams (RRE): Are administered four times a year at 6 – 8 week intervals. These assessments will inform teachers, students, and parents of Regents preparedness in relation to cumulative course skills and content. They will be developed to allow students multiple opportunities to demonstrate understanding and aligned to the percentage of content covered in the course. After each administration of the Regents Readiness Exams, teachers will meet their department head and principal to review the RRE results. Using a standard protocol for reviewing the data, teachers will work with their department head and principal to develop an action plan for the next 6-8 week cycle. In this plan teachers will outline a calendar of when and how specific skills will be spiraled into their coming lessons and/or reteach content altogether. Teachers and department heads will also identify students who will need additional after-school intervention and in school tutoring services. The information gathered from these assessments will be shared with students and parents along with next steps for improving performance, enabling students, parents, teachers, and administration to clearly work towards academic goals for each 6-8 week assessment cycle. Teachers will use this data to consistently adjust curriculum maps and modifications for our ELL students.

NYS ELA Performance Assessment: Teachers will use performance assessment data to target specific skills in accordance with NYS ELA Performance Assessment rubric. Teachers will use data to explicitly infuse skills into their lessons. We will engage in lesson studies, generate common practices for how to teach the skills, and track progress using the same set of rubrics. Students scored between a 0 - 1.5 on the following 7 traits: Focus Position, Elaboration, Textual Analysis, Counter Claims, Reading, Organization, and Conventions. Teachers will use this data to identify high leverage skills that will be integrated into all courses for developing reading comprehension and writing. A direct impact will be visible in teacher's lesson plans, scope and sequences, assessments, and feedback to students. Additionally, common literacy, writing, and reading strategies have been implemented across content areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our 9th grade students consist of 25% Beginner, 25% Intermediate and 50% Advance proficiency as determined by the NYSESLAT; furthermore, the majority of students struggle with Reading/Writing. 75% of students are between beginner and intermediate on the NYSESLAT modality analysis suggesting increased intervention services for reading and writing. This is in stark contrast to 75% of our students identified between advance and proficient in listening and speaking.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As noted above, a larger emphasis in all content areas will be placed on the reading and writing modalities. All three of our common assessments have indicated our ELL population to be struggling with these modalities. As a result classes will integrate common reading and writing strategies to support our ELL population. Students will be tracked on a 6 – 8 week basis to identify growth within each of the modalities, ELA traits, and mastery of content. Commonly used strategies include, but are not limited to, graphic organizers, reading strategies, common rubrics, visualizations, and language modifications.

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. As a new school our only cohort consists of a 9th grade with 8 ELL students. All patterns describe above are derived from our 9th grade population. According to our NYC ELA Performance Task data and our Degrees of Reading Power data, the majority of our ELL's are averaging a less than a 1.5 on the 7 NYC ELA Performance Assessment Traits. Additionally, ELL students are reading at a 4 to 5th grade level. Exam taken in native language indicate a similar level of performance on writing tasks and reading comprehension. School leadership, with the ELL coordinator, ELA teacher, and special education teacher, have designed a set of common instructional practices to increase students' literacy performance and reading comprehension.
 - b. ELL population has been provided with an additional enrichment period twice a week for 63 minutes to support their understanding of content, and learning reading/writing strategies applicable to all content areas. Professional development time has been dedicated to reviewing student work and determining patterns in students misunderstanding and next steps for instruction and planning

based on ELA Performance Task Traits.

c. Our students are struggling with at grade level reading comprehension resulting in low performance on open ended written tasks. In math, teachers provide language modifications to assist students understanding of content vocabulary. In English, Global and Science class students are supported by our ESL teacher providing push-in services, and translating when appropriate.

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](#).)

All curriculum maps and lesson plans require teachers to design instruction with our ELL population in mind. Teachers are required to input appropriate modifications and considerations for students at key activities, transitions, and vocabulary when appropriate. Beyond the core of instruction, our students have also been provided with an additional support period twice a week for 63 minutes each day. One on one services during and after classes are provided in the core instructional courses when appropriate.

