

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

School Name: THE URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW
DBN (i.e. 01M001): 02M305
Principal: ALISON BREEDY
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Superintendent: MARISOL BRADBURY
Network Leader: SHANNON CURRAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alison Breedy	*Principal or Designee	
Stephanie Luzzi	*UFT Chapter Leader or Designee	
Tiffany Davis	*PA/PTA President or Designated Co-President	
Emily Woods	DC 37 Representative, if applicable	
Storm James	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Brian McCollam	CBO Representative, if applicable	
Rose Ventimiglia	Member/ UFT	
Latricia Skeete	Member/ UFT	
Kathleen Paul	Member/ Parent	
Madeline Santana	Member/ Parent	
Elizabeth Veras	Member/ Parent	
Eona John	Member/ Student	
Napalya Dewar	Member/ Student	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To improve student literacy by increasing the number of students reading on grade level. By June 2015, 50% of students in grades 9, 10, and 11 will demonstrate growth in their readability levels as measured by the Degrees of Reading Power (DRP) assessment.

Comprehensive Needs Assessment

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

In reviewing the school's data for the 2012-2013 and 2013-2014 school years, there is a common trend in that only a small number of students are meeting the college readiness metrics based on average regents scores and based on SAT scores. The most recent data shows that average regents scores for English was 73, US History was 76, Global History was 68 and Living Environment was 68. In addition, the data shows that only 16.7% of students met the college ready threshold on the critical reading section of the SAT exam. We then reviewed 2013-2014 DRP data and began to make correlations between those students who are meeting the college readiness threshold and those students who are not. The data showed that almost all of the students who scored an 85 or better on the regents exams are reading on grade level with the exception of a few outliers. In September 2014, the DRP assessment was administered to students in grades 9-11. Of the 230 students who took the exam, only 57 students are reading on grade level. We believe that if we can increase the number of students who are reading on grade level, it will ultimately improve regents pass rates, increase the number of students who are scoring an 85 or above on regents exams, and increase the average critical reading scores on the SAT, thereby increasing the number of students meeting the college ready threshold.

Instructional Strategies/Activities

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

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

1. 9th and 10th grade students will be programmed for two periods of English classes a day, one period of reading and a period writing.
2. During staff retreat in August 2014, staff identified strategies (vocabulary rings, user guides, and double entry journals) that will be implemented in English, Social Studies and Science classes. In teacher teams (department teams and grade teams), teachers will collaborate to create vocabulary rings, user guides, and double entry journals.
3. In weekly department and grade team meetings, teachers will analyze student work to assess the effectiveness of the literacy strategies and make adjustments as necessary.
4. Establish and pilot an Independent Reading program in 9th and 10th grades. During the independent reading period, students will use an online web based program called Reading Plus that will school purchased over the summer. Students will begin with taking a diagnostic assessment. Based on the results of the diagnostic assessment, students will be provided with an individualized reading plan to support their learning needs. In addition, students will use Reading Plus one period a week during their reading class and 9th grade students will use it a third day during our 9th period extended day program for freshmen.
5. Curriculum specialist and reading teachers will receive ongoing professional development on the Reading Plus program by the developers of the program.
6. Student conferences will be conducted during the independent reading program and one period a week during their reading class. During conferences, students will set reading goals and monitor their progress towards meeting their goals.
7. In English, Social Studies and Science classes, teachers will incorporate more non-fiction and informational texts into their curriculum.
8. UA literacy coach will support the curriculum specialist and reading teachers with the development of the independent reading program and student conferences.
9. The DRP assessment will be administered in September, December and May to assess the effectiveness of our literacy initiative and to monitor student growth.
10. School administrators along with the curriculum specialist will observe student conferences and provide teachers with feedback.

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

1. Principal
2. Assistant Principal
3. Department Teams
4. Grade Teams
5. Department Leaders
6. Grade Team Leaders
7. Curriculum Specialist
8. Special Education Coordinator
9. Programming Chair

10. Urban Assembly Literacy Coach

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

1. At least 50% of students in grades 9, 10, and 11 will improve their reading level by at least one grade level.
2. The overall percentage of students reading on grade level in grades 9, 10, and 11 will increase by 10%.
3. The regents pass rates for Global History and Living Environment will increase by 5 percentage points based on 2013-2014 regents pass rates.

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

1. Our work to improve student literacy started with the staff retreat in August 2014 and will continue through the end of the school year in June 2015.

