



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

DBN: (i.e. 01M001):

05M157

School Name:

THE URBAN ASSEMBLY SCHOOL FOR GLOBAL COMMERCE

Principal:

ERIN E. GEHANT

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 05M157
School Type: CTE High School Grades Served: 9, 10
School Address: 2005 Madison Ave., 3rd Floor; New York NY 10035
Phone Number: 212-831-5201 Fax: 212-831-5206
School Contact Person: Erin E. Gehant Email Address: gehant@uaglobalcommerce.org
Principal: Erin E. Gehant
UFT Chapter Leader: Nicole Mahool
Parents' Association President: Vylmary Bennett
SLT Chairperson: Erin E. Gehant and Vylmary Bennett
Student Representative(s): Keshon Smith, Jason Williams, Traces Marie Baptiste, Elmo Williams

District Information

District: 05 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Ave., New York, NY
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-3804

Cluster and Network Information

Cluster Number: 01/04 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)
Erin E. Gehant	*Principal or Designee	
Nicole Mahool	*UFT Chapter Leader or Designee	
Vylmary Bennett	*PA/PTA President or Designated Co-President	
Edwin Hernandez	DC 37 Representative, if applicable	
Keshon Smith, Jason Williams, Elmo Williams, Traces-Marie Baptiste	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Esther-Racquel Fragosa	Member/ UFT	
Annette Thorny	Member/ Parent	
Karen Ward-Gamble	Member/ Parent	
Eugenia Page	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
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.

UASGC Vision Statement

To develop, implement and refine a model for 21st Century public schooling that rigorously educates children to be active citizens and economic participants in a complex global society.

UASGC Mission Statement

By working closely with public and private partners, UASGC will provide opportunities for economic mobility through access to college and career pathways in the growing field of supply chain management and freight logistics, the backbone of global commerce. We educate students not just “for the occupation,” but “through the occupation,” integrating instruction of industry knowledge and skills throughout rigorous academic curricula. Through our extensive public and private partnerships, we create opportunities for students to participate in a growing and dynamic industry and ensure authentic student choice in post-secondary decisions, while providing significant social and emotional supports to ensure student success.

About UASGC

The Urban Assembly School for Global Commerce is a Career and Technical Education school that was founded in 2013. Currently, we have 165 students in the 9th and 10th Grade. We will grow to full capacity in the 2016-2017 school year. We are the country’s first high school entirely dedicated to preparing students for careers in the industry of supply chain management and freight logistics, a growing and dynamic industry. We are a small school community and emphasize strong relationships among all members of the community.

We are supported by many partnerships, both within our industry and within the community. These partnerships operate in service to our students and our school and are critical in providing opportunities for our students. Our industry partners include the Port Authority of New York and New Jersey, the New York City Economic Development Corporation, CSX Freight, the Metropolitan Transportation Council, Arizona State University’s W.P. Carey School of Business, Maritime College (SUNY), SUNY Farmingdale, Rutgers University, AECOM, Big Brothers Big Sisters of New York City and many others in the industry and community. Through our partners, we have provided mentoring experiences, paid internships and many other work-based learning and enrichment opportunities.

Additionally, we believe strongly in the importance of external fundraising to support enrichment programming at UASGC. We have held two successful fundraisers in the first three months of this school year that have allowed us to partner with arts organizations to provide visual and performing arts programming for our students. We believe that enrichment is a critical part of a students’ development at UASGC and that external fundraising is central to ensuring access to opportunities beyond what NYCDOE schools would typically be able to provide to their students.

We have a very high population of students with disabilities and have demonstrated significant success with this group of students. Our MOSL scores in the 2013-2014 year indicated that we were “highly effective” in ensuring student growth with this subgroup of students. Additionally, we currently maintain a monthly attendance rate of over 90%. Furthermore, we were able to make significant growth in our students’ reading scores, as measured through the Degrees of Reading Progress exam, which we administer three times per year. We demonstrated the fifth highest growth rate for 9th graders in the entirety of the Urban Assembly network (over 20 schools), despite having the highest percentage of students with disabilities in the network.

We believe that a student’s reading ability is central to his or her academic success; we have developed an instructional focus grounded in this belief – developing students’ reading, writing and speaking skills. We have grounded our teachers’ professional development planning, as well as teacher professional work, intervisitations and formal observations in this instructional focus. We also built in independent reading periods into the school day to allow students to read silently three days per week and develop their independent reading ability. We have also allocated a significant amount of funding to purchase libraries for each classroom. We ordered young adult fiction books, based on student surveys and interests to grow each classroom library to offer more selections from our previous year.

We also strongly value the importance of daily classroom instruction and have chosen to focus on improving teachers’ practices, based on the Danielson Framework for Teaching. We believe that teachers have the most impact on student learning in the classroom and have oriented our teacher professional development and benchmark goal setting around improvement of teacher practice, according to the Danielson Framework.

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

9. 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).
10. 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.

As stated in the introductory section, we recognize the importance of rigorous classroom instruction each and every day for all students, including our students with disabilities and English language learners. Our instructional focus for the school year is on further developing students' reading, writing and speaking skills. We chose this focus because it cuts to the core of what a high-quality education should be. We also chose to focus on this specific area because most of our students enter high school reading at least two or more grade levels below where they should be. Some of our students enter 9th Grade reading at elementary level. Because literacy is a central part of the overall academic success of our students, we focus all content areas, even our CTE courses, on developing these skills with our students. We use assessment data from the Degrees of Reading Progress to understand and evaluate our impact on student reading levels, administering the test three times per year. We also use this data to program our literacy classes and identify students in need of targeted reading support with our Reading Specialist.

- An area of strength in this area is our school-wide, unrelenting focus on reading, writing and speaking.
- We began 2014-2015 teacher professional development with a focus on training teachers in implementing specific and common vocabulary-development, writing annotation and questioning strategies.
- Programmatically, we have created an independent reading period that meets three times per week that is organized based on student reading level. Additionally, we have purchased numerous young adult fiction books, based on student interest surveys, to provide students with a range of reading choices during this time period.
- We have also organized all professional learning, observation and peer feedback around this instructional focus. At the beginning of the school year, department teams identified specific reading, writing and speaking skills that they would be working on throughout the year within their content area. These documents form the foundation of our unit mapping and delineate how reading, writing and speaking are developed in all content areas.
- We conduct regular walk-throughs, lead by the principal and by members of the Professional Development Committee, in which all teachers participate, that evaluate the implementation of reading, writing and speaking in the classroom.
- Through professional work time, teachers have identified a high-leverage Common Core writing standard to focus on and evaluate the quality of student work and its alignment to the expectations of the standard. Teacher teams have focused on evaluating student writing from all departments, including the CTE departments, and developing next steps to improve teacher practice that will ultimately improve student writing.
- We regularly evaluate unit maps to identify the development of reading, writing and speaking skills and provide feedback to teachers on the implementation of the instructional focus within their unit.