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

Curriculum maps and lesson plans require teachers to actively think about and plan for our ELL populations. Several resources have been gathered to support our students including but not limited to, a full time ELL coordinator to support language acquisition during our support period. Allocated common planning time with our ELL coordinator, Global teacher, and Science teacher to ensure incorporation and execution of modifications for ELL students. Additionally, observations often focus on providing teachers with feedback on significant and meaningful checks for understanding to ensure all students are grasping content in real time as well as ensuring core instruction is high quality and accessible to all students. Determining competencies of an effective lesson are identified through the Danielson Framework.

Informing the instructional decisions made by teachers are students' NYC ELA performance assessment data specifically connected to common trends among ELL's, and Degrees of Reading Power scores, and performance on content specific periodic assessments (administered in 6-8 week cycles).

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Success of program will be determined through growth on the three common assessments identified above. Specifically growth on the Degrees of Reading Power (DRP: reading assessment), Regents Readiness Exams (RRE: content assessment), and NYC ELA Performance Assessment (reading and writing assessment).

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](#).)

ELL students participate in a free-standing ESL program. The parents complete the Parent/Guardian Home Language Identification Survey during the Spring and a New Student Orientation under the guidance of our ELL Coordinator and Guidance Counselor who obtains the information, or when they first get admitted to the school if it is during the school year. Translations services for parents who speak another language are provided by a staff member who speaks the native language of the parent, or the translation service provided by the DOE either in person or over the phone. The parents of students who are new admits to the New York City public school system are given the home language survey which helps us identify students who may have limited English proficiency. These students are interviewed by our ELL Coordinator, a licensed ESL teacher, who determines if they are eligible to take the Language Assessment Battery (LAB-R). If necessary, we arrange for a translator to come in so that we can administer the LAB-R during the first ten days of arrival. The results of the LAB-R determine the current level of ESL.

Depending on the student's LAB-R score he/she will be placed in an our ESL support class. If a student arrives in our school as an

ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know. We then place students in our freestanding ESL program.

Spanish speaking ELLs are administered the Spanish LAB. All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. The assistant principal prints out the RLER report on ATS to determine who is eligible for the exam. A schedule is created by the ELL Coordinator to ensure all students are tested within the timeline. The ELL Coordinator administers all four components of the exam. The listening, writing and reading portions are administered in the ESL class. Once a component is administered, the ESL teacher lists those students that were absent during the administration. These students are either tested after school or during an advisory period.

Once these exams are scored, the results are reported to the school and the students placed in our ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient.

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.

When the parent completes the program selection form, the three ELL program options are explained by the certified ESL teacher. If the parent does not understand English, we have a bilingual pedagogue translate or we use the DOE translation services. The parents then watch a video where additional information is provided in their native language about the bilingual program, dual language program and free standing ESL program. They also receive written information translated in their home language about the three program options. If a new family requiring ELL services enters our school mid-year, we offer an orientation session within the first two weeks of arrival at a convenient time for the family. The parents meet with the ELL Coordinator who provides additional information, using translation services if necessary, about the program options. If numbers necessitate a dual language or bilingual program, the parents who indicated that choice will all receive letters in the mail in their native language as well as phone calls home, also in the native language, informing them of a meeting at the school where they will receive more information about the new programs. If we cannot reach them via phone, we will have our attendance teacher hands deliver the letter to ensure that it has been received.

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 [\[see tool kit\]](#).)