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

1. School used TL Fair Student Funding to fund per session for teachers to attend the summer retreat.
2. School allocated TL Fair Student Funding to fund per session to pay teachers to serve as department and grade team leaders. This money is paid to compensate teachers for the numerous hours they devote to attending instructional cabinet and grade team leader meetings and planning their team meetings outside of the school day.
3. School allocated TL Fair Student Funding to fund the curriculum specialist and the special education coordinator positions
4. School allocated TL Fair Student Funding to pay per session for the Monday 9th period extended day program for freshmen.
5. School utilized TL Fair Student Funding to employ five English teachers to be able to offer students two periods of English (Reading and Writing) in their freshmen and sophomore years. Additionally we utilized funding to hire special education teachers with English backgrounds

Strategies to Increase Parental Involvement

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

1. Parents will be notified of students' DRP scores and are provided with strategies that can be used at home to improve literacy.
2. In each grade team, a number of teachers have been assigned parent outreach as their Professional Assignment. These teachers will contact the parents/guardians of the students in their caseload quarterly to discuss student progress and next steps for improvement.
3. Parent coordinator will conduct regular parent outreach, including calling parents when students are absent, providing academic advisement resources to parents and families, and bringing parents in for meetings and helping to coordinate PTA meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 85% of teachers will create common core aligned units of study that will culminate in a common core aligned assessment.

Comprehensive Needs Assessment

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

As the New York State Department of Education continues to create common core aligned state assessments, as a school, we must also align classroom instruction to the common core standards. The current 9th grade class is expected to take and pass the Common Core Algebra and Common Core English regents in order to graduate from high school. In addition, aligning our curriculum to the raised expectations of the common core standards will also prepare students to meet the demands of college upon high school graduation. As previously mentioned in goal #1, currently, only 16.7% of our students are meeting the college readiness threshold on the critical reading section of the SAT and only 10% are meeting this threshold in math. Further, based on 2013-2014 regents scores data, only 7% of students met the college readiness threshold on the Integrated Algebra exam and 13% met it on the Algebra 2 Trigonometry exam. Although almost 50% of our students met the threshold on the English regents, this number is still not reflected in the critical reading section of the SAT exam.

Instructional Strategies/Activities

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

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

1. During summer staff retreat, teachers were introduced to the common core gap analysis protocol to assess a unit of study for common core alignment
2. Teachers will be provided with time to collaboratively, as well as individually, plan units of study.
3. In department meetings, teachers will assess each other's unit plans for common core alignment and provide feedback on next steps for alignment.
4. Each department team will collaboratively create a model unit plan that is common core aligned and meets the expectations of rigor/cognitive engagement as defined by component 3C of the Danielson rubric and the Hess Matrix.
5. The instructional cabinet, consisting of department team leaders and school administration will create a unit plan rubric to create common expectations for unit plans and that will be used to provide feedback. Teachers will use the rubric to assess each other's unit plans as well as assess their own unit plans.
6. School administration will provide teachers with feedback on unit plans during observation debriefs.
7. Instructional cabinet and department teams will analyze student work to ensure that student work products demonstrate that students are meeting the standards of the common core standards.
8. In department meetings teachers will make revisions to unit plans based on feedback from administration and colleagues and based on the student work products.
9. Special education coordinator will assume an instructional role in addition to a compliance role to support special education teachers with providing appropriate supports for students with disabilities.
10. UA Instructional coach will provide coaching services to the curriculum specialist and special education coordinator

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

1. Principal
2. Assistant Principal
3. Curriculum Specialist
4. Special Education Coordinator
5. AGL Faculty
6. Urban Assembly Instructional Coaches
- 7.

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

1. By January 31st, all core subject teachers will have common core aligned units of study for fall semester courses.
2. By June 2015, all core subject teachers will have common core aligned units of study for the spring semester.

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

1. We began this work during the August staff retreat and will continue this work through June 2015.

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

1. Monday professional development time will be used to complete this work. **Input sentence about reduced teaching load for Marc and Katie**

2. School used TL Fair Student Funding for per session to pay teachers per session for their attendance at the staff retreat.
3. School allocated TI Fair Student Funding to fund per session to pay per session to teachers who serve as department leaders and grade team leaders. This money is paid to compensate teachers for the numerous hours they devote to attending instructional cabinet and grade team leader meetings outside of the school day.
4. School used a combination of TL Fair Student Funding and Title I to fund the curriculum specialist position and the special education coordinator position.
5. School used a combination of TL Fair Student Funding and Title I to pay two additional special education teachers and an ESL teacher to ensure our students with disabilities and ELLs are being adequately serviced.
6. School allocated Title I and TL Fair Student Funding to purchase basic instructional supplies to ensure a high level of instruction.

