



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**DBN: (i.e. 01M001): 03M307**

**School Name: URBAN ASSEMBLY MEDIA HIGH SCHOOL**

**Principal: Cordelia Veve**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 03M307  
School Type: \_\_\_\_\_ Grades Served: 9-12  
School Address: 122 Amsterdam Ave  
Phone Number: 212-501-1110 Fax: \_\_\_\_\_  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Cordelia Veve  
UFT Chapter Leader: Tim Muscarella  
Parents' Association President: Sonya Moore-Chandler  
SLT Chairperson: Cordelia Veve  
Student Representative(s): Jasmar Tirsengada, Jada Strong, Destin Nealy

**District Information**

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: \_\_\_\_\_ Network Leader: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cordelia Veve	*Principal or Designee	
Tim Muscarella	*UFT Chapter Leader or Designee	
Sonya Moore-Chandler	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Destin Nealy Jasmar Tirtasengadja Jada Strong	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Alvericci	Member/ Parent	
Kim Deming	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **The Quality Review and the Capacity Framework**

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

#### **NYCDOE's Quality Review (QR)**

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

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

#### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### **Mission Statement**

Urban Assembly Media High School is a small college preparatory high school that uses media as a way of engaging students and making their learning relevant to them. Through their interdisciplinary coursework and media studies, students develop the self reflective practices and analytical skills necessary for future success in college and beyond.

### **Vision Statement**

*UAM believes that those doing the talking are doing the learning.*

- UAM students discuss and articulate their self and social awareness. In doing so, students understand who they are and where they come from and use this knowledge to inform how they learn and how they express themselves.
- UAM students engage in a critical dialogue about how to convey a message. They learn to choose the appropriate medium and language to effectively communicate a message, idea or belief. In doing so, students develop self-expression skills that serve them as academics and in their daily lives.

*UAM believes that students learn best when they make connections between subject areas and with their own lives.*

- UAM teachers create curricula that highlight the connections across subject areas and the relevance to students' lives. As a result, students engage deeply with the topics that they are taught and learn to transfer skills across disciplines.
- UAM students develop media literacy through an integration of media in all courses. Students explore following questions: who is the audience; what is the message; why send this message to an audience? In doing so, students gain analytical skills that support on going academic success and develop into critical consumers of media.

*UAM believes that it is important to celebrate the culmination of learning and understanding.*

- UAM students learn to produce projects, productions and exhibits using a variety of different media. In doing so, students develop the skills of planning, teamwork and revising. As students publicly present and defend their work they gain the ability to articulate and defend the process of creation and learn to engage in the practice of self-reflection and group critique.
- UAM students have opportunities to present their learning in a variety of different venues. In doing so, students become engaged in their learning and are empowered, knowing that their ideas and creations can make a difference and have an impact.

*UAM believes that the whole student must be taken into account.*

- UAM students have an advisor who serves as an advocate for the student as well as a conduit for information between home and school. Advisors get to know students academically and socially. They develop a relationship with their advisees so that they can guide and support them and keep the school community apprised of the students' strengths and struggles.
- UAM teachers meet and plan in Grade Level teams so that those who are responsible for educating the same students are able to gain knowledge and insight of the whole student, which they then use to inform their instruction. As teachers work together, the team becomes accountable to one another to fully educate the students they are working with.

Urban Assembly Media High School (UAM) is a small school located on the Martin Luther King, Jr. Campus. The school was founded in 2004 and has had seven graduating classes. Although located on the upper westside behind Lincoln Center, the school predominately serves students from Upper Manhattan and the Bronx. The majority of students entering the school in 9th grade are below grade level as measured by New York State ELA and Math exams as well as the Degrees of Reading Power (DRP) assessment administered by UAM three times a year. However, there are also students who enter UAM on grade level and above, as measured by the same assessments. To increase the diversity of the student profile, nearly 25% of UAM students have IEPs, over 10% are overage and over 10% are English Language Learners.

UAM believes that in order to achieve our mission of preparing our students for college and beyond we must focus on: delivering **rigorous instruction**, creating a **supportive environment**, fostering **collaboration among teachers**, enhancing **effective school leadership** and building **strong family-community ties**. In service of these five elements UAM understands that **trust** throughout the community is necessary and is continuously working towards maintaining and enhancing respect across the school community.

In service of **rigorous instruction**, over the past two years, UAM has focused on the development of Authentic Literacy throughout all content areas. Authentic Literacy is understood to be, “purposeful – and usually argumentative – reading, writing, and talking,” (Schmoker, 2011). This focus builds on UAM’s dedication to developing students’ literacy and building their ability to independently complete complex tasks. Furthermore, the focus on authentic literacy supports aligning curriculum to the common core and citywide instructional expectations by: 1. Building upon the expectation that students are provided with a coherent curriculum, with fewer standards, which are explored more deeply through reading, writing and discussion. 2. Developing instruction that provides students with ample time to closely read texts, to discuss them and to write about them. 3. Using standardized lesson formats that align to effective teacher practice set forth in the Danielson framework. While this work has yielded growth in student literacy as measured by the DRP and the ELA performance tasks results on end of year and standardized assessments (Regents Exams, NYC Performance Tasks, AP Exams, SATs) indicate that we must refine the alignment between school based curriculum and end of year and standardized assessments. To further this work, UAM’s instructional focus for the year is for *teacher to use more frequent assessments aligned to end of year assessments, analyze the resulting data and use it to plan instructional next steps and provide feedback to students (and parents) in order to improve students’ performance on end of year assessments and overall academic performance.*

Over the past four years UAM has focused on creating a **supportive environment** in order to improve student attendance and cut down on chronic absenteeism. As a result, UAM’s overall annual attendance has improved from 79.% to 85.7%. However, we still have numerous students who struggle to maintain satisfactory attendance and we believe that we must improve their attendance in order to improve their overall academic performance. This work has had four main thrusts: 1. Refining and streamlining the work of the attendance team 2. Increasing teachers’ awareness of their students’ attendance patterns 3. Communicating with and engaging parents in the school 4. Developing opportunities for a wide range of students to become engaged in school. However, there are still a large number of students who are chronically absent. When students are chronically absent, their absence becomes the primary barrier identified to their academic performance. To further this work and create a more supportive environment for students who struggle with attendance we are focusing on *improving attendance for students identified as chronically absent last year (2013-14) and those 9th graders identified as on track to be chronically absent by leveraging relationships with caring adults.* **Trust** between students and the caring adults is central to this work, as we can only be successful in having a lasting positive impact on students’ attendance if they believe that our efforts have their

best interest in mind.