We offer a new student orientation in the late spring where parents for students new to the NYC DOE will watch a video about the program options, complete and submit the program selection form and the parent survey. The home language identification survey is administered and the entitlement letters are distributed and mailed home. Copies of the entitlement letter are kept on file in the ELL binder in our main office. In the binder are the parent selection forms, parent survey, orientation letters that were mailed home. Program selection forms are mailed home to any parent who does not attend the orientation meeting. The parent coordinator calls the parent to inform them the form has been sent and must be returned within a week. If the parent does not speak English, a staff member who speaks their language works with the parent coordinator to call the home. If necessary, the ELL Coordinator or guidance counselor reaches out to DOE translation services for assistance. The ELL Coordinator or Guidance Counselor follows up with the parent until the form has been returned to the school. If a student enters our school during the school year, an orientation is scheduled for the family and the process repeats. If possible, the ELL Coordinator will meet with the family and conduct the orientation as part of the admissions process.

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.

The Urban Assembly School for Emergency Management currently offers a freestanding ESL program. If the parent indicates in the program selection form that their preference is a bilingual or dual language program, we inform them that we currently do not have the number of students to support that program but if and when we do, we will inform them and make any program changes that are necessary to accommodate their preferences. At this time we have four full time staff members who are fluent in Spanish, and one in Arabic. These staff members are often called upon to translate for our families to ensure that they fully understand the program options. There is also the option to utilize the DOE translation services immediately via telephone or in person by appointment. The placement letters are mailed home to each family. A copy of this letter is kept in the ELL binder in our main office. Entitlement letters and continued entitlement letters are mailed home as well, with copies kept in the binder. All letters are sent in the native language of the family. If the letter is returned due to incorrect address or there is any other indication that the family may not have received the letter, the attendance teacher will hand deliver the document. If the family is not home at the time of his visit, she will speak with the super of the building to confirm that the family is living at that address. If it is confirmed that the family does reside there, he will leave the documentation in their mailbox. If the family does not live there, we will follow up with the student to

update our records.

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

Students are interviewed by our ELL Coordinator, a licensed ESL teacher, who determines if they are eligible to take the Language Assessment Battery (LAB-R). If necessary, we arrange for a translator to come in so that we can administer the LAB-R during the first ten days of arrival. The results of the LAB-R determine the current level of ESL.

Depending on the student's LAB-R score he/she will be placed in an our ESL support class. If a student arrives in our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know. We then place students in our freestanding ESL program.

Spanish speaking ELLs are administered the Spanish LAB. All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. The assistant principal prints out the RLER report on ATS to determine who is eligible for the exam. A schedule is created by the ELL Coordinator to ensure all students are tested within the timeline. The ELL Coordinator administers all four components of the exam. The listening, writing and reading portions are administered in the ESL class. Once a component is administered, the ESL teacher lists those students that were absent during the administration. These students are either tested after school or during an advisory period.

Once these exams are scored, the results are reported to the school and the students placed in our ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient.

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. 

As a new school we do not have appropriate data to determine trends over a few years. The program offered at UASEM is a Freestanding ESL program. Of our 8 ELL students, 6 requested a Freestanding ESL program, 1 requested a TBE, and 1 requested a Dual Language program. Majority of parents have, 6 out of 8, have identified a Freestanding ESL program as the program of choice.

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. Our organizational model is push-in (co-teaching). Due to our new school status we do not currently have the capacity or staff for departments.
 - b. Programmatically our ELL students travel as a block. Because we are a new school the only block consists of 9th grade. Students are not separated by proficiency level, but rather individualized attention and support is provided based on their proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The number of ESL periods per day a student is programmed for is dictated by the results of the NYSESLAT exam from the previous Spring. If a student is newly enrolled in NYC DOE and did not take the NYSESLAT exam the year before, they are programmed in a level based on the results of the LAB-R exam. All students who score in the beginner proficiency level receive two periods of pull-out ESL instruction per day, 4 days a week, plus an additional pull-out period that meets twice a week. The 2 periods per day, 4 days a week is equivalent to 496 minutes per week, plus the 1 period a day twice a week is equivalent to 124 minutes per week five days a week, which totals 620 minutes per week.