Strategies to Increase Parental Involvement

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

1. Parents are informed about the CCLS instructional shifts, particularly as they relate to the Regents Exams in regular mailings and through PTA meetings.
2. Each grade team member has been assigned a caseload of students as their professional assignment. These teachers contact the parents/guardians of the students in their caseload regularly throughout the school year in order to inform parents of their student's progress on the CCLS curriculum.
3. Parent coordinator conducts regular parent outreach, including calling parents when students are absent, providing academic advisement resources to parents and families, bring parents in for meetings and helping to coordinate PTA meetings

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

Improve overall attendance average by reducing the percentage of students who are severely chronically absent and chronically absent by 5% and increase the number of students who have satisfactory attendance by 5% by June 2015.

Comprehensive Needs Assessment

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

Historically, UAAGL has struggled with its average student attendance. In 2008-2009, the average attendance was 83.7%, 2009-2010 it was 84.5%, in 2010-2011 it was 85.9%, in 2011-2012 it was 87.3%, in 2012-2013 it was 86.1% and in 2013-2014 it was 86.22%. Although we have made strides in improving our average yearly attendance since the 2008-2009 school year overall, our average yearly attendance is still below 90%. In addition, we currently have 105 students who are either severely chronically absent or chronically absent. That is approximately 32% of our student population. We also have 97 students or approximately 30% of our student population who are at risk for becoming chronically absent. Our data further shows that students whose average attendance rate is above 85% have higher credit accumulation rates as well. If we are able to reduce the number of severely chronically and chronically absent students as well as move students out of the at risk category into the satisfactory category, we will improve our overall average attendance.

Instructional Strategies/Activities

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

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

2. Pupil accounting point person will review daily attendance and identify students who are absent. Daily phone calls will be made to the homes of the students who are absent using a robo-call system for every student who is absent.
3. Parent coordinator will personally call the homes of students with multiple consecutive absences or a pattern of absences. Parent coordinator will also investigate all 407 cases.
4. Student support team consisting of school administration, social worker, parent coordinator, dean, college counselor, and Henry Street social worker will meet weekly to review student attendance data (YTD attendance, semester attendance, subgroup attendance data and monthly/weekly attendance data) and school attendance data (daily attendance percentages, monthly attendance, YTD attendance)
5. The student support team will use the chronic absence tool to identify students that are chronically absent and those students that are at risk and plan targeted interventions for each student that will include phone calls, parent meetings, parent letters mailed home, and home visits by the district attendance teacher.
6. Our CBO partner, Henry Street Settlement will take on a caseload of students who are severely and chronically absent (20+) in 9th and 10th grade and will provide services to this group of students that include an orientation at the start of the school year, at least one home visit or family meeting, weekly counseling sessions with a social worker or social worker intern, academic advisement that includes student goal setting, short and long term incentive opportunities, and referrals to outside partners if needed.
7. Monthly attendance honor roll celebrations in which students will receive certificates and monthly recognition from the principal. There will also be a bulletin board that will display the names of students who have 100% attendance that will be updated monthly.
8. "March Attendance Month" incentive program in which students with 100% attendance for the month of March will be entered into a raffle. This also includes a first period attendance competition in which the class with the highest first period attendance for the month of March will win a trophy and have a breakfast party.
9. Build school spirit and increase student investment in our school community by providing clubs such as student government, law team, girls and boys basketball, game club and music club.
10. During advisory, teachers will incorporate lessons that will focus on students setting attendance goals. Students will monitor their own attendance goals as the year progresses.

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

1. Principal
2. Assistant Principal
3. Parent Coordinator
4. Dean
5. School Social Worker
6. Henry Street Social Worker
7. AGL Faculty

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

1. Student support team will monitor student attendance on a weekly basis to determine if we are reducing the number of severely chronically absent and chronically absent students and will plan interventions for students that show decreases in attendance.

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

1. Incoming 9th grade students who were severely chronically absent and chronically absent students were identified in July and were invited to an orientation in late August. This work will continue throughout the school year until June 2015.