Our current growth areas within this Framework Element are:

- Implementing common pedagogical practices in reading, writing and speaking consistently across all classrooms.
- Making a significant impact on students' reading levels, as indicated by the DRP assessment
- Development of common, internal UASGC rubrics to evaluate students' argumentative writing and speaking, aligned to the Common Core Standards
- Improving students' writing ability, as evaluated by internal UASGC, CCLS-aligned rubrics

- Creating opportunities outside of the classroom for students to develop these skills and prepare to use them within the context of the logistics industry

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 May 2015, all students at UASGC, with at least 80% or higher attendance, will grow at least one grade level on the DRP assessment, with the baseline administered in September 2014 and final assessment administered in May 2015.

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 			
Targeted professional development on implementation of literacy strategies	All teachers, for use with all students	UASGC Cycle One – Sep. – October 2014	PD Committee, All Teachers, Principal
Review of student writing samples, completed within Grade Teams, for each Department, using UASGC Looking at Student Work Protocol	High-skilled, Medium-skilled and Low-skilled Writers	UASGC Cycle Two – Oct. – Dec. 2014	PD Committee, All Teachers, Principal
Collaborative walkthroughs, Peer Feedback, with a focus on Reading, Writing and Speaking strategies in the classroom, in all content areas, including CTE; Building trust through collaborative walk-throughs with Principal and teachers	All teachers, all students	UASGC Cycle Two – Three; Oct. 2014 – Jan. 2015	All teachers, Principal
Review of DRP data with Faculty to understand student reading levels and develop strategies for differentiating daily instructional activities	All students, special focus on English Language Learners and Students with Disabilities	UASGC Cycle Three; Dec 2014 – Jan. 2015	Reading Specialist, Testing Coordinator, ELL Specialist; PD Committee

Part 4 – Resources Needed

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

Afterschool Professional Work Time; non-fiction young adult texts; after school per session for curriculum development and planning, professional development on literacy best practices.

Part 5 – Budget and Resource Alignment

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

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

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

The DRP is administered in December 2014 and will provide us with an understanding of growth of students’ reading levels.

In our Cycle Four, from Feb. – Mar 2015, we will again examine student writing samples to evaluate the improvement in student writing samples.

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

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

60% of students made progress towards the annual goal. One of the primary reasons for not meeting this benchmark is that students did not take the test seriously. Moving forward, we are going to be adjusting our administration process. Additionally, we have already made adjustments to our literacy program, based on the test results, to focus more intently on ensuring students are more effectively utilizing the literacy period.

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

3. 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).
4. 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.

Students must be in school to be successful and setting high expectations for attendance will ensure that students are doing well in school. We understand the importance of ensuring that all students are attending school each day to do well, which is why we are making this a priority.

Areas of Strength:

- ✓ Attendance team meets weekly to conference about student attendance concerns.
- ✓ Current year-to-date attendance rate is above 90%.
- ✓ We leverage our advisory program (which we call TA) to regularly monitor student attendance, providing weekly reports on the attendance rates of all students to advisors.
- ✓ We communicate expectations for attendance to parents through the Jupiter Grades system and providing on-going communication about student progress through Jupiter Grades.
- ✓ Our advisory program meets daily for 20 minutes in groups of 10 – 12 students to allow each student to develop a relationship with one adult in the building. Through this program, we conference with students about their daily attendance as well as provide bi-weekly progress reports to students from Jupiter Grades to allow students to monitor their own grades.
- ✓ Advisory also serves as a place of building community within the school, as we provide targeted activities for culture and team building within the advisory program.
- ✓ We regularly survey staff and students, using a modified Learning Environment Survey to understand staff and students feelings about the school environment. Using this data, we develop next steps for improving school culture. These surveys are conducted every six weeks, with data used by the PD Committee to determine appropriate professional development.

Areas of Growth:

- ✓ As a new school, we are in the process of ensuring that our advisory program is very effective in improving relationships between adults and students, as well as among students. We want to further develop this system to ensure that it is a key structure within our school that best supports our students in feeling connected to the school community, as well as to feel that they are known well by at least one adult in the building.

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.

For the school year 2014-2015, our attendance rate will increase 2% from the previous year, meeting the goal of 89%.

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 			

<p>impact change</p> <p>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).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
The Attendance Team will develop and monitor a comprehensive attendance outreach plan for students with poor attendance or “at-risk” for poor attendance, and meet weekly to evaluate the progress of plan implementation. Within the team, we will also regularly analyze attendance data and adjust our outreach plans as needed.	Students/ Parents.	On going, Sep. 2014 – Jun 2015	Attendance Team including Office Manager, Guidance Counselor, Teacher, Principal
Advisory Program strategies are in place for students to monitor their attendance. Students meet with their advisors every day and advisors will contact home when students are absent for more than one day.	Students	On going, Sep. 2014 – Jun 2015	Teacher Advisors
The Guidance Counselor, Community Associate, Office Manager and Principal regularly conduct interventions with students to discuss attendance challenges and set goals for improvement of attendance. Follow ups are also done by Teacher Advisors and information on Jupiter Grades, school grade and data system	Students/ Parents	On going, Sep. 2014 – Jun 2015	Attendance Team including Office Manager, Guidance Counselor, Teacher, Principal
We will develop an attendance incentive system for students who struggle with attendance to engage both parents and students in improving attendance.	Students/ Parents	On going, Sep. 2014 – Jun 2015	Attendance Team including Office Manager, Guidance Counselor, Teacher, Principal

Part 4 – Resources Needed

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

1. Attendance meetings take place weekly and are programmed into the weekly UASGC Calendar of meetings.
2. All students are programmed into an Advisory and assigned to an advisor that is appropriate to their individual needs. Advisories meet in groups of 12 or fewer students with one Advisor.
3. We will allocate funding to support the incentive program attached to the Attendance outreach plan as well as partner with Big Brothers Big Sisters of New York, our CBO support organization, to improve student attendance.