Students who score in the intermediate proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day, plus an additional pull-out period that meets twice a week for a total of 372 minutes per week.

Students who score in the advanced proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day a pull-out period that meets twice a week for a total of 124 minutes per week and 248 minutes of ELA per week.
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.

The ELL Coordinator plans with our English Department, Science Department, and Social Studies Department twice a week. At these meetings, the teachers collaborate to ensure consistency and share best practices. The co-planning time is crucial to ensure that the ELL students are receiving the same level of instruction as their native English speaking peers with additional supports in their native language. Language Arts is taught using ESL and ELA instructional strategies. Specific area content and skill sets needed from other subject areas is supported by activities done within the ESL class and by helping ELL students to focus on trouble spots during enrichment and support periods. These areas are identified by the classroom teacher and relayed to the ESL teacher during teacher team meetings. Additionally, the ELL students are taught test-taking skills, studying skills, reading for meaning and reading strategies, test question vocabulary, listening for details and pacing, graphic organizers for writing, reading strategies such as chunking, stop and summarize, teacher created glossary using language dictionaries, use of video and images for dense or difficult content, use of listening stations, and translations tools. Based on the discussions at the grade level teams, the teachers collaborate and share units they will be starting. The ESL teacher then uses reading about those topics in his ESL classes to teach various reading strategies. It is for this purpose that the team meeting time is so valuable
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students will be given assessments in their preferred language. For smaller assessments, formative assessment and classroom tasks, translation services are provided when applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities are explicitly taught, reinforced, and assessed via our three common assessments, and common rubrics described above. Common assessments include: the Degrees of Reading Power (administered 3 times throughout the year to measure reading comprehension), NYC ELA Performance Assessment (administered 2 times a year to measure writing and reading of informational text), Content specific interim assessments (administered 4 times a year to measure content mastery).
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).

All students receive services and modifications described above. Our school currently does not have a population of SIFE students. Newcomers are provided additional one-on-one support during push-in services in addition to all other services described earlier.

Students in the range of 4 – 6+ and former ELLs are specifically struggling with reading and writing modalities; hence, their services and enrichment/remediation services center on providing strategies to practice these skills and apply across all content areas.

Our ELL Coordinator makes use of QTEL training that is specially geared towards assisting ELL students in mastering skills requisite to the ELA Regents examinations. For our ELLs receiving service 4-6 years the focus is on reading strategies, such as, text marking, summarizing, skimming and scanning, making text to text and text to self connections. In addition, there will be more emphasis on vocabulary development. For ELLs with 6+ years, various interventions are used in the areas of reading and writing. In reading they work on summarizing techniques, reading comprehensions strategies and vocabulary development. In writing they focus on paragraphing, use of transition words and staying on topic. They also work on tasks to ensure that they are successful in their Regents exams

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

Teachers will align learning targets, lesson aims, and corresponding assessments to the Common Core Learning Standards.

a. Bite Size, Measurable, Made First, Most Important Aims – Teachers must have measurable aims that can be addressed in a single class period. Aims will be posted and students will be able to articulate what they are working on to visitors in the classroom and what they have learned at the end of the period. Aims should fit into a larger unit target.

b. Meaningful experiences aligned to objectives – Class activities and experiences must be aligned to achieve the objective. If students are working on making inferences, than they should experience a variety of activities that allow them to do so. For example, they might participate in a gallery walk where they make inferences about pictures posted around the room and the story they tell. Students may then independently make inferences from a short text and a series of guided questions. The period will conclude with a short exit ticket that will assess whether or not a student can make an inference from a text that includes a picture as well.

c. Rigor is defined by Hess' Rigor Matrix: the level of rigor in a given lesson will vary, and each level of rigor defined by Hess' matrix has an appropriate time and place in the classroom. Over the course of a unit students should be engaging in all levels of rigor, ultimately being able to produce at the highest levels of rigor