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

1. School allocated TL Deferred Program Planning Initiative money to pay overtime to Parent Coordinator, Dean and College Counselor to provide outreach and attend meetings outside of the school day.
2. Continue to work with Henry Street Settlement to administer a \$45,000 Success Mentor grant and a \$50,000 OSTI grant to fund the extended day 9th period program.
3. School used Fair Student Funding and TL Mandated Counseling money to fund a full time DOE Social Worker.
4. School used TL Fair Student Funding and TL Parent Coordinator Funding to fund a full time Parent Coordinator position to ensure the high level of parent outreach.
5. School allocated TL Fair Student Funding to pay for student transportation and admission to incentive field trips.
6. School allocated TL Deferred Program Planning Initiative money to pay for supplies related to attendance incentives.
7. School allocated TL Fair Student Funds to pay teachers per session for running after school clubs and working at afterschool events to increase student involvement in school activities and to provide incentives.
8. School allocated the required 1% of Title I funding to boost parent involvement
9. School used TL Fair Student Funding to pay per session to grade team leaders and department leaders to attend planning meetings around student interventions and attendance outside of the school day.

Strategies to Increase Parental Involvement

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

- Provide parents with the opportunity to access student attendance data from home, through Jupiter Grades
- Work with the AIDP team over the summer to conduct outreach to students and families prior to the beginning of the school year
- Ensure that the School Based Support Team members reach out to parents regularly with all the tools at the team's disposal (phone, email, attendance personnel)
- Regular parent outreach conducted by the Parent Coordinator
- Use of Jupiter Grades by all AGL faculty to ensure that parents/guardians remain up to date about their child's progress
- Letters will be sent to parents of severely chronically absent, chronically absent and select at risk students explaining the importance of strong attendance and the impact on regents pass rates, credit accumulation and graduation.

Budget and Resource Alignment

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

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

The school has a Success Mentor grant and an OST1 grant that is used to fund programs administered by Henry Street Settlement

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Literacy strategies are being incorporated into daily classroom instruction to support struggling readers with making meaning of texts. • Reading Plus for 9th and 10th grade students. • We provide small class sizes with each class having 20-25 students. • ICT classrooms: small group, targeted instruction for students who performed at a level one in 8th grade. • 9th period mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders. 	Classroom instruction, small group instruction and tutoring.	During school day and during 9 th period extended day program.
Mathematics	<ul style="list-style-type: none"> • Math Thinking Protocols are used during daily instruction to teach students how to think through how to solve math problems. • We provide small class sizes with each class having 20-25 students. • ICT classrooms: small group, targeted instruction for students who performed at a level one in 8th grade. • 9th period mandatory extended day program that includes tutoring, counseling and after school activities for all 9th graders. 	Classroom instruction, small group instruction and tutoring	During school day and during 9 th period extended day program.
Science	<ul style="list-style-type: none"> • Literacy strategies are being incorporated into daily classroom instruction to support struggling readers with making 	Classroom instruction, small group instruction and tutoring	During school day and during 9 th period extended day program.

	<ul style="list-style-type: none"> meaning of texts. • Reading Plus for 9th and 10th grade students. • We provide small class sizes with each class having 20-25 students. • ICT classrooms: small group, targeted instruction for students who performed at a level one in 8th grade. • 9th period mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders. 		
<p>Social Studies</p>	<ul style="list-style-type: none"> • Literacy strategies are being incorporated into daily classroom instruction to support struggling readers with making meaning of texts. • Reading Plus for 9th and 10th grade students. • We provide small class sizes with each class having 20-25 students. • ICT classrooms: small group, targeted instruction for students who performed at a level one in 8th grade. • 9th period mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders. 	<p>Classroom instruction, small group instruction and tutoring</p>	<p>During school day and during 9th period extended day program.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Mandated, crisis and at risk counseling provided by school social worker, Henry Street social worker, and social worker interns. • Campus nurse provides medical counseling to students as necessary. • In January school campus will have an in school health center that will provide medical services to students. • The Door Inc., provides workshops for students on healthy relationships. • School social worker hosts a weekly girl's conflict group. 	<p>One to one and small group</p>	<p>During the school day and during 9th period extended day program.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • The majority of UAAGL's staff is currently Highly Qualified, as defined by NCLB. Teachers who are not yet highly qualified are in programs such as the NYC Teaching Fellows and Teach For America programs that will prepare teachers to become highly qualified. • To ensure that we recruit highly qualified teachers we utilize the DOE's New Teacher Finder and recruitment services, select candidates from other programs such as NYC Teaching Fellows and Teach For America programs.