Part 5 – Budget and Resource Alignment

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

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

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

Meetings take place each Monday to discuss the implementation of the Attendance Plan and check in with students who are not meeting the 90% expectations.
 Communication is sent to all staff members through the UASGC Principal Weekly Newsletter.
 Weekly attendance progress is also communicated to all teachers during the weekly PD meeting as well as suggested strategies to target their students in Advisory.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. 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 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

13. 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).
14. 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.

It is essential for the UASGC to continue developing a strong culture of instruction and collaboration among our teaching staff so that we meet the needs of all our students. For this reason we need to maintain a clear instructional focus throughout the year strongly rooted in logistical thinking as well as developing strong reading, writing, and speaking skills in our students.

- At the end of each Marking Period, students complete a Culminating Task where they can apply the knowledge acquired from their classes in a project aligned to the instructional focus.
- Teachers will assess student work and work collaboratively in grade level teams to devise strong methodologies in reading, writing, and speaking across all content areas.

Areas of Strength:

- ✓ We have identified Collaboration as one of our community’s Core Values and keep it at the center of our work in both classroom practice and interactions among adults in the school community.
- ✓ We have adult teams that work collaboratively to guide the decision-making processes throughout the school for areas such as school culture, instructional practices and operational decisions.
- ✓ The principal strongly values the importance of full-staff buy in and collaboration regarding instructional decision-making.
- ✓ We are participants in the Learning Partners program and have participating in intra-school intervisitations, working collaboratively with our Lead School to develop next steps for improving our school culture.
- ✓ We are in the process of developing a system of intervisitation focused on improving classroom practice, led by teacher teams and team leaders.

Areas of Growth:

- ✓ As a new school, we are still developing team roles and teacher leader roles within the school. As we grow to full capacity, we want to develop a firm understanding of expectations of roles and responsibilities for the teacher-leaders and team areas of responsibility. While we are developing a strong staff culture of collaboration, we need to institutionalize these expectations to ensure that this culture is maintained as the school grows to full capacity.

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.

By June 2015, all teachers will show growth in their teaching practice, moving towards Effective or Highly Effective ratings, based on the Danielson Framework for Teaching Rubric.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Conduct instructional walk throughs to observe how students are reading, writing, and speaking in all classes and provide relevant feedback to teachers to inform best practices. ELA standards are used as criteria to support meeting goals.	Teachers/ Students	On going, Sep. 2014 – Jun 2015	Principal/ Content Teachers/ PD Committee
Peer mentoring and inter-visitation to align best practices that will move all teachers within the grade or department towards effective and highly effective practices.	Teachers/ Students	On going, Sep. 2014 – Jun 2015	Grade Team Leader/ Grade team teachers/ Mentors
Formal and informal observations by Principal and debriefing with concrete action plans that can be put into effect immediately. Unit plan submission with targeted feedback on logistical and literacy skills as well as best practices in instruction and assessment.	Teachers	On going, Sep. 2014 – Jun 2015	Principal/ Instructional Support/ Teachers
At PD meetings, grade level teams will analyze student work and discuss how to align instruction to meet the goals and ELA criteria and effectively implement instruction in their content areas.	Students	On going, Sep. 2014 – Jun 2015	Principal/ Grade Team Leader/ All Teachers/ UA Achievement Coach

Part 4 – Resources Needed

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

- All teachers must have a copy of the Danielson Rubric.
- PD Committee evaluates data and creates a calendar that will meet the needs of the teachers and reinforce best practices.
- Ongoing Professional Development in best practices

Part 5 – Budget and Resource Alignment

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

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

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

The principal uses a tracking system to monitor teacher progress towards Danielson Practice benchmarks. These benchmarks are set on six week cycles, which are reviewed with the PD Committee, teacher mentors, and Grade Team Leaders regularly. End of cycle dates are 10/23, 12/12, 2/2, 3/23, 5/8, 6/26.

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	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 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

23. 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).
24. 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.

We are a second year school. The principal developed the school proposal, crafted the school vision and mission and has worked to align all elements of the school community to this vision over the past two years. She is the only school leader. From the initial development of the school proposal, we identified three Core Values that drive all of the work within the school, from the Principal’s approach to leadership to interactions adults and students – Collaboration, Respect and Diligence.

In service of the Core Value of Collaboration, the principal has actively worked to develop teacher and staff teams that meet regularly and have clear, established buckets of work on which to focus. Teams are critical to the functioning of the school and drive the work around instruction, student interventions and support, attendance, operations and post-secondary preparation. The principal has also prioritized hiring and built a strong team of collaborative professionals who believe that team work is central to the success of all students at UASGC.

We currently have the following teams in operation at the school:

- ✓ Grade Teams
- ✓ Department Teams
- ✓ Attendance Team
- ✓ Special Education Team
- ✓ School Leadership Team
- ✓ Operations Team
- ✓ Post-Secondary Readiness Team
- ✓ Student Intervention Team
- ✓ Professional Development Committee

The principal is a regular participant on all of these teams and works to foster teacher leadership on these teams. Teacher voice is critical in informing decisions around instructional initiatives.

Our Areas of Strength:

- ✓ Development of a variety of teams, in which all the work of the school lives; Weekly meetings with clearly defined agendas and an emphasis on distributive leadership, with teachers and staff members taking on leadership roles
- ✓ System of frequent observation and feedback, aligned to the Danielson Rubric, with focus on progress towards individual teacher goals, identified at the beginning of the school year, and differentiated feedback, aligned to individual teacher needs, with demonstrated impact on improving teacher practice
- ✓ Development of intervisitation tool and procedure that focuses on the implementation of instructional practices aligned to the instructional focus of reading, writing and speaking
- ✓ Active outreach by school leadership and organization of resources to allow additional student opportunities, such as afterschool programming and enrichment activities
- ✓ Continued development of industry partnerships and other post-secondary partnerships to provide access to post-secondary opportunities for all UASGC students
- ✓ Strategic hiring by the Principal, based on a deep understanding of the needs of our students and rigorous hiring

- process to evaluate teachers' capacity for meeting the needs of all UASGC students
- ✓ Provision of frequent opportunities for teacher and staff feedback, aligned to the Learning Environment Survey, with analysis of the data by PD Committee.