Design and implement authentic and engaging tasks that allow students to engage in rigorous content, discussion, and make thinking visible

b. 100% Engagement – All students will engage in quality, cognitively demanding tasks at all points in the lesson. While rote skill practice and development does have its place in instruction, the majority (more than 60 percent) of class time should engage students in tasks that require deep level of thinking. Student engagement will be evident through the use of whole-group engagement techniques, checks for understanding, and structures teachers build into their lesson that hold students accountable for their own learning. This does not necessarily mean that all students must volunteer to answer questions or participate in the traditional sense. However, all students should participate in whole group checks for understandings, on task at all times, and paying attention to each other and their teacher.

b. Maximize Student Work Time – There will be a low ratio of teacher time to student work time. Students should do most of the heavy lifting. Teachers should spend no more than 30 percent of the class engaged in direct instruction or giving directions. Teachers will also minimize the amount of time students spend on administrative tasks through tight transitions and classroom routines and procedures

Incorporate frequent checks for understanding to modify and deliberately adjust instruction for learning

- a. Teachers must frequently check for understanding

Do Now:

- 1. After the Do Now

During the Lesson:

2. After the Mini-Lesson
3. During Work Time
4. During the Summary
- At the End of the Lesson:
5. At the end of class

b. CFUs are Deliberate, Match the Purpose, and Gather Actionable Data: Checkpoints one to four can be informal checks such as whole groups responses or short writes and shares. The final check for understanding should be a documented check that makes students thinking visible.

Teachers will regularly collaborate to enhance best practices – Teachers will have consistent practices, meet regularly to discuss instructional practices.

1. Students can speak to a specific literacy strategy they use in class regularly to comprehend text
 2. The teacher provides students with at least 15 minutes each week of weekly discipline specific reading using a UASEM literacy strategy
 3. The teacher uses DRP to inform the level and type of text selected for the class and subgroups within
 4. Modification are made regarding text selection and presentation for Students with Disabilities and/or English Language Learners.
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?

It is UASEM's belief that all students should be included in the least restrictive environment possible. Research using a variety of inclusion methods and supports that allow all students to succeed and meet their individual goals. As such, in the beginning of each year the UASEM leadership will provide several professional development sessions surrounding special education and students with disabilities. In these sessions all teachers will review student Individualized Education Plans (IEPs) and create an "IEP At a Glance" document for each student. This document is essentially a summary and plan of action for teachers on how to meet student's individual needs, according to the IEPs. Using Universal Design for Learning guidelines as a tool, teachers will ensure that their classrooms are ready before the year begins to provide multiple opportunities for Students with Disabilities to access general education classroom. Teachers will be expected to modify assignments, timing, and scaffolding to support students at all levels, but especially students with disabilities. For example, a worksheet where students practice solving proportions in an Algebra class might be cut up for students with disabilities so that they are only doing one problem at a time and provide more opportunities for checks for understanding. Manipulatives will be made readily available for all students, but particularly Students with Disabilities to meet the different learning styles noted in the IEP at a Glance Plan.

Additionally, students are placed in classes ICT classes when possible. The combination of teachers includes special education and general education teachers in and ESL and general education teacher to maxmizing access to content and to ensure appropriate modifications are being executed appropriately.

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
Native Language Arts:	0
Social Studies:	0
Math:	0
Science:	0