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).
<ul style="list-style-type: none"> • All UAAGL teachers, including those that are highly qualified, meet weekly in department and grade team meetings facilitated by instructional cabinet members and grade team leaders. • Instructional cabinet members and grade team leaders participate in weekly meetings with school administrators that aimed at developing their learning as educators and building their capacity as leaders • UAAGL teachers participate in professional development opportunities offered by The Urban Assembly Network, CUNY and NYC DOE professional developments such as the TLP program.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We manage our budget to meet the intent and purpose of funds that are consolidated. For example, we use funds for STH to provide instructional materials and schools supplies for students in temporary housing. The principal and assistant principal meet weekly to review the budget and to ensure that funds are allocated appropriately.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The principal and assistant principal meet with the instructional cabinet made up of department leaders and grade team leaders on a weekly basis to discuss curriculum, instruction and school culture. Team leaders receive feedback from their instructional teams regarding assessments so that all teachers have input in the decision making process regarding the use and selection of multiple assessment measures.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 02M305

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$175,255.74	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,924,978.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 305
School Name UA Academy of Government and Law		

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 David Glasner	Assistant Principal Andrea Brand
Coach Elizabeth Torres	Coach Maribel Nieves
ESL Teacher Dan Smith	Guidance Counselor Martiza Samul
Teacher/Subject Area type here	Parent Erona White
Teacher/Subject Area type here	Parent Coordinator Emily Woods
Related Service Provider Chana Katz	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	330	Total number of ELLs	15	ELLs as share of total student population (%)	4.55%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										4	5	3	3	15
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	5	3	3	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	5

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	5			5		4	5		3	15

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	5	0	0	5	0	4	5	0	3	15
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	2	1	3	9
Chinese										1	3	1		5
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	4	5	3	3	15								

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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										1			
	A										2	1	1	1
	P										1	3	2	2
READING/ WRITING	B													
	I										2	1	2	2
	A										2	3	1	
	P													1

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Integrated Algebra	9		4	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	10		6	
Physics				
Global History and Geography	7		3	
US History and Government	3		2	
Foreign Language	2		2	
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.
We use the Degree of Reading Power Assessment (DRP) to assess the literacy skills of our ELLs. This data helps inform what literacy skills we need to emphasize in our instruction. This data provides us with insight about the literacy skills of our ELLs, which when combined with NYSESLAT and LAB-R scores, provides us with a more holistic picture of ELL skill ability. Our most recent DRP scores

(from September 2013) corroborate the NYSESLAT scores, which show that many of our ELLs are advanced or proficient in reading. We know this because approximately 90% of our ELLs score slightly below 9th grade reading level on the DRPs. These assessments inform the instructional scope and sequence we provide to students. Currently, we provide all of our 9th and 10th grade students with two periods of reading and writing instruction. During one of these periods of ELA instruction, our ELLs work with an ESL-certified teacher to receive reading and writing support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our data shows that the majority of our students are advanced, with only a small portion of students considered intermediate. There is also a noticeable discrepancy between students' listening/speaking skills and their reading/writing skills. Most of our students score significantly higher in listening/speaking than in reading/writing. Finally, though there is no discernable pattern of passing/failing on Regents Exams, we can see there are certain Regents Exams where ELLs generally fare worse. For example, many of our ELLs failed the algebra exam and the Global History exam, while of the students who took the ELA exam, all of them passed it. We had one student take the LAB-R this year, but her results are not yet available. Prior to that, we have not had a student take the LAB-R in the past two years.
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](#))
As mentioned above, we noticed that students did not do as well on the reading/writing section of the NYSESLAT. As a result, we are emphasizing reading and writing instruction in all of the classes with ELLs. This type of instruction dovetails nicely with the Common Core Learning Standards and the citywide expectations. In terms of our AMAOs, we only have a small sample size of students. However, the data reveals that most of the students who not returning seniors are on track to meet our Annual Measurable Achievement Objectives, with an AMAO early indicator score of a 1 or a 2.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We have no students currently attending the school who have taken tests taken in a native language. Because of the small sample size of our ELL population, it is difficult to see any major trends in Regents Exam data. However, we can see that ELL students generally have fared better on the Living Environment and ELA Regents Exams, according to historical data.
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](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All of our teachers work to differentiate their lesson plans to support all types of learners in the classroom. For example, at UAAGL, teachers use the workshop model of instruction, which provides for a significant amount of independent work time during a class period, during which teachers can conference with students and provide targeted instruction to students who need additional support. Our ESL specialist also reviews ELL student data, such as NYSESLAT scores, DRP scores and IEP goals (when applicable) with teachers who teacher ELLs. He also co-plans with teachers to ensure that a child's second language development is considered in instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs based on a few key data indicators: ELLs earning the credits they need to be promoted and to graduate, ELLs passing the Regents Exams they need to graduate. In our 2008 cohort, we only had 2 students who qualified as Limited English Proficient on our State Report Card and only 1 student in our 2007 cohort, so they did not qualify as a subgroup for meeting/not meeting AYP.