Areas of Growth:

- ✓ We are a small school with a single administrator. As such, we need to continue to increase approaches to distributed leadership that will allow more members of the UASGC, including teachers, staff and parents, to play significant roles in the school's development as we grow to full capacity in 2016-2017.
- ✓ Ensuring that professional development is aligned and even further differentiated to meet individual teachers' needs, as indicated through Advance observations.

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.

By the administration of the 2014-2015 Learning Environment Survey, 80% of teachers will agree/strongly agree with the following statement, "School leaders give me regular and helpful feedback about my teaching, increasing at least 20% from the previous year."

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal's continued collaboration with the Professional Development Committee to develop and continually revise PD plan, based on observations, intervisitations and direct teacher feedback.	All teachers	On going, Sep 2014 – Jun 2015	Principal, PD Committee
Development of Goals for Teacher Practice, aligned to the Danielson Framework and the UASGC Professional Development plan, and benchmarked in six week cycles. Goals and benchmarks developed collaboratively between the Principal and PD Committee.	All teachers	On going, Sep. 2014 – Jun 2015	Principal, PD Committee
Frequent intervisitations led by Principal and members of the PD Committee to assess the implementation of instructional practices, aligned to the instruction focus of reading, writing and speaking. Results discussed in PD Committee and shared with teachers. Action plans for adjustment of instruction developed by Grade Teams and PD Committee collaboratively with principal and instructional support.	All teachers, 9 th and 10 th Grade Teams, Department Teams	UASGC Cycle Two – Six, Oct 2014 – Jun 2015	Principal, PD Committee, All teachers
Targeted professional development for teachers on how to best serve students with disabilities, English language learners, and low-level readers, provided by network and internal teacher leaders, aligned with the Danielson Component 3c: Engaging Students in Learning	All teachers	UASGC Cycle Three – Dec 2014 – Jan 2015	PD Committee, Special Education Team

Part 4 – Resources Needed

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

Afterschool professional development time, afterschool professional work time, teacher prep periods, afterschool per session planning activities. Additional Professional Development outside of school. Opportunities for regular conversations about instruction and face-to-face feedback sessions, in addition to frequent written feedback.

Part 5 – Budget and Resource Alignment

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

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

The principal uses a tracking system to monitor teacher progress towards Danielson Practice benchmarks. These benchmarks are set on six week cycles, which are reviewed with the PD Committee regularly. End of cycle dates are 10/23, 12/12, 2/2, 3/23, 5/8, 6/26.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

33. 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).
34. 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.

UASGC understands the importance of supporting each student in their individual development and growth academically and professionally. Enrichment activities support school culture, reinforce discipline, help sustain a safe environment, and provide additional social- emotional support for our students.

By providing a wide range of Enrichment Activities, we can ensure that at least two adults have the opportunity to meet the individual needs of the students – the student’s Teacher Advisor and the Enrichment Activity supervisor. This facilitates parent outreach, referring student to the proper academic and guidance support offered by UASGC, improves student engagement in academic work, and ensure that students feel that they are valued and appreciated at school.

Our Areas of Strength:

- ✓ Systems of home-school communication include text blasts and phone blasts.
- ✓ Events planned for Parent Engagement, including Summer BBQ, Thanksgiving Potluck, Breakfast with the Principal and others.
- ✓ Monthly parent outreach events planned and executed, in addition to Open School Night and Curriculum night.
- ✓ Allocation of resources to provide for a Partnership Coordinator who develops and maintains relationships with partners, including Community-Based organizations and industry partners, to provide enrichment experiences for our students.
- ✓ Partnership with and support from the Urban Assembly to build strong network of enrichment supports for our students.
- ✓ Industry partnerships that have allowed students to participate in paid summer internships.
- ✓ Strong work-based learning program that allows students to learn about the supply chain management and freight logistics industry in and around the New York City community.
- ✓ Monthly parent newsletter mailed home, featuring enrichment opportunities for our students.
- ✓ Partnership with Big Brothers Big Sisters to provide one-to-one mentoring for 80 students in the 9th and 10th Grades.

Areas of Growth:

- ✓ Increase the number of parents participating and the range of ability to participate. A few parents participate regularly; we need to increase the number of parents who are participating in events.
- ✓ Increase the number of enrichment opportunities available for our students, especially in the areas of visual and performing arts.

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.

In the 2014-2015 school year, we will increase the percentage of students participating in enrichment activities to reach 80% participation by June 2015.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Interest surveys are given to students to fill out with different enrichment activities they would like to participate in and informal meetings and demonstrations were conducted for new clubs. After school and lunch time clubs are then planned and implemented according to survey response and participation.	Students / Advisory Teachers	On going, Sep. 2014 – Jun 2015	Partnership Coordinator/ Teachers
The school has a growing athletic program, in which there are many sports competitions with other schools where parents and staff are encouraged to participate and be actively involved in. Interest meetings are held pre-season with tryouts and ample opportunities are given to acquire as many scholar-athletes as possible.	Students/ Parents	On going, Sep. 2014 – Jun 2015	Gym Teacher/ Coach
Written and oral translation is provided for students in enrichment activities. Rosetta Stone is also provided for Beginner and Intermediate ELL Students. Advanced students will receive literacy instruction.	Students	On going, Sep. 2014 – Jun 2015	ELL School Liaison / ESL Teacher/ UASGC Teachers
PTA will coordinate family activities where they can showcase student work and talents shown in enrichment activities. Examples: Student- Parent/ Teacher sports games, talent shows, pot lucks, etc.	Parents/ Students	On going, Sep. 2014 – Jun 2015	Principal / PTA

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"> - Calendar of Events with Marking Period Enrichment Activities, Sports training offered by the coach, calendar of sports games, PTA meetings, and student activities to showcase work to the community. - Teachers and Community members to run selected clubs and enrichment activities. - Per session availability for teacher led enrichment activities outside regular school hours. - Equipment and materials needed to successfully run clubs.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40.	Specify a timeframe for mid-point progress monitoring activities.				
By the end of the first Semester, at least half of the students will have participated in an Enrichment Activity at UASGC. February 1 st , 2015					
Part 6b. Complete in February 2015.					
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
We are working on increasing outreach for enrichment activities. We have posted Advisory participation rates and have developed an incentive program to increase participation rates. Additionally, we have expanded the enrichment program to include more activities to ensure students are able to engage in an activity that meets their needs.					