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

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

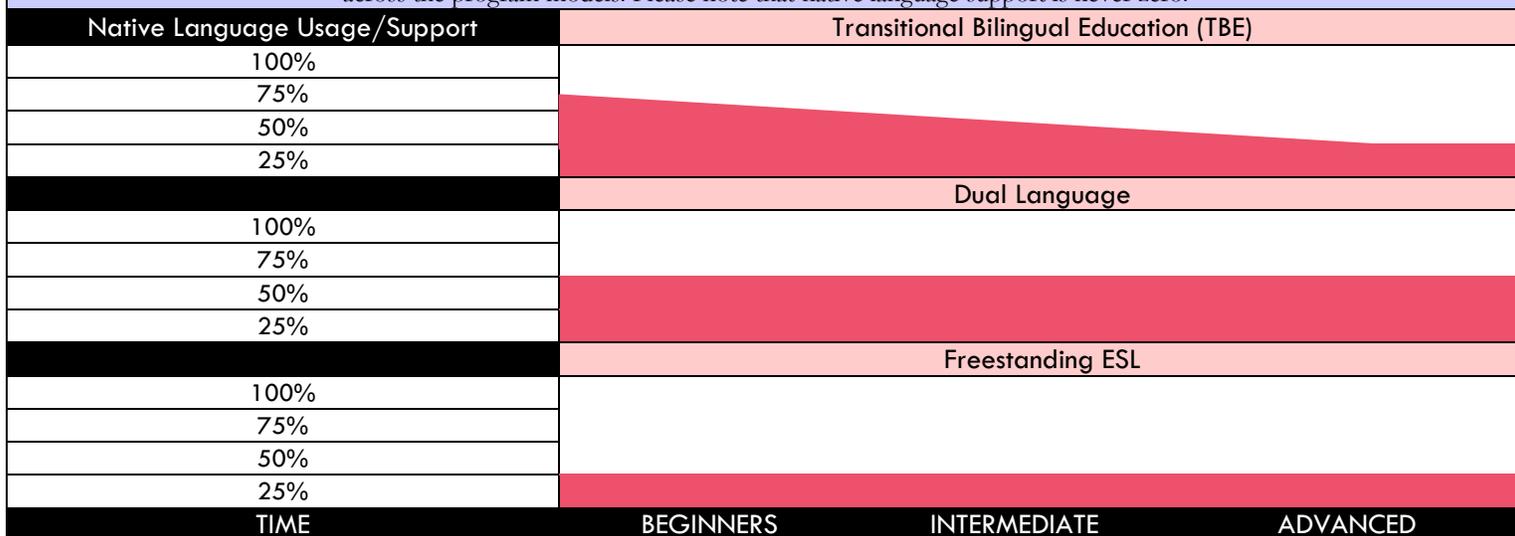
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELA: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for ELA happens in conjunction with an ELA/ELL expert, special education teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their ELA class.
- Global: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Global History happens in conjunction with a Global History content teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their Global History class.
- Science: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Science happens in conjunction with a Living Environment content teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their Science class.
- Math: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Math happens in conjunction with an Math content teacher, and special education teacher. Additionally, our ELL students are supported by two teachers in their Math class.
- Our ELL students receive an additional 126 minutes a week of support via an enrichment class. Students work with our ELL Coordinator to develop reading, writing, speaking and listening skills.
- All 8 students identified for targeted intervention have been identified to have a 4th to 5th grade reading level, determine by their DRP assessment, and have not met standards according to the NYC ELA Performance Assessment.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Current writing assessments using a subset of the NYC ELA Performance task rubric demonstrate our students are making gains on school focused traits; namely, Focus Position and Textual Analysis. The next DRP assessment will be administered in January, and the next Regents Readiness Assessments will be administered during the second week of December.
11. What new programs or improvements will be considered for the upcoming school year?
- The school is considering educational software achieve 3000 to support literacy development for our ELL students and to more frequently collect information on their progress.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- UASEM has a full time staff member, our partnership coordinator, dedicated to securing enrichment opportunities for all students. Our goal is to ensure all students participate in extracurricular activities in and out of the school. Students' complete surveys and intake interviews to ensure appropriate interest and fit. Students are continually exposed to new opportunities on a weekly basis and for programs requiring an application process students meet individually or in small groups with our partnership coordinator for support. Extracurricular programs are divided into 5 categories at UASEM: 1) Sports, 2) Arts and Theater, 3) Technology, 4) Teacher-Led Clubs, 5) Other.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology and materials used to support our ELL population include: iPads with translation capabilities, listening stations, Laptops to support literacy software such as achieve 3000 and currently used Google Drive to share glossary and support material in real time, Multilanguage dictionaries, word walls in English and Spanish, and common literacy graphic organizers to assist students in breaking down difficult texts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided to our students through the use of peer translators in the classes as well as access to digital translators via iPads, listening stations for presentations in their native language, and, if necessary, assessments in their native language. The native language is used to assist vocabulary development.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