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](#).)
Most ELL students are already identified prior to enrolling at UAAGL. Students who were not previously enrolled in the New York City public school system are identified by our programming chair, Maribel Nieves. They are then administered the Home Language Instructional Survey by our parent coordinator within 10 days of arrival. The HLIS is included in our orientation packet and requires families to describe what language is spoken at home. When necessary, the LAB-R is administered by our programming chair in school within 10 days of a student's arrival and then returned to the Borough Assessment Office for scoring. The programming chair, who is ESL certified also conducts an informal interview in English and in the native language (for Spanish). For other languages, we use other pedagogues in our school when necessary.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
When a student enrolls at UAAGL, parents attend an orientation session in June of the preceeding year to learn about the school and the ELL services we offer. In June (or after if they don't attend the orientation session), parents receive an orientation packet that describes the ELL program choices, course offerings and support that UAAGL provides each ELL student. The parent coordinator also conducts individual outreach to ELL families to ensure they understand the different program choices. We expect that parents have selected an ESL program by the time the student starts classes, or within the first month of school if there are reasons for delay. The parent coordinator coordinates communication with the parents throughout this process.
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 [\[see tool kit\]](#).)
Entitlement letters and program selection forms are distributed at the orientation session in June and by mail. Our parent coordinator coordinates the distribution, return and storage of these forms. Our parent coordinator shares this information with our programming chair and administrative team. We use the following ATS reports to determine eligibility: RLAT, RMNR and RNMR. Parents complete the program selection forms each school year and the documentation is added to their child's school records in our main office storage area.
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.
All ELLs sit for the NYSESLAT every spring as required by New York State regulations. Once they take the exam, UAAGL uses that data to identify what services each student must be provided. For new incoming students, UAAGL refers to the Lab-R results (if necessary) as well as the student's prior year NYSESLAT scores and consults with the parents to place a student in appropriate ESL program. The parent coordinator coordinates the distribution of placement letters and other communication with families as well as continued entitlement letters. Parents are given the choice of TBE, DL and ESL programs and we honor parent choice and work with the parents to ensure that students are placed appropriately. Our parent coordinator uses translation services as necessary to communicate with parents and families.
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.
The NYSESLAT is administered to all eligible ELLs during the administration window in the spring of every school year. The programming chair reviews the list of NYSESLAT eligible students each year when she orders NYSESLAT exams in the fall of each year and reviews this list again using the RLAT, RMNR and RNMR ATS reports. She then meets with the principal and assistant principal to set aside time during the school day for students to take all four sections of the NYSESLAT in a secure testing room in the school and we schedule proctors for the exam. We also schedule make-up exams as necessary to ensure that all students take the NYSESLAT during the appropriate administration window.
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. 
Currently, the tren in Parent Survey and Program Selection is that all parents (15) have requested free-standing (push-in) ESL services. The program models at our school are aligned with parent requests since all ELLs at UAAGL are currently served in free-

standing (push-in) ESL program. We currently do not have students whose parents requested more in-depth ESL services, but if that were to happen, the administrative team would evaluate our program choices and schedule to accommodate the parents' request and the student's needs.

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])?

ESL instruction is delivered in a push-in model (co-teaching) during the day in ELA classes.

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)?

We have an ESL certified teacher who delivers instructional minutes in push-in ELA classes as per CR Part 154 to all of our ELLs. This amounts to 44 minutes per day x 5 days a week. In addition, ELL students receive services during the 37.5 minutes small group tutoring for a total of 50 minutes, twice a week (=100 minutes). This totals 320 minutes of mandated ESL instruction, which meets the requirements for our 13 out of 15 ELL students who qualify as advanced. We are currently looking at ways to integrate an additional period (40 minutes) of ESL instruction for our intermediate students in order to meet the mandated ESL instruction minutes.

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.