Our focus on a **supportive environment** extends to our staff and specifically to **fostering collaboration among teachers** to improve instruction. Teacher teams have always been an important structure at UAM but last year we took on the focus of improving the functionality of our teacher teams and re-defining the purpose. This work was grounded in our belief that teachers are one another's best resources and feedback from the staff who identified the following three activities as having the most impact on improving their teaching practice: 1. Team feedback session on lesson plan, unit plans and assessments 2. Visiting classrooms of other teachers 3. Having someone observe me and give me feedback. Last year we focused on developing our teacher teams. This work required the identification of purpose and roles within the team along with developing trust among teachers. This year we will build off of the team development work that we did last year and develop a *peer observation practice that enhances the role of teacher teams as professional learning communities that drive positive change in our school and lead to the development of UAM as a learning organization*. While there must be some level of **trust** among teachers in order to begin this initiative, we believe that by engaging in the peer observation process **trust** among teachers will be enhanced as they see each other in action and give and receive feedback.

Along with collaborative teacher teams we know that it is critical to continue to develop **effective school leadership**. Our teacher teams have traditionally been led by teacher leaders. In the past, this position was primarily transactional, ensuring that the work gets done. Last year, along with the development of teacher teams we worked on developing the capacity of teacher leaders to guide the work of their teams. This year we are building off of our previous years work on teacher leader capacity so that *teacher leaders can help to foster collaboration within their teams and provide differentiated support for their teams*. In order for this to be successful it is critical that there is a high level of **trust** between the administration and teacher leaders, between teacher leaders and teacher teams and among individuals within teacher teams.

UAM's focus on building **strong family-community ties** has shifted focus in recent years. Previous efforts had been focused on communication with families around students' academic progress and participation in meetings and workshops related to students' coursework. However, it has been community building events that have had the most participation from our families. Based on this and our belief that families are an important element in creating a **supportive environment** we are *invested in creating opportunities for families to get involved in the school through celebratory and school improvement events*.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

- Needs:
- Identified area for improvement on 2013-14 QR: Strengthen the use of assessment strategies to foster a consistent practice of making effective pedagogical adjustments that clearly delineate students’ next learning steps.
  - Students pass rates in courses is higher than their pass rate on the associated Regents exams.
- Strengths:
- Schoolwide assessments (DRP and Regents aligned exams) administered two to three times a year and analyzed within in Grade Teams.
  - Development of lesson plans with clear checks for understanding.

### Part 2 – Annual Goal

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

Teachers will develop their ability to use assessment in instruction (3d) to improve student performance on end of year assessments by decreasing the number of students failing June 2015 Regents by 20%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Identification of Vertical/Content Team instructional practice goals	Vertical/Content Team	September 2014	Vertical Team Leaders
Lesson plan study to identify shared practices to address Vertical/Content team instructional practice goal	Vertical/Content Team	October - November 2014	Vertical Team Leaders
Development of school based trimester exams aligned to end of year assessments	Teachers	October - November 2014 and	Vertical Team Leaders/

		February - March 2015	
Grading and Analysis of school based trimester exams	Vertical/Content Team	December 2014 and March 2015	Vertical Team Leaders and
Teacher Observations	All Teachers	September 2014- May 2015	Principal and Assistant P

**Part 4 – Resources Needed**

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

Teacher Leaders to lead the teacher team meetings; Time for Teacher Leader Meetings (2hrs/week); Funding for out of school time meetings (per session); schedule adjustments twice a year to administer regents aligned assessments

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
  - mid-point benchmark is student performance on 2nd trimester exams
  - March 23 - April 2, 2015

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Needs:

- 2013-14 schoolwide attendance was 85.7%
- 2013-14 100 students were chronically (80 - 88%) absent

Strengths

- 2013-14 improved attendance for 70% (19 of 27) of students previously severe/severe + (<79%) attendance
- 2013-14 improved attendance for 54% (62 of 114) of students previously chronically absent

### Part 2 – Annual Goal

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

Using a Success Mentor Model where targeted students are identified and matched with attendance mentors, we will improve schoolwide attendance by improving the attendance of 60% of students identified as chronically absent the previous school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Attendance team will monitor student attendance weekly; identifying students who are “at risk” due to prior year attendance or current attendance	Students	September 2014- June 2015	Attendance Team
Grade Teams will review student attendance	Students	Monthly/ September 2014-June 2015	Grade Teams
Attendance Mentors identified and students selected	Students	October 2014	Attendance Mentors
Attendance Mentors will meet with and monitor the attendance of their attendance mentees	Students	weekly/ October	Attendance Mentors

		2014 - June 2015	
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Grade Team Meeting time; Attendance Team Meeting time; funding for Attendance Mentors

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities. <ul style="list-style-type: none"> <li>Mid-point benchmark is attendance for students identified as chronically absent for 2013-14</li> <li>February 4, 2015</li> </ul> </li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				
Success mentors are planning to meet with students to get a better sense of the barriers that are causing the absences. Additionally, success mentors are planning a group meeting with all identified students to build community among the students. Finally, the success mentors will set attendance goals for March for each of their students and identify incentives for meeting these goals.				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Needs:

- Administrators must conduct 130 observations for Advance leaving little time for formative evaluations
- 2013-14 teachers surveyed stated that being observed and getting feedback had the most impact on improving their practice.