As a new school our cohort of students consists of only 9th graders. All services described above correspond to supporting our students' development in their reading and writing modalities.

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.

Students entering our school are assigned an advisor. If possible, the advisor is semi-fluent/fluent in the student's native language. The advisory group meets 4 days a week using a structure called "Circles of Power and Respect CPR". The purpose of the advisory circles is to acculturate students to the UASEM environment, develop a strong bond between the other 12 students in the advisory, and to connect the students to a teacher advocate.

18. What language electives are offered to ELLs?

None

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)?

Paste response to questions here:

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.

Our ELL Coordinator and administration attends most professional development sessions offered by the New York City Department of Education as well as CFN105 which is our support network. We also take advantage of professional development opportunities offered by Office of ELL's. Some of the professional development sessions that our ELL Coordinator has attended building academic vocabulary, scaffolding and assessment. During staff development sessions, we often focus on best practices with ESL students so they can be implemented into content area classes. During each Chancellor's Professional Development Day, time is set aside to develop the entire staff's ELL knowledge with a focus on how to provide content area support to ELL students. In addition, during several monthly faculty conferences throughout the year time is allocated to staff ELL concerns as well as on approaches that will benefit our ESL population.

UASEM has a professional development period built into our teacher's schedules. Teachers meet once a week to ensure our instructional priorities are met and developed. Below is a breakdown of our professional development by Semester, including the Literacy pieces that directly corresponds to our ELL population:

Semester 1

PD Date	Hours	Focus	Description	Work Product
September 3, 2013	6	Culture	Culture/Team Building at Ramapo for Children	Staff Survey
September 4, 2013	6	Culture	Classroom Set-Up Environment Rubric	
September 10, 2013	1	Culture	Classroom Environment PD	Environment Rubric
September 17, 2013	1	Assessment	Baseline grading and analysis	Readiness Exam #1/Action Plan #1
September 24, 2013	1	Culture	Classroom Environment "Ghost Walks"	Environment Rubric
October 1, 2013	1	Assessment	ELA Performance Task Grading	Readiness Exam #1/Action Plan #1
October 8, 2013	1	Culture	Parent Teacher/Student Led Conference	Planning
October 13, 2013	1	Literacy	Literacy PD, Literacy Work Product Due	Literacy Tools/Student Work/DRP
October 15, 2013	1	Curriculum	Unit Plan Study	Revised Unit/Tri-State Rubric
October 29, 2013	1	Curriculum	Unit Study	Revised Unit/Tri-State Rubric
November 5, 2013	6	Culture	New Building Tour/OEM PD	Staff Survey
November 12, 2013	1	Literacy	Literacy Tools, Annotation/Vocabular	Literacy Tools/Student Work/DRP
November 19, 2013	1	Assessment	Regents Readiness #2 Design PD	Readiness Exam #2
November 26, 2013	1	Culture	Classroom Environment "Ghost Walks"	Environment Rubric
December 3, 2013	1	Assessment	Regents Readiness #2 Grading	Action Plan #2
December 10, 2013	1	Assessment	Regents Readiness #2 Analysis	Action Plan #2
December 17, 2013	1	Culture	End of Semester #1 Reflection	Staff Survey
January 7, 2014	1	Culture	Culture and RtI	N/A
January 14, 2014	1	Literacy	Literacy Tools, Annotation/Vocabulary	Literacy Tools/Student Work/DRP
January 21, 2014	1	Assessment	Readiness Exam #2 Design PD	Readiness Exam #3