At UAAGL we use the workshop model, which ensures that lessons are differentiated for all students. For ELLs, the workshop model provides a significant amount of time of independent or small group time, during which the ESL instructor can work with students in small groups to support their language proficiency development. At UAAGL, teachers are also expected to align their instruction to the Common Core Learning standards and to the Danielson rubric, which means that in all content areas, students are reading

informational texts and writing persuasively. Finally, the ESL teacher can provide specific content support for students during the 100 minutes of small group tutoring he has with every ELL student every week.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our ESL teacher ensures that native language assessments are provided as necessary for our ELLs. In addition, our programming chair, who is ESL certified helps to create native language assessments as necessary. For example, when we administer mock Regents exams, twice a year, we offer ELLs the opportunity to take the exam in their native language and then use that experience to inform whether they take the Regents exam in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL teacher pushes-in to all ELL ELA classes and ensures that students are appropriately evaluated in all 4 modalities of English acquisition throughout the school year. Our ESL teacher aligns his course outcomes to the four modalities of English acquisition and conducts in-class assessments to evaluate student progress in each of these areas. In addition, we administer the NYSESLAT predictive exam in the fall of every school year, which also assesses students in each of the four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for ELLs partly through the classes they are programmed for. In addition, the ESL teacher differentiates instruction for different subgroups of ELLs in the classes he pushes in to. Because our population of ELLs in each grade level is very small, the ESL teacher is able to provide targeted instruction for each student he works with.

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 of ELLs and SWDs use the workshop model of instruction to support English language development in each core content course. In addition, UAAGL has a library of high interest-low level books for students who need access to lower level text resources.
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?
As a small school, we are able to provide flexible programming for our ELL-SWDs so that they achieve their IEP goals and attain English proficiency within the least restrictive environment. When necessary, ELL-SWDs are placed in classrooms with a dual certified ESL/Special Education teacher. We use criteria based on student's annual and tri-annual reviews, their IEP goals and past assessment data, including 8th grade State Exams and Regents Exams.

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:				

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

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

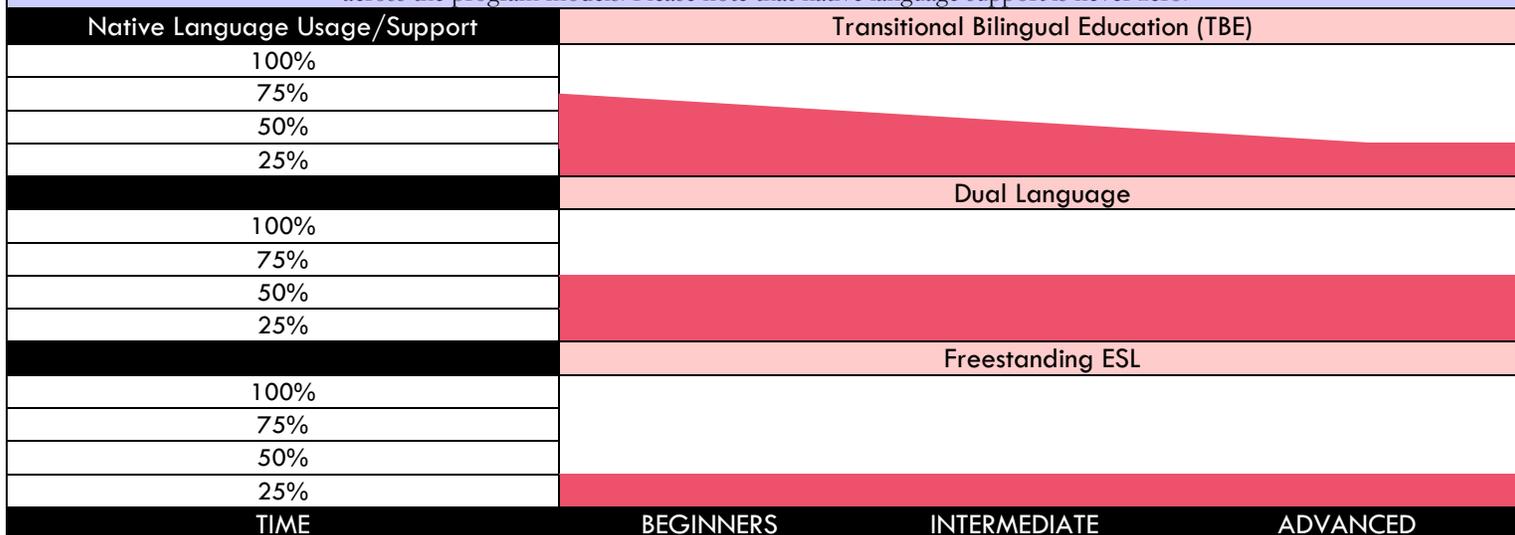
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ELLs currently receive primary instruction through their ELA class. However, they receive targeted instruction in other content areas, including social studies, math and science through small group tutoring twice a week with the ESL teacher. All intermediate ELLs (2) and advanced ELLs (13) receive targeted intervention.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the credit accumulation rate, the NYSESLAT scores and the graduation rates of our ELLs, we believe that our current ESL instructional program is effective in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
Currently, we are not considering new programs for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
Currently, we are not planning to discontinue any ESL services for the upcoming school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs have equal access to all school programs, including after school programs and supplemental services.
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 ELLs have access to mobile laptop carts in their classes, SMART board technology and a computer lab. In addition, ELLs have access to independent libraries which include a range of leveled texts for our students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered through the push-in teacher in ESL classes, as necessary. Currently, the only program model we have at UAAGL is ESL, so native language support is provided through native language assessments and texts as necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required services and support correspond to ELLs' ages and grade levels because that support is provided in grade-level classes.
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.
All new ELLs participate in our small group tutoring offered to all ELLs. In addition, new ELLs who enter UAAGL in 9th grade participate in 9th grade orientation activities, such as a ropes course field trip and other team building activities.
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Professional Development Plan Overview