Strengths:

- 95% of teachers surveyed were willing to have other teachers visit their room

### Part 2 – Annual Goal

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

UAM will increase teacher collaboration by developing and implementing a Peer Observation system so that every teacher is observed at least once by a colleague and observes a colleague at least once by the end of March 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Teacher Leaders develop a peer observation structure based on the needs of teachers and school	Teachers	October 2014 November 2014	Teacher Leaders
Teacher leaders introduce peer observation structure to teachers	Teachers	December 2014	Teacher Leaders
Teachers participate in peer observations	Teachers	December 2014 - June 2015	Teachers

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**Part 4 – Resources Needed**

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

Teacher Leader Meetings; funding for Teacher Leader Meetings; Tuesday Teacher Meetings; coverage as needed for teachers to observe one another

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
  - mid-point benchmark is 100% teacher participation in Peer Observations as either an observer or observee
  - January 26, 2015

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Needs:

- Vertical/Content Teams have different instructional practice goals and different student performance goals
- Grade Teams have different student foci and different student performance goals

Strengths:

- Four Vertical/Content Teacher Leaders who have been teacher leaders for 2+ years.
- Four Grade Team Leaders who have been teacher leaders for 2+ years.
- Three Teacher Leaders who participated in Teacher Leadership Program 2013-14

### Part 2 – Annual Goal

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

Through weekly teacher leader meetings with the principal differentiated support for each of the four vertical teams will be provided so that each team identifies a team specific focus connected the the school’s instructional focus on using assessment in instruction by January 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Instructional Leadership meetings	Teacher Leaders	September 2014 - June 2015	Principal
Individual Teacher Leader consultation with Instructional Coach and/or Principal	Teacher Leaders	September 2014 - 2015	Principal, Instructional Coach

Vertical and Grade Team Meetings with agendas and tasks tailored for the specific needs of the team	Teachers	September 2014 - June 2015	Teacher Leaders
At least three times during the year, teacher teams will participate in professional development sessions focused on team and trust building	Teachers	November 2014, February 2015, June 2015	Principal, Teacher Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for Teacher Leader meetings; funding for teacher leaders; Time for Grade/Vertical Team meetings; Instructional Coaches (UA and DOE)

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities. <ul style="list-style-type: none"> <li>mid-point benchmark is Teacher Teams progress towards instructional practice and student performance goals as well as mid-year teacher survey of satisfaction with teacher team meetings</li> <li>January 26, 2015</li> </ul> </li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Need:

- the majority of parents do not attend parent teacher conferences
- many parents and students are not aware of opportunities for parents to get positively involved in the school

Strengths:

- Parent Newsletter
- Student Presentations for parents and community

### Part 2 – Annual Goal

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

In order to increase opportunities for parents and families to be involved in the school community, the school will host at least four events, in addition to the four parent conferences, that provide opportunities for parents and families to interact with students, other parents and/or school staff.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Parent coordinator and Partnership coordinator identify needs and resources for celebratory events		September 2014-October 2014	Parent Coordinator, Partnership Coordinator, Principal
Student Council meets with principal	students	6 times a year	student council representatives, principal

Parents Association Meetings	Parents	x1/month September 2014- June 2015	Parent Coordinator
SLT Meetings	SLT	x1/month September 2014- June 2015	

**Part 4 – Resources Needed**

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

Time for meetings: PA, SLT, Student Council; funding for Partnership Coordinator, Community Partner resources

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

- mid-point benchmark schedule of 2 celebratory events for the 2014-15 school year
- January 26, 2015

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

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

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Degrees of Reading Power (DRP) Assessment, performance on ELA MoSL and ELA Regents	Tutoring	Small group	after school
<b>Mathematics</b>	8th Grade Math Assessment, Integrated Algebra and Common Core Algebra Exams	Tutoring	Small Group	after school
<b>Science</b>	Living Environment Regents Exams	tutoring	Small Group	after school
<b>Social Studies</b>	US and Global History Regents Exams	tutoring	Small Group	after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Attendance, Suspensions, teacher referrals	group and one-to-one counseling	small group and one-to-one	during the day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>UAM is committed to recruiting and hiring highly qualified teachers who share the school's beliefs about student learning and are interested in joining our professional learning community.</p> <p>Recruitment of Candidates Candidates are recruited using the following:</p> <ul style="list-style-type: none"> <li>● NYCDOE New Teacher Finder</li> <li>● NYCDOE Open Market</li> <li>● Urban Assembly Network</li> <li>● New York City Teaching Fellows</li> <li>● Teach for America</li> <li>● Universities including but not limited to: Teacher's College, Fordham University, CUNY, SUNY</li> </ul> <p>Review of Candidates</p> <ul style="list-style-type: none"> <li>● A panel of subject area teachers along with the Assistant Principal or Principal review the resumes of candidates and select candidates for interview</li> </ul> <p>Interview of Candidates Each candidate is interviewed using the following steps:</p> <ol style="list-style-type: none"> <li>1. Step 1: Interview of candidate with hiring panel</li> <li>2. Step 2: Demo Lesson</li> <li>3. Step 3: One on one interview with Principal</li> </ol> <p>Certification and Qualification Review</p> <ul style="list-style-type: none"> <li>● Names of potential hires are forward to network hiring manager to review certification and qualification</li> </ul>

**2b. High Quality and Ongoing Professional Development**

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

- Vertical/Content Team Meetings Weekly for 1hour and 15 minutes
- Teacher Leader Meetings weekly for 2 hours
- PDs for Special Education teachers, Teacher Leaders and content specific monthly through Urban Assembly network
- Leadership and Teamwork sessions 2 - 3 times a year with the Leadership Project
- 1st year teacher meetings weekly for 45 minutes
- Instructional Coaching from UA Instructional coaches

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Our Teacher Leaders meet to decide on benchmark design and calendars to ensure that formative assessments are conducted and subsequently used to improve instruction and student learning. Our Vertical/Content also create individual plans to improve pedagogy.

#### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$210,638	x	11, 13, 15, 17, 19
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$2,371,693	x	

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

### **Parent Involvement Policy (PIP) Urban Assembly Media High School**

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

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

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

### **School-Parent Compact (SPC) Urban Assembly Media High School**

**Urban Assembly Media High 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>307</b>
School Name <b>Urban Assembly Media High School</b>		

### 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 <b>Cordelia Veve</b>	Assistant Principal <b>James J Memola Jr</b>
Coach <b>Alexis Goldberg</b>	Coach
ESL Teacher <b>Camille Freund</b>	Guidance Counselor <b>Debra Delshad</b>
Teacher/Subject Area <b>Michael Bordwell</b>	Parent <b>Ignacia Pacheco</b>
Teacher/Subject Area	Parent Coordinator
Related Service Provider <b>Lindsay McNamee</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	388	Total number of ELLs	44	ELLs as share of total student population (%)	11.34%
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										1	1	1	1	4
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	1	4

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	17
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	20

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	16	3	1	8	0	4	20	0	13	44

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	
<b>Total</b>	<b>16</b>	<b>3</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>20</b>	<b>0</b>	<b>13</b>	<b>44</b>
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
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**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										14	5	8	6	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											2			2
Haitian														0
French										1	4	2		7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>11</b>	<b>10</b>	<b>7</b>	<b>44</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	5	2	1	9
Intermediate(I)										6	0	5	2	13
Advanced (A)										9	6	3	4	22
Total	<b>0</b>	<b>16</b>	<b>11</b>	<b>10</b>	<b>7</b>	<b>44</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11	0	3	0
Integrated Algebra	8	0	3	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	6	0	3	0
Physics	0	0	0	0
Global History and	6	4	1	0
Geography	0	0	0	0
US History and	4	0	1	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - UAM uses the QRI, DRP, and Fountas and Pinnell to assess the literacy skills of our ELLs. Results indicate that our ELL students have wide ranging needs with regards to their literacy development. Some of our ELLs test at a pre-primer level while others test at a high school level. About 25% of our ELLs reading levels are in the lower elementary level (2-4th grade), 25% in upper elementary/middle

school (5th - 7th grade), 25% in Middle to Upper Middle school (6th - 8th grade) and 25% at the high school level. This has led to the leveled reading groups so that students literacy skill instruction can be targeted. It has also led us to continue the book group which utilizes group reading so that students learn from one another. UAM in collaboration with all vertical team leaders and network coaches, uses the gathered data to group students and offer specific programs to accommodate the learner needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
2. Most of our students are advanced or proficient in listening and speaking. The majority of our student are intermediate in reading and writing. Therefore, we believe that literacy development across the content areas is critical. To this end our literacy class serves as a starting point for teachers to gain familiarity with their students' literacy skills and then use what they learn to shape their curriculum. Reading, writing and vocabulary development are an explicit part of all content areas.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
3. The results of the NYSESLAT modalities aid us to group students into appropriate courses, as well as instructional pairs. Certain classes or units focus on reading skills and the process of writing, while others focus on oral communication and the listening skills.
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?4. Grade and content area teams review results of periodic assessments and analyze the results to determine next steps for groups of students and for individual students. Data is reviewed for all students and also for students in sub-groups including ELLs and SWDs. The results for the sub-groups are compared to those of all students. Based on analysis of periodic assessment results content area teams make adjustments to the curriculum and their instructional methods. Focus students from the sub-groups are selected and their progress is tracked by leadership and grade teams in order to evaluate the effectiveness of curriculum and instructional methods. Through these case studies the school is able to determine effective practices. Performance on tests take in English versus those in the native language seems to be dependent on students proficiency level and the content area. Students taking the Integrated Algebra exam in their native language fair better (71% pass rate) versus students taking the Global exam in their native language (20% pass rate). However, fewer students take the Global, US and Living Environment exams in their native language than take Integrated Algebra exam. We do not currently have dual language programs, all students are instructed in English by the ESL teacher as well as all subject area teachers.
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](#)).  
5. UAM is a 9-12 highschool- Not Applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
6. Instruction is created based on the the needs of the ELLs. Fortunately, our ESL classes are comprised of students who speak various languages (Arabic, French, Spanich, various African dialects). This allows students to interact with others in a safe environment, while before forced to use English skills. All data is used to inform instruction including, parent survey, interviews, educational history and background, and baseline assesments. All content area teachers instruct in such a way that they are building the students language and vocabulary skills.
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?7. Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
8. The ESL teacher analyzes the growth on the NYSESLAT scores and evaluates the success in the ELLs' core classes as well. Effective ESL instruction should be seen in the NYSESLAT scores as well as in all core classes that rely on authentic literacy skills.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. The Home Language Instruction Survey (HLIS) is provided by the Guidance Counselor at the school, Joy Freeman. She meets with the family and distributes the HLIS to the family according to their language of choice. Thereafter, parents and students participate in an oral interview upon entering the school with Debbie Delshad, Guidance Counselor, Joy Freeman, Guidance Counselor or James Memola, Assistant Principal. During this interview the student's academic history and records are reviewed and examined, by our Guidance Counselor Joy Freeman. UAM also has a number of teachers who can provide translation services as needed: when parents speak other languages we make use of translators who work in the school (Hindi, Farsi, Russian), on the campus (Chinese, French) or translation services provided by the Department of Education. The Lab-R is administered to students as needed by Camille Freund, the ESL teacher. Incoming students are either identified upon entry or from the report run weekly on ATS, to ensure that the LAB-R is administered within 10 days of entry. LAB-R eligible students are referred to the ESL teacher who administers the test. Annually, all ELLs are assessed using the NYSESLAT. The RLAT, RMNR, RELC, RYOS (ATS) are run and reviewed by the LAP Team to develop a schedule for testing that ensures that all students are assessed. The schedule is developed so that there is adequate time for students to complete all four components with minimal disruption to their regular schedule. Students are scheduled individually to complete the speaking portion and in groups to complete the Listening, Reading and Writing. Students and teachers are informed of the assessment schedule so that they can make necessary plans. For Spanish-speaking students identified via the HLIS and/or the oral interview, the ESL teacher Camille Freund administers the Spanish LAB to check for proficiency/fluency in the language. When considered fluent as per the exam results, the instructional team is informed so as to allow for the student to also take the Spanish LOTE toward their HS credit accumulation.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  2. Parents new to the school participate in an orientation over the summer or in September. During these orientation sessions, the school's academic programs and expectations are introduced. Joy Freeman, Guidance Counselor, Debbie Delshad, Guidance Counselor and/or James Memola, Assistant Principal along with teachers present the school along with a description of our Freestanding ESL program. The school also discusses the options available to ELL students in the NYCDOE: Transitional Bilingual Education (TBE), and also Dual Language Program (DL). Translation to Spanish is provided by one of our Spanish speaking teachers, school business manager or other administrative staff. If parents decide to choose either the TBE or DL programs, the Guidance Counselor or Assistant Principal sits with the families to search for those school options, and then connects the families with those schools' ELL point(s) of contact at those programs, respectively. If the families are looking for a freestanding ESL program, then the Guidance Counselor or Assistant Principal will discuss the instruction of the ESL program at UAM. Students who enter the school later in the year meet with the Guidance Counselor, Joy Freeman, or with the Assistant Principal, who then provides parents and students with the information usually presented during the orientation sessions. Parents who do not attend orientation or individual meetings are contacted by phone by the student's advisor or by the Parent Coordinator and are invited for a meeting with the Guidance Counselor. During these sessions and meetings parents are given information about the choice of programs available for their children: Transitional Bilingual Education (TBE), Dual Language (DL), or Freestanding ESL at the school. Upon their choice, the same procedure is followed as outlined previously.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. Entitlement letters and program selection forms are distributed by students' advisors and return is followed up by calls home by advisors, and the Attendance Coordinator. This process is overseen by Joy Freeman, Guidance Counselor and Debbie Delshad, Guidance Counselor. Ramona Wooden, monitors the distribution and collection of forms through communication with advisors as well as prints out all necessary and relevant ATS reports. All documents are maintained in a file within the Guidance suite.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  4. When students are assigned to the school, Guidance counselors interview the parents and students and inform them of the ESL options. Once students are placed in a program, parents are provided with their schedules. Phone calls are made by advisors to families regularly to discuss students' academic progress and effectiveness of current program. Translators are used, when necessary. During Open School night, Curriculum night and during scheduled meetings with advisors, parents have the opportunity to discuss their child's progress. Parents are welcome at UAM throughout the school year to visit classes, talk with teachers and learn