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)	Degrees of Reading Power (DRP) Assessments and ELA Most help us determine the lowest level readers. These students are then targeted for individualized reading interventions with a trained literacy specialist.	Literacy Intervention Period – Three times a week for 50 min using Hampton Brown’s <i>The Edge</i> .	One-to-one and small group instruction.	Period during the day - 3 times a week - 50 minutes
Mathematics	(1) Students who have not yet met course CCSS expectations. (2) Repeating students enrolled in regents.	Tutoring	One-to-one and small group instruction.	After School and Saturdays.
Science	(1) Students who have not yet met course CCSS expectations. (2) Repeater students enrolled in regents.	Tutoring	One-to-one and small group instruction.	After School and during lunch once a week.
Social Studies	(1) Students who have not yet met course CCSS expectations. (2) Repeater students enrolled in regents.	Tutoring	One-to-one and small group instruction.	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk students who do not have mandated counseling on their IEP, and students who are in crisis.	Group counseling and one-to-one counseling	Small group delivery and one-to-one	During the day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>UASGC has a hiring committee that operates to develop and refine hiring practices for the school. We have developed a rigorous rubric for evaluating teacher candidates that is aligned to our core values and beliefs about children and how they learn best. The hiring committee begins work in February of each year to identify and begin the recruitment process for teachers at UASGC. All teachers must complete a demonstration lesson with at least one group of students at the school, during the regular school day, prior to being considered for a position.</p> <p>We determine needed qualifications for teachers in the early stages of the hiring committee and identify potential candidates based on their demonstrated qualifications. Teachers are assigned specifically based on their license area and in accordance with the needs of the department. We hire specifically to pair newer teachers with more experienced teachers.</p> <p>We have weekly professional development sessions that are collaboratively planned by the PD Committee. This committee consists of the Principal, UFT Chapter Chair, Grade Team Leaders and teachers from each instructional department to ensure that all voices from the teaching staff are heard within these meetings. We evaluate the impact of professional development by conducting regular intervisitations with members of the PD Committee.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>PD is collaboratively developed by the PD Committee, which includes members of all teaching departments as well as the UFT Chapter Chair and the Principal. To ensure that we are aligning our work to the rigorous demands of the Common Core, we have identified a high leverage Common Core standard, aligned to our instructional focus of reading, writing and speaking, to continually study and evaluate student work and its alignment to this standard. We focus our study of student work as well as intervisitations around this focus standard.</p> <p>Additionally, we regularly provide feedback to teachers around the implementation of the Common Core standards identified in teacher-developed unit plans. Additionally, we provided pre-opening professional development during the summer that allowed teachers to engage with the expectations of the standards and bring them into their regular planning practices.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

We use the Targeted Assistance Funding to support our struggling students within our Literacy Program. We have identified our highest need students and provided them with AIS through our literacy program. With the use of these funds, we have purchased a reading program that is targeted specifically to support our struggling readers. We used the DRP, as well as Title I eligibility, to identify the lowest level, highest need readers to provide them with this targeted remediation support.

We also used these funds to provide resources for our other Title I students through the literacy program. We provided expanded reading libraries for our students, based on their individual interests, to engage more students in reading silently during the school day. This is intended to support our readers in all content areas, as we believe that raising the level of student reading is central to a student’s overall academic success. Additionally, this money is used to partially fund a teacher to provide targeted reading support to students during the school day.

We have also allocated 1% towards parent involvement activities to increase the overall participation of parents in the school programming. We believe that partnerships with families will help improve students’ academic progress. We also use this funding to support an after school tutoring program to pay per session to teachers to work with students in small groups after school.

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).

All students in the school participate in the reading program. Because we value reading, we ensure that all students participate in a sustained silent reading period. We identify our highest need, lowest level readers to participate in targeted interventions during this time, which is a part of the regular school day.

Teachers also provide after school tutoring sessions to provide work time for small groups of students with the teachers. Because these after school sessions are with the students’ regular content teachers, there is complete continuity between the school day and these small group sessions.

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:

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Urban Assembly School for Global Commerce**, 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. **Urban Assembly School for Global Commerce** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

[The Urban Assembly School for Global Commerce], 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 05	Borough Manhattan	School Number 157
School Name Urban Assembly School for Global Commerc		

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 Erin Gehant	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Jessica Barrett	Guidance Counselor Sierra Freeman
Teacher/Subject Area Jessica Barrett/ELA	Parent Natalie Page
Teacher/Subject Area Medina Fredericks/Special Ed.	Parent Coordinator
Related Service Provider type here	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	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	82	Total number of ELLs	7	ELLs as share of total student population (%)	8.54%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out										1				1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	2	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
Dual Language										0
ESL	1	0	0	2	0	0	4	0	0	7

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	1	0	0	2	0	0	4	0	0	7
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6				6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	7	0	0	0	7								

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS Science

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 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.
At Urban Assembly School for Global Commerce, we began our inaugural year by administering the DRP assessment to all students to assess their early literacy skills. The ELL Support Curriculum has been aligned with the ELA Curriculum in order to address gaps found within the ELL students' literacy skills. These skills are periodically reassessed through individual reading conferences, classroom

assessments aligned with ELA.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students in their first year at UASGC have all scored lowest on the Writing section of the NYSESLAT. All Advanced students have scored Proficient in all NYSESLAT modalities with the exception of Writing (with the exception of one Advanced student scoring 1 point below the Proficient level in Listening). Next to to the Writing modality, students had more difficult with the Listening section as well. Only two students out of seven have scored less than Proficient on the Speaking modality, being the Beginner student (who has missed some schooling but is not classified in the DOE as SIFE) and the newcomer ELL. Only the Advanced level students have all scored Proficient in the Reading modality, while all Intermediate and Beginner students have scored below.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The patterns indicated by the NYSESLAT modality proficiencies will most affect instructional decisions in the area of Writing. All students, including Advanced level students, require additional support in writing. Writing scaffolds will continue to be built into the ESL support class units, and writing performance tasks will also be addressed in the support class with additional interventions by the ESL teacher and content area teachers after school. Specific training will be given to all students in the various NYSESLAT modalities, with special attention paid to Listening and Writing. Listening sections will also be built into period assessments of ELLs to increase listening skills and stamina. Our school does not use the Annual Measurable Achievement Objectives at this time, but will implement them as our ESL program grows.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

More information on ELL period assessments will be available for UASGC at the end of our first year when the students have taken the NYSESLAT. No information regarding tests taken in the native language is available for our ELL students at this time, as they have not taken the Spanish LAB.