The purpose of the Professional Development Plan for ESL teachers is to provide teachers and staff support in teaching ELL students with different types of methodologies and learning strategies to ensure that all ELL students are being served according to CR Part 154.

2. Throughout the year, AGL's program chair and former instructional coach, who is a certified ESL teacher for the past 22 years, will meet with teachers to provide them with ESL methodology strategies to implement in their classes and further assist ELL students. She will also meet with different staff members on a bi-weekly basis to plan lessons to that will further help ELL learners. Besides informally giving the strategies, she also models them in the classroom for teachers through team-teaching. All ESL teachers also meet in instructional teams once a week to receive support in aligning their instruction to the Common Core Standards. Our parent coordinator attends ELL-related trainings and translation support trainings as they are available outside of the building.

3. We provide weekly professional development for all teachers to provide instructional support for teachers and to assist them in helping students transition from middle to high school.

The professional development plan for ESL teachers is being implemented with several major dates in mind:

November 5, 2013 (Election Day)

January 27-February 31 2014 (Regents Week)

February 3, 2014 (In-Service Day)

June 5, 2014 (Chancellor's Conference Day)

D. Parental Involvement

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

1. The Urban Assembly Academy of Government and Law, in compliance with the Title I mandates, has implemented a parent involvement policy strengthening the link between the school and the community. This policy was developed with the input of the SLT and PTA. Concerns rest primarily on ensuring that parents are kept abreast of their child's education and are able to give input to the school on effective strategies for education. UAAGL's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate in the School Leadership Team, the PTA, as members of PTA subcommittees and as members of C-30 committees when necessary. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole. Parental involvement at the school has improved over the past two years with additional parents joining the PTA and SLT and taking on active roles such as planning schoolwide events and workshops.

2. The school partners with the Henry Street Settlement Organization.

3. All new parents to the school are required to fill out a language survey at the beginning of the school year.

4. The PTA surveys parents and develops parent education workshops to meet the needs of parents.

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 Academy of Government and L

School DBN: 02M305

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Glasner	Principal		10/30/13
Andrea Brand	Assistant Principal		10/30/13
Emily Woods	Parent Coordinator		10/30/13
Dan Smith	ESL Teacher		10/30/13
Mia Phipps	Parent		10/30/13
Elizabeth Hamilton	Teacher/Subject Area		10/30/13
	Teacher/Subject Area		1/1/01
Maribel Nieves	Coach		10/30/13
	Coach		1/1/01
Maritza Samul	Guidance Counselor		10/30/13
Shannon Curan	Network Leader		10/30/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M305** School Name: **UA Academy of Government and Law**

Cluster: **1** Network: **105**

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

Part A: Needs Assessment Findings

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

All parents fill out the Home Language Survey when first enrolling their students at UAAGL. At that time, the parent coordinator also meets with parents and assesses written translation and oral interpretation needs.

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

We have found that some of our parents need Spanish language translation. Approximately 3 parents need Chinese language translation. One parent needs American Sign Language Translation. These findings were reported to the school community through the parent coordinator and Student Support team.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

UAAGL provides written translations in native languages for all mandated communication, such as opt-out letters and other major school communications. When available, we download and distribute translated versions of written documents from the DOE website. Otherwise, we have internal staff translate as necessary.

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

UAAGL provides oral interpretation services for parent/teacher conferences and other parent communication (both over the phone and in person). Those translation services are provided by internal staff when possible and by external staff as necessary.

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

All parents are notified of the availability of translation services at the beginning of the school year in our first mailing. In addition, parents of new students are notified of translation services at the new student orientation held in June. The parent coordinator also reaches out to parents on a regular basis to inform them of the availability of translation services as necessary.