about the educational opportunities available to students. There is regular outreach to parents through advisory phone calls (supported by translators when needed) and written communication, which is always translated into Spanish, in the form of regular newsletters. Parents are encouraged to contact advisors with questions and concerns about their child's progress. Phone contact with non-English speaking parents is facilitated by a translator whenever available. In addition to regular phone calls home, important documents are mailed home in English and Spanish and support staff follows up with families who do not respond to mailings.

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.
  5. ATS reports are used to determine NYSESLAT eligibility. ESL teacher Camille Freund and testing coordinator Mike Bordwell plan and schedule each section of the NYSESLAT according to the NYCDOE calendar. Students are scheduled individually for the speaking section, in such a way that it does not disturb their core classes. The listening, reading, and writing sections are administered by the ESL teacher in small groups. The testing location is chosen carefully and prepared so that the student and proctor materials are ready and organized. The room is available for a time period that is appropriate for the section, and the environment is created so that students can listen, read, and write without distractions. If students are absent for the allotted NYSESLAT time, ESL teacher and testing coordinator create a make-up schedule so that all ELLs complete all four sections of the exam under appropriate conditions and time frame.
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. [🔗](#)
  6. The majority of parents select ESL. The school programs are aligned to this choice to ensure that we can provide adequate ESL services to a range of learners. The Guidance Counselor, Joy Freeman monitors parental preference and informs administration of parental preferences to assist in the planning and future development of courses and programming 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])?
    1. Students receive ESL services through heterogeneous, self-contained classes for 9th – 12th grade. Students are also grouped by proficiency level to maximize instruction and learning. Students also receive additional instruction through advisory and literacy classes as needed.
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)?
    2. All ELL students are programmed for Freestanding ESL based on their proficiency level and receive the required number of minutes through their ESL class which meets daily, their literacy class and advisory which meet 3 and 2 days a week. The Guidance Counselor, Joy Freeman and Guidance Counselor, Debbie Delshad review student needs and appropriately program ELL students.
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.
  3. Through their ESL classes, students receive ELA instruction that prepares them for success in grade-appropriate ELA classes and on the English regents. Using a SIOP model the ESL teacher designs instruction with ELA content goals and supporting language objectives. The ESL teacher makes use of a variety of best practices including but not limited to modeling (specifically: teacher “think alouds” while completing an example task, working to do a task together and sharing examples of student work to show what a completed piece should look like and to collaboratively develop rubrics), Bridging (specifically: activating prior knowledge through the use of anticipation guides, KWL charts, class discussion, etc.) Contextualization of concepts and vocabulary and Schema Building (specifically using content area relevant graphic organizers for class lectures and note-taking). Some additional supplemental materials include native language texts, vocabulary word banks, common core aligned performance tasks. The activities are also provided in native languages where necessary. Additionally, students are provided with small group instruction based on their needs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. When students' performance on assessments do not meet expectations or their understanding they may be offered assessments in their native language. The ESL teacher carefully assesses students' understanding of english and provides necessary supplemental aids. Additionally, students are provided with bilingual dictionaries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. ESL teacher conducts formative assessments in all four modalities in self contained ESL classes throughout the year. Results of these formal assessments provides data which the ESL teacher uses to assess what subjects, concepts, or modalities need to be focused on. Some of the assessments used include, DRP, ELA performance assesment, Think Ready Tasks, CCSS aligned final exams and regents exams. Informal assessments include teacher made exams and classwork.
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).
  6. Newcomers and Long Term ELLs are provided with instruction based on their needs ranging from smaller class size for content area classes to additional Regents Review co-taught by an ESL and content area teacher. All classes are taught in English. Our ESL teacher conducts professional development sessions with teachers beginning in September, working with them to ensure their familiarity with ESL methodologies and support their implementation. Students continue to receive additional time on assessments. SIFE students newcomers have additional time to complete assessment. In addition, SIFE students are administered modified exams and additional scaffolding on tasks. Students from 4-6 years are also given additional times and minimal scaffolding as based on need. Students 6 years plus receive minimal scaffolds on an as needed basis.
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?
  7. Content area teachers develop content and language objectives for their lessons based on the SIOP model. In all content areas