Semester 2

PD Date	Hours	Focus	Description	Work Product
February 4, 2014	1	Assessment	Regents Readiness #3 Analysis	Action Plan #3
February 11, 2014	1	Literacy	Literacy, Annotation/Vocabulary	Literacy Tools and Student Work/DRP
February 25, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric
March 4, 2014	1	Culture	Classroom Environment "Ghost Walks"	Environment Rubric
March 11, 2014	1	Culture	Parent Teacher /Student Led Conference	Parent Survey
March 18, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plans/Tri-State Rubric
March 25, 2013	1	Assessment	Regents Readiness #4 Design	Regents Readiness #4
April 1, 2014	1	Assessment	Regents Readiness #4 Analysis	Action Plan #4
April 8, 2014	1	Literacy	Literacy, Annotation/Vocabulary	Literacy Tools and Student Work/DRP
April 22, 2014	1	Curriculum	Unit Plan Study	Revised Unit Plan
April 29, 2014	1	Assessment	Regents Predictive Design	Regents Predictive

May 6, 2014	1	Assessment	Regents Predictive Analysis Action Plan #5
May 13, 2014	1	Culture	Classroom Environment "Ghost Walks" Environment Rubric
May 20, 2014	1	Literacy	Literacy, Annotation and Vocabulary Literacy Tools and Student Work/DRP
May 27, 2014	1	Curriculum	Unit Plan Study Revised Unit Plans/Tri-State Rubric
June 3, 2014	1	Curriculum	Unit Plan Study Revised Unit Plans/Tri-State Rubric
June 5, 2014	6	Curriculum	Unit Plan Study Revised Unit Plans/Tri-State Rubric
June 10, 2014	1	Curriculum	Unit Plan Study Revised Unit Plans/Tri-State Rubric

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All parents of students who are enrolled are invited to attend monthly Parent Association meetings. These meetings are facilitated by the PA President and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to our school such as, dress code, uniform policy, grading policy, etc, the parents brainstorm additional parent meeting topics. Jupiter Grades, the online gradebook we use. Additionally, there have been workshops on keeping track of their child's progress. Translators are made available for all such events.
 2. UASEM has a full time partnership coordinator who acts as the liason between our partners and families. Our partners include FEMA, Homeland Security, The American Red Cross, NYPD, FDNY, Parsons, Adelphi University, and Columbia University. Translation services in the form of phone calls, forms, flyers, and events are printed and/or distributed to parents with the assistance of staff who can speak the language or NYC DOE Translation services.
 3. Our Guidance Counselor distributes surveys and blue cards to our families to determine the interests of the parents and home information. The surveys help us to gather information about what workshops would be interesting and helpful to our families so we can provide them with the support they need to ensure their children are successful in our school. Additionally, all teacher advisors contact families' home within the first month of school to gather additional student information on an individual basis. Information varies from language preference to history of successful learning strategies. This helps to strengthen our school community and the relationships formed benefit our students.
 4. Based on parent meetings, the results of the surveys and phone conversations with advisors, we are able to meet the needs of our parents. This includes one-on-one conversations with parents to discuss student's progress, workshops where parents can come and learn how to track progress and access resources at home. We also have parent translators available at all parent meetings so all feel welcome and are able to communicate with one another.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>UA School for Emergency Mgt</u>			School DBN: <u>02M135</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rodolfo Elizondo	Principal		11/15/13
Robert Magliaro	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Ian LeBlanc	ESL Teacher		11/15/13
Michelle Jones Freeman	Parent		11/15/13

Taina Torres/English	Teacher/Subject Area		11/15/13
Jennifer Moore/Special Ed	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Rafael Vasquez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Albert Paez/Social Studies	Other <u>Teacher/Subject Area</u>		11/15/13
Diana Denis	Other <u>Guidance Counselor</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01