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

Our school does not utilize this framework at this time.

6. How do you make sure that a child's second language development is considered in instructional decisions?
As we are a new school at UASGC, we are implementing both curricular and extracurricular opportunities for ELL students to encourage both their acquisition of English and their maintenance of their native linguistic and cultural integrity. Students are also offered the opportunity to participate in clubs like the Hispanic Heritage club, which explores connections across cultures, their traditions, and languages. We also plan to publish a dual language literary magazine within our first year, as we have many students, both ELL and non-ELL, that speak Spanish and other languages. Curricula across the content areas connects to our school's theme of global commerce, and students are encouraged to draw connections between their native and second languages. In our small staff, the special education and ELL teachers meet with each content area teacher to discuss struggles that ELL students might be facing. Additionally, the Special Ed and ELL teachers meet daily to plan supplementary literacy strategies in the ELA curriculum. During grade team meetings, all content area teachers are informed of any changes necessary for students according to their IEPs and needs in the different subareas of English language acquisition. These decisions are informed by periodic assessment of all ELLs in these areas.
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?

Our school does not offer this programming.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Data analysis sessions are run during every grade team meeting by our Operations Director. Because this is our inaugural year at UASGC, we plan to compare the students' DRP scores with their NYSESLAT data in order to see where skills gaps compare. This data will then be reevaluated using in-house ELA and ELL assessments halfway through the year, and will finally be reviewed with the NYSESLAT data at the end of the year.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The protocol followed by UASGC for the initial identification of ELLs begins with the administration of the Home Language Survey. This survey is given in English by the certified ELL teacher to the student and his or her guardians. The survey is also provided to the family in their home language either by the ESL teacher if in Spanish, or by a DOE-provided translator if a language other than English. Due to my certification in TESOL K-12 and my experiential knowledge as an ESL teacher, I, Jessica Barrett, determine whether the student is eligible for the LAB-R should I assess that their home language is one other than English. As our school grows beyond its first year, it is our intention to also administer the Spanish LAB (by myself, the ELL teacher, as well) to students whose native language is Spanish within ten days of initial enrollment if the child scores below proficiency on the LAB-R.
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.
Because UASGC is within its first year, parents will have received entitlement letters by October of the academic year explaining their options within the New York City Department of Education, being Transitional Bilingual, Dual Language, and Freestanding ESL, so that they might make informed decisions regarding their children's language acquisition and education. These program choices are explained by myself, Jessica Barrett, the ESL teacher. In future years, we plan to invite all parents of ELLs to view videos in their native languages that explain these options. If parents wish for their children to be placed in a Transitional Bilingual or Dual Language programs, we will use our knowledge of and relationship with schools in the New York City Department of Education that offer these programs, because at this time only Freestanding ESL classes are offered at UASGC. Because we are a new school, the outreach process for helping parents find their program of choice is still in development.
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 [\[see tool kit\]](#).)
Upon the return of entitlement letters, Parent Surveys and Program Selections forms are stored within a locked drawer by the ESL teacher, Ms. Jessica Barrett, in the students' cumulative files within the school's main office so that accurate records are begun and maintained. Ms. Natalie Page, our office manager and parent coordinator, secures these documents.
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.
In order to identify students as ELLs, the steps that we have set in place during our first year have been to administer the Home Language Identification Survey by the certified ELL teacher (myself), and to provide the families with translators of their own native language if it is not Spanish (as the Guidance Counselor, the Special Education teacher, and I are bilingual in Spanish). If the home language is identified as English, further assessment is not required. If the home language is identified as a language other than English, the student is then administered the LAB-R. Those students that score below "Proficient" on the LAB-R are then informed of their eligibility for services. Letters of entitlement are provided to the parents in their home language, and then students are enrolled in the programs their parents have selected. If a program (such as Transitional Bilingual or Dual Language) is not offered at our school, we refer the parents to the proper resources to ensure that their child receives the linguistic education they are looking for. Because we are a new school, we are still in the process of developing relationships with other schools that we might refer these families to.
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 currently being prepared to take the New York State English as a Second Language Achievement Test in April 2014. The test has yet to be administered at UASGC within its first year. Mr. Jason Leblang, Director of Operations, will procure these tests, and these tests will all be administered by Ms. Jessica Barrett, ESL Teacher, at the time specified by the DOE. Students in need of NYSESLAT testing will be notified according to their needs shown by ATS report RLER.
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. 
Because UASGC is only within its first year, we have not yet collected sufficient data from Parent Surveys and Program Selection

forms to examine trends. If a trend appears that parents wish that their children attend Transitional Bilingual or Dual Language classes and that the population grows, we envision the introduction of courses and support in students' native languages in the years to come.

Part V: ELL Programming

A. Programming and Scheduling Information

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

ELL students at UASGC are taught in a departmentalized setting, in which the class is comprised of heterogenous proficiency levels. The multiple proficiency levels are addressed through individualized assignments and conferencing. The small size of our new school allows this structure, and will likely change in the future as our number of ELL students grows. As we only consist of one grade at this point in time (9), all students in the ELL Support class are in the same grade.

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)?

Paste response to questions here:

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.

Within our Freestanding ESL class at UASGC, I frontload vocabulary for the content areas and teach the students how to decode text using an ELMO and an LED projector. Native language support is not available to be provided at this time, but further native language support will be provided in the coming years, and is being developed this year during our first year. Students create flashcards and use the Word Wall to help in vocabulary acquisition. Every class period, different students participate in one-on-one reading conferences with me, their ESL teacher, during which we review strategies to aid comprehension of grade level content area texts, assess their implementation of these strategies, and then brainstorm new strategies to continue working on. Throughout

the first year of our ESL program, our ELL students will be participating in a series of interest-based units in which they will close-read informational and fictional texts and build their English writing literacy through writing evidence-based analytical essays. The community of this initially small group of ELL students is consistently stressed, and students are encouraged to share their home languages and cultures as they grow in their English language acquisition and literacy skills together. These methods are aligned with the Common Core Learning Standards in that they invite students to repeatedly revisit texts, provide evidence to support strong claims, and to analyze author's craft.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Because we do not offer Dual Language or Transitional Bilingual programs at UASGC, ELLs are not evaluated in their native languages at our school during their content areas. However, we will be sure to make Regents Exams in their native languages available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The assessment model at the School for Global Commerce is based in final performance tasks at the end of every marking period. Content area teachers create these projects to assess all students (ELL and non-ELL) in reading, writing, speaking, and listening within their content area. As the ESL teacher, I meet with each content area teacher regarding the performance tasks to ensure that necessary scaffolds are provided for these students. During the performance task session of a marking period cycle, our ELL support class focuses on the successful completion of these tasks by offering any additional support and time ELL students need.
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).