the development of academic vocabulary is a focus for both ELLs and native English speakers. This development is furthered in students' literacy classes through their independent reading, written response and conferencing with teachers. For ELL-SWDs, the school uses the formula of wordbanks to scaffolding the acquisition needs of these students, where these students also have pull-out sessions to work on strategic academic vocabulary. Formative assessment is used throughout the content areas to ascertain students' comprehension of both content and language objective. Instruction is differentiated for the ELL subgroups through their placement in their ESL class and their placement in content area classes. Newcomers and SIFE students are placed in small advisories and receive support in acclimating to the school culture. Whenever possible they are placed in smaller class sizes for their content area classes and provided with supplementary texts that support their access to the content. Across the content areas, teachers focus on the development of vocabulary through the identification of critical content vocabulary. As needed, students might receive tutoring for specified content areas. In terms of materials that UAM uses for its students, we use various reading books, English dictionaries and bilingual dictionaries (Spanish, French), and Rosetta Stone as interactive media programs to engage students in instruction and in reading, verbal and writing comprehension. Those ELL students preparing to take the ELA exam are provided with testing support in their ESL class. Practice test scores are reviewed and analyzed by the ELA team to identify student instructional needs and additional supplemental courses and tutoring are provided as need. ELLs receiving 4-6 years of service and long term ELLs continue to get ESL services as mandated by their proficiency level. Students in this group, who are not meeting standards may be placed in smaller class size or receive pull-out tutoring. Additional supportive services for these students include but are not limited to: tutoring on test-taking strategies, smaller class size and literacy classes. Materials for the ELLs in the 4-6 years of service and long-term ELLs also have materials that target their learning: grade/age-appropriate reading materials, scaffolded programs in Rosetta Stone for this group of students, and targeted literacy reading. ELL-SWDs are supported by either Self-Contained classes, or ICT models. The school instructional team also looks at the student levels of performance in both English acquisition and in their learning strategies, and pull-out students according to their level to provide additional teaching support. The ELL-SWDs are supported by the schoolwide instructional philosophy of being fully inclusive; as a result, the ELL-SWDs will receive extra classroom support from their teachers if/when needed. The ESL teacher works closely with the Beginning students across grade levels in depth toward building vocabulary banks. The ESL teacher is fluent in French, being the native language of the cohort of beginner students this year (2013-14), so the differentiated learning takes place across grade levels over the Beginner group of students. Depending on individual student need, students are provided with these additional supportive services. UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive information through a variety of mediums.

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?

8. All ELLs are fully integrated into classes and have access to after school clubs, tutoring and regents review. All students with disabilities, including ELL-SWDs, are programmed in the least restrictive environment. This is accomplished through flexible programming allowing students to move up and down in core content courses, be programmed for classes with a smaller class size, be programmed for team teaching classes and be programmed for supplemental literacy classes at their reading level. ATS and SESIS assist in providing student class eligibility information.

### 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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

**Courses Taught in Languages Other than English** ⓘ

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

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


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

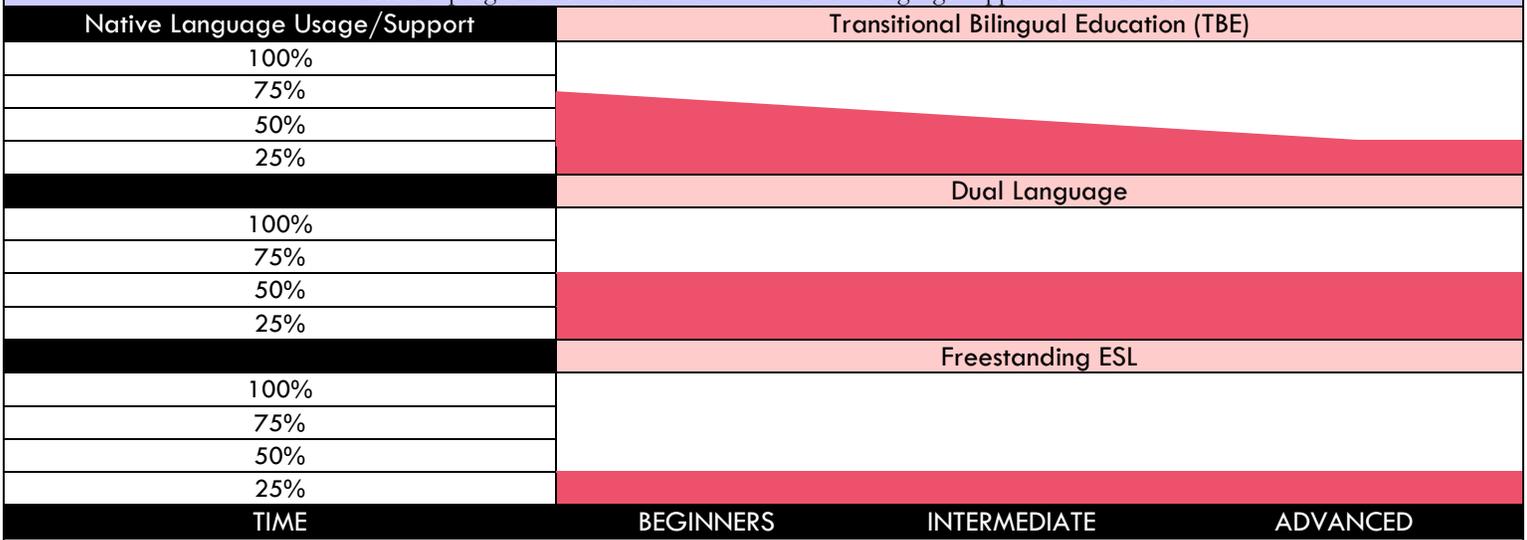
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.
9. Targeted ELA intervention for ELLs is provided through small English literacy groups that are organized based on reading level and meet three days a week, all ELL subgroups are targeted. On a regular basis, content area teams review student data to identify students not making adequate progress. The data of ELLs as a sub-group is reviewed and teachers refer students for additional supportive services: tutoring, smaller class size, etc. Teachers receive PD on assessing and conferencing with students to develop their English literacy skills. Literacy skills are further developed within the content area classes through the development of academic vocabulary and disciplinary literacy. Additionally, students may attend Regents Review sessions or become part of the After School book club. Targeted math intervention is provided through after-school tutoring and Regents Review sessions, ELL students not making progress in math class or earning proficient scores on periodic assessments are targeted. Targeted Social Studies intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Social Studies class or earning proficient scores on periodic assessments. Targeted Science intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Science class or earning proficient scores on periodic assessments. In terms of native language intervention, the Spanish teacher is available as a resource to providing targeted translation support/services for any of the core subject intervention areas; in addition, the ESL teacher is a support for students in two most spoken native languages of ELL student population: Spanish and French.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. The self contained ESL services we offer our ELLs prove to be effective in the progress and growth we see in the NYSESLAT scores as well as the passing rates for ELLs in core classes. All staff is provided with a list of ELL students for each grade.
11. What new programs or improvements will be considered for the upcoming school year?
11. Our literacy program has been enhanced this year by extending the time spent in groups by students, by grouping students by reading level, decreasing the group size for lower level readers and by increasing students' access to books on their level. The data to support our literacy program is determined from the DRP (degrees of reading power).
12. What programs/services for ELLs will be discontinued and why?
12. All students will continue to have ESL services, nothing will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive and transmit information through a variety of mediums using all modalities. All activities including drama club, book club, dance, chess, music club, and all PSAL sports programs include ELL students. All ELL's are encouraged to participate in all school activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Materials used with ELLs include but are not limited to texts in their native language, leveled texts, document cameras, recorded texts, e-readers and blogs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. ESL teacher Camille Freund is fluent in French and proficient/conversational in Spanish. UAM is a Freestanding ESL model. Additional resources and supportive materials are constructed for students in their native language to enhance their understanding in core classes. When possible, teacher explains and demonstrates concepts in ELLs' native languages, or makes connections (synonyms, cultural or ideological similarities) between English and native language to create support and understanding. English Language Learner Adapted Interactive Reader by Holt McDougal Literature  
Timed Readings Plus by Jamestown Education  
Grammar to Go by Robert J. Dixon  
ESL Literacy by Longman  
ESL by Scott Foresman  
English in Action (Levels 1-4) by Barbara H. Foley and Elizabeth R. Neblett  
True Stories by Sandra Heyer  
English Verb Drills by Ed Swick  
Basic English Grammar by Betty Schramper Azar and Stacy A. Hagen  
Grammar Games by Mario Rinvoluceri  
Language Arts by Harcourt Family Learning

Signature Reading by Jamestown Education  
100 Clear Grammar Tests by Keith S. Folse  
Advanced English Grammar for ESL Learners by Mark Lester  
A Multicultural Reader by Perfection Learning  
Teaching English Language by Teresa Walter

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
16. Services, support and resources provide for ELLs are based on their age and grade level so that students are provided with supports that will develop their academic skills so that they are performing at or above grade level in all content areas. This includes leveled literacy groups, 9th grade integrated algebra regents review, 10th grade global review, 11th grade US and Living Environment review and 11th and 12th grade SAT review.
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.  
17. All ELLs are fully integrated into classes and have access to after school clubs, teams, activities, tutoring and regents review. There is a whole school summer orientation for incoming students. This year it included a 4 day bridge week, which focused on skills assessment and integration into the UAM school culture. Additionally, the first week of school, students' literacy, language and math skills are assessed in order to to program them appropriately.
18. What language electives are offered to ELLs?  
18. All students , including ELLs are offered Spanish language programs. Our schools has created several classes based on the proficiency of the students. The students are divided into Spanish speakers and non-Spanish speakers. Non-Spanish speaking ELLs are provided basic Spanish language instruction while Spanish speaking ELLs take a course designed to strengthen the students' language skills through various mediums.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## 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.

1-4. Our ESL teachers attended professional development offered by the Department of Education and our network. All staff (Assistant principals, teachers, guidance counselors, paraprofessionals, etc.) receive professional development with the ESL teacher in sessions developed for the whole staff (Wednesdays in September) as well as sessions developed for specific content area teams (Wednesdays in November - January). To help our ELLs transition into high school they participate in our summer orientation and bridge week. They are in 9th grade only classes and their advisor is part of the 9th grade team. All staff participate in ELL training led by the ESL teachers during our weekly professional development with a focus on the SIOP methods and academic vocabulary development with additional support given to specific content area teams

PD Calendar for 2013-14: ELL PD with Camille Freund (ESL Teacher): every Wednesday in September 2013

PD Calendar for 2013-14: Content area team PD for each team; ELL academic vocabulary development built into PD for each team

Administrative meetings (whole school) planned on cross-collaboration on ELL-SWD planning for next semester; meeting will be facilitated by Special Education teaching team and ESL teacher. Policy and implementation will be discussed with all school staff. Tentative dates: January 6<sup>th</sup> and January 20<sup>th</sup>

Records are maintained administratively through sign-in sheets and email communication to staff to ensure full attendance.

## D. Parental Involvement

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

1. All parents are invited to participate in the Parents Association. Outreach is done by the parent coordinator and parent members. Additionally, there are regularly scheduled information sessions for parents on topics ranging from financial aid to health care. Parents are welcome to school presentations including but not limited to our Open School Nights, Media Presentations and student Academic Round Tables. Parents are invited to visit the school as they desire by making an appointment with their child's advisor, the guidance counselor, parent coordinator or AP or Principal. Parents who speak languages other than English are provided a translator.

2. We are partnered with The Door which provides wide ranging services for students including but not limited to counseling, family outreach, academic tutoring and job training. Students with low attendance may be referred to the Door for supportive services. Parents who speak other languages are provided with a translator.