There are currently no identified SIFE students at UASGC, but when it is suspected that a student is SIFE, additional support hours will be made available for the student, as well as native language literacy coaching if the native language is Spanish. In the case that the native language is not Spanish, further resources for native language literacy will be researched beyond our first year. The newcomer ELLs at UASGC have thus far been Spanish speakers, so I have been able to provide native language support in instruction and through bilingual dictionaries and content area texts. These students are seated in intentional groupings with more advanced students that are also native in their home language, so that they might aid them if necessary. The ELL students that currently attend UASGC that have been receiving service for 4 to 6 years range from Intermediate to Advanced levels on the NYSESLAT. Instruction for these students is differentiated through scaffolded graphic organizers and the availability of bilingual dictionaries if desired. All long-term ELLs at UASGC also possess IEPs that are taken into account when differentiating instruction for these students. NYSESLAT scores from prior years have been examined, as well as IEPs and former test scores. During reading conference time, these students are also assessed in their writing to determine gaps in learning. These gaps are being addressed through the program Words Their Way. Former ELLs have been monitored through their DRP scores, literacy block classes, and ELA progress. Test accommodations are provided for former ELLs in the form of dictionaries and any additional time allowed as required by IEPs if in existence.

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 at UASGC have been able to provide ELL students with bilingual content area texts, bilingual and English language dictionaries for individual reference. They also make all content accessible through various entry points, such as videos, word walls with graphic representations of concepts, and posters. Different strategies for approaching and decoding content area texts (particularly Social Studies, Science, and Math) are reinforced in Literacy and ELL Support classes. During our first year, we currently have access to document cameras, so that ELL students might see texts worked with directly, including their own work that they submit. Other technology, such as additional laptops and devices that allow them to record their own speaking will be procured as our program grows. The Special Education teacher, Ms. Fredericks, and the ESL teacher, Ms. Barrett, meet during their common planning period at least 3 days per week to ensure that all ELL students' IEP needs are being met, and this information is later discussed in the following day's grade team meeting with the other content area teachers.
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?
Although UASGC is a new school with a small staff and student body, we aim to provide as many students as possible with an inclusive setting. The ICT setting is offered for our ELL students with IEPs, and additionally self-contained sections are offered of English and Algebra with our Special Education teacher, whose credentials include a bilingual extension. Students enter this class as mandated by their IEP. All ELL students are placed within general education classroom settings unless otherwise noted on their IEPs. Within the students ELA classes, I offer additional support to all ELL students in my classes, as I am both the ELA teacher and the certified ESL teacher.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Content area teachers at UASGC each offer afterschool interventions for struggling students, and will advise ELL students to attend these weekly sessions. These sessions occur for science, math, English, and social studies. Every marking period, students will meet with advisors regarding next steps to improve in subject areas where they need additional support. Additionally, ELL students will meet with the ESL teacher (myself) to identify skill gaps. Self-contained sections of math and ELA are offered at UASGC by our Special Education teacher (with a bilingual extension), where additional support is given to our Beginner students. All of the previously mentioned services are provided in English. In math, the Math and Special Education teachers provides additional support to students in math problem comprehension after school. In science, the Living Environment teacher instructs the ELL students to create note cards and access the Spanish glossary of the textbook and uses visual graphics to aid understanding. The Global History teacher provides guided notes that the ESL teacher later reviews with the ELL students. In English, material is reviewed and text annotated to aid understanding. Students whose home language is Spanish are also able to use Spanish dictionaries and work with other bilingual and proficient students in deliberate pairings during classwork.

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

The effectiveness of our current program will be further evaluated at the end of our inaugural year. The students' NYSESLAT scores will be compared with their scores from their 8th grade year, and their DRP scores will be compared three times throughout the school year: September, January, and June. The effectiveness of our program will also be measured according to the individual performance of each student in Math, ELA, Science, and Social Studies. Our beginner student, for example, has been spending incrementally longer times reading independently, and while she is still learning to form grammatically correct sentences that aid comprehension in English, she has begun writing full sentences that she can read back to the instructor. Students' performance on the performance tasks created in each subject will also be taken into account in evaluating the effectiveness of our ELL program at the end of this year. All teachers were made aware of the ELL students in each section of their content area, and currently

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

As our staff and student body grow at UASGC in the coming years, it is planned that I will move into further ESL instruction and will take on fewer ELA courses. Further improvements and programs will be considered at the end of this academic year.

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

At this point of time in our first year as an institution, no ELL programs or services will be discontinued. Programs and services will be up for review at the end of this academic year for effectiveness and student need.

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

Apart from academic support and access offered to ELLs at UASGC, we also work to incorporate the home languages and identities of all students, ELL and non-ELL in to our globally-focused school. All students are invited to participate in extra-curricular activities through surveys and descriptions of the clubs at the beginning of the year during advisory. In the coming years, we plan to hold extracurricular fairs, which will have brochures of each club in both English and Spanish. This language base will expand as our student population grows. These choices are also discussed individually with ELL students by their ESL Teacher. Because the industry of our CTE school is Global Commerce, a number of our extracurricular activities allow the exploration of students' cultures. ELL and non-ELL students have joined the Hispanic Heritage club, where they are able to speak in Spanish and discuss and compare various aspects of their culture, such as holidays, traditions, and beliefs. In the Food and You club, students were also able to visit Chelsea Market where they learned about the trade that brings foods from all over into the market. Many ELL students attended this trip and were able to share information about their own traditions and food in English with their classmates in an authentic and industry-relevant setting. ELL students are also encouraged to submit to the bilingual, native language, and English language sections of the school newspaper and literary magazine that are in their first year of publication and submission. Finally, the community of multilingual speakers at UASGC is large, and other students (and staff members) translate for students and their family members when necessary at school events.