3. Needs of parents are evaluated through informal phone surveys by advisors and the parent coordinator as well as feedback gathered from parent meetings and the learning environment survey. Non-English speaking parents are provided translation services.

4. Based on feedback from parents the parent coordinator and college advisor develop information sessions and meetings as well as social gatherings and outings. Parents in the lower grades have expressed interest in college awareness and as a result the school has organized additional college preparation sessions and college trips that include parents. Additionally, parents have shared that they would like more information on out of school activities for their students. Our school newsletters include out of school opportunities including but not limited to tutoring, internships and arts instruction. Advisors call homes with updates about programs and meetings include announcements about available opportunities. Non-English speaking parents are provided translation services.

### **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.

**School Name:** Urban Assembly Media Studies

**School DBN:** 03M307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cordelia Veve	Principal		11/15/13
James J. Memola Jr	Assistant Principal		11/15/13
	Parent Coordinator		
Camille Freund	ESL Teacher		11/15/13
	Parent		
Michael Bordwell	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
Alexis Goldberg	Coach		11/15/13
	Coach		
Debra Delshad	Guidance Counselor		11/15/13
	Network Leader		
	Other _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **03M307**

School Name: **UAM**

Cluster: **1**

Network: **CFN 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**

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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.

Upon reviewing the Home Language Survey, UAM is able to assess the school's written translation and oral interpretation needs. We also list the preferred language of parents written on many documents including the blue emergency cards.

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.

At present, as with previous years, the majority of parents in need of translation are spanish-speaking.

## Part B: Strategies and Activities

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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.

Currently, the written translation services that the school provides are in-house school staff. When letters are generated, staff lend their services to translate the letters prior to distribution.

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.

oral interpretation services are also provided through in-house school staff and the partnership coordinator and business manager. We have recruited parent volunteers for parent teacher conferences to accommodate parents.

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

We will ensure that the Bill of Parent Rights are available to parents. This school year we want to ensure that the availability of translation services is posted in the main office. The safety plan will also include procedures that ensure that all parents have access to administrative communication regardless of language barriers,. When necessary the school also plans to use the Department of Education translation services to assist families.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Urban Assembly Media</u>	DBN: <u>03M307</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 3

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

US History Literacy

To further support our LEP students in fulfilling graduation requirements a US History Regents review class will be developed for LEP students in the 11th and 12th grade who have not yet attained a 65 or higher on the US History Regents. In collaboration with Catherine Helmer (Social Studies and Special Education), the ESL teacher Camille Freund will assess students and review their previous test scores in order to develop instruction that will enhance their performance on the US History Regents. 15 ELLs in grades 11 – 12 will participate in this program. The class will meet after school once a week, for one hour from 3:30 - 4:30 on Wednesdays, starting in November and running through January and again March through June. The focus will be to improve students' reading, writing and test taking skills necessary to earn a passing grade on the US History Regents. The Regents review class will be co-taught by ESL teacher Camille Freund and Social Studies and Special Education teacher Catherine Helmer.

English Literacy Enrichment

To further support our ELLs' literacy development we will begin a Literacy Enrichment class for LEP students in 9th- 12th grade who do not read on grade level based on their most recent DRP scores. ESL teacher Camille Freund will assess students and review their previous DRP scores and writing samples to develop instruction that will enhance their performance on all academics. The Literacy Enrichment class will meet after school once a week for two hours from 3:30 - 5:30 on Mondays starting in November and running through June. The focus will be to improve students' reading levels. The students will be using Lighsail, so we will need to supply students with Ipads to run the program (OTPS). This will serve 20 ELLs in 9th - 12th grade. This class will be cotaught by ESL teacher Camille Freund and 11<sup>th</sup> Grade teacher Dana Rubcewich.

Math Literacy

To further support our LEP students in fulfilling graduation requirements, a supportive math class will be developed for ELLs in 9<sup>th</sup> - 12<sup>th</sup> grade. Based on Regents scores, students will be able to practice math skills by engaging in fun and challenging activities. The focus will be to improve student skills and comprehension of mathematical concepts for better academic results. This class will be cotaught by ESL teacher Camille Freund and Special Education/Math teacher Bridget Muscarella. The class will service 15-20 ELLs and will take place on Wednesdays from 4:30 - 5:30 starting in November and running

### Part B: Direct Instruction Supplemental Program Information

through June.

These are supplemental programs and do not supplant the services that students already receive.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Based on DRP scored, our Long Term ELLs are suffering from decoding and fluency problems. Many of them need professional support from a reading specialist. Really Great Reading has many tools supporting struggling readers that would enrich our Long Term ELL population. Really Great Reading offers professional development that instructs teachers on how to build their classes around supporting struggling readers, and provides teacher and student materials. One-day workshops are 199\$ and include 299\$ worth of materials. There are webinars and conferences that follow the workshop and continue to share best practices throughout. 3 teachers will attend a one-day (January 16, 2015) and a follow up half-day webinar (February/March 2015). The teachers will continue to meet monthly to discuss student progress, plan decoding and fluency lessons, and create supporting material: ESL teacher Camille Freund and 2 Special Education teachers. 20 Long Term ELLs will be serviced with this Professional Developments and accompanying free materials.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

ESL Teacher, College Advisor and Parent coordinator will lead parent meetings on the following topics: Understanding Student DRP scores for ELLs, Literacy and College Readiness for ELLs, Student Out-of-School opportunities for ELLs, Regents and Graduation Requirements, Pupilpath, etc. These meetings will take place once every other month on Thursdays from 6 - 8, November - June, 2014. Parents are notified by school calendar, letters and personal phone calls. Notification both written and spoken will be translated onsite into French and Spanish. Workshops will be conducted in English, Spanish and French.

Sussman Sales Company publishes many books that provide guidance for parents with children in High School. For example: Parent Guide K-12, Common Core State Standards, Test Taking Tips and Strategies

**Part D: Parental Engagement Activities**

(all available in different languages on ShopDOE). These books only cost 2.95\$. They will be distributed to parents as needed.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____