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

All content area classrooms are supplied with an ELMO and LED projector. The CTE classroom is also equipped with a Smartboard to aid instruction through visual connections. All students have access to laptops in this subject. Students have access to bilingual and English language dictionaries in every classroom, and students may also refer to word walls, charts, and posters that act as visual aids in the classrooms. Content area textbooks, such as Living Environment, also contain bilingual glossaries (Spanish-English). Dictionaries and laptop learning are provided in Algebra and Geometry. The Living Environment classroom has a word wall with

pictures to aid in association, and the teacher provides instruction with the use of an LED projector and an ELMO so that students can see how text is closely modeled. Students also see how decoding a text is modeled in ELA. In all content areas, students with an Intermediate and Beginning level of proficiency are provided with bilingual dictionaries. Because this is the first year of our program, the ESL teacher continues to research technology that might be acquired to support ELLs, such as audio versions of textbooks and bilingual versions of textbooks.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided in the free-standing ESL class by the certified ESL teacher, me. In this class, I provide verbal and written instructions in Spanish to our intermediate and beginner students, and will use Spanish in facilitating student understanding of decoding unknown words. The one student that does not speak Spanish is at an advanced level according to the NYSESLAT, and her native language is Fulani. Bilingual dictionaries are also available for student use in the support class. Native language support is not provided for TBE or Dual Language programs at UASGC, as these programs do not exist at this time at our school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All students at UASGC in its initial year are in the 9th grade. All ELL students have access to grade level texts and text books as designated by the Common Core Standards. In ELA, for example, students read 9th grade fiction texts, and will also view videos, create graphic organizers to better comprehend text, and will work with the ESL teacher to decode more difficult texts. Another example is that in science, students are provided additional support in the ICT setting and receive individual tutoring interventions after school. In their free-standing ESL support class, ELL students are pre-exposed to vocabulary to help them tackle more difficult concepts in class.
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.
Within our first year at UASGC, all students and their families were personally greeted by staff members at their homes, and these home visits will continue to be a crucial part in the development of our school culture. These home visits will be especially important in the welcoming of newly enrolled ELLs in our school. In the coming year, a parent orientation for all ELL students will be held on school grounds with an informal gathering and orientation to the school, followed by a formal introduction to ELL services provided by the school and what options are available to parents and their students in the DOE.
18. What language electives are offered to ELLs?
At this time, no language electives are offered to ELLs due to our new school's small staff size. It is planned that native language literacy will be offered to ELL students in order to provide them the necessary support to improve their English language literacy skills.
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)?

UASGC does not offer a dual language program at this time.

C. Professional Development and Support for School Staff

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

It is planned that as the certified ESL teacher on staff, I will be attending professional development provided both by the Urban Assembly network and by the Department of Education. Because I also plan to apply for my bilingual extension, I plan to attend professional development about integrating and maintaining ELL native language culture both in and out of the classroom. I have also regularly attended ELL PD through my degree-granting program, which continues to offer professional development for their teachers. The calendar dates for these professional development sessions are not yet available, and are currently being researched by the school, the ESL teacher, and her mentor. One session has occurred as of November 6, 2013, and further sessions will be planned for each marking period as we continue developing our Professional Development program for our first year. All sessions are attended by content area teachers (science, math, social studies, CTE, English), the parent coordinator/office manager, and the guidance counselor. A binder with all ELL resources will be kept in the main office for all teachers to access.

Professional development surrounding the Common Core Learning Standards has been attended by the ESL and bilingual teachers during the summer and through their graduate programs. This professional development enables content area teachers to deliver instruction of content area texts by first teaching their students the specific decoding skills and vocabulary for that subject area. In this way, students are then able to comprehend texts on a higher level in order to close-read in the manner described by the CCLS.

Because this is the first year at UASGC and only high school students are being serviced, transitional services are not provided.

Professional development sessions for content area teachers of ELLs are provided during Staff Professional Development days, which occur every Wednesday. These content area teachers include the Math teachers, Mr. Baker and Mr. Leblang, the Science teacher, Ms. Persaud, the CTE teacher, Mr. Kirnon, and the Social Studies teacher, Ms. Sapienza. Individual student case conferencing also occurs during Grade Team Meetings, which take place every day during fourth period. Content covered in the PD sessions includes how to utilize an ELMO to best support ELLs, how to create bilingual word walls and word walls with pictorial representations of words, and how to provide scaffolds for text decoding in content area textbooks. Records of professional development are kept by minutes at each Wednesday session which are then stored on the school's Google Drive system.

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?

All parents at UASGC have been encouraged to join and participate in the Parent Teacher Association (PTA) in our inaugural year, an effort which is spearheaded by our Parent Coordinator, Ms. Natalie Page. Parent activities that foster parental involvement of ELL parents are still in development at this time as our school continues to grow in its first year. At this time we do not partner with any Community Based Organizations to provide workshops for ELL parents, but we hope to pair with one in the coming year as our student and family population (and likely ELL population) grows. CBO names are currently not available because this partnership is still in development, but we hope to have one established by the beginning of our second year. This CBO would focus on providing English language classes, orientation to DOE services, and access to translators. Through our partnership with the Urban Assembly School Network, we have access to a number of CBOs. We also plan to hold multicultural nights to reflect the global nature of our diverse school in which ELL parents in particular will be encouraged to participate with their children. The needs of parents are evaluated through the HLIS, and through the initial home visits that occurred during the summer. Specific activities for parent involvement are still in development through our PTA, but will continue to grow as our first year continues. Thus far parents of both ELLs and non-ELLs have participated in a school-wide barbecue, at which parents who did not speak English as their first language were provided with a translator. Additionally, we have rescheduled an event known as Basketball and Breakfast to which all parents are invited. When the final date is announced, phone calls will be made to all parents of ELLs in their native language so that they are welcomed and given specific information regarding the event. Our staff is fortunate to have three three members that are bilingual in Spanish and English, so that parents in need of Spanish-English translation services are easily provided these. We hope that as our staff grows that further language services will be provided.

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: UA School for Global Commerce

School DBN: 05M157

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erin Gehant	Principal		12/5/13
	Assistant Principal		12/5/13
	Parent Coordinator		12/5/13
Jessica Barrett	ESL Teacher		12/5/13
Natalie Page	Parent		12/5/13
Medina Fredericks/Special Ed.	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		12/5/13
	Coach		12/5/13
	Coach		12/5/13
Sierra Freeman	Guidance Counselor		12/5/13
	Network Leader		1/1/01
	Other _____		1/1/01