

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**13K351**

**School Name:**

**THE URBAN ASSEMBLY UNISON SCHOOL**

**Principal:**

**EMILY JARRELL**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Urban Assembly Unison School School Number (DBN): 13K351  
Grades Served: Six, seven, and eight  
School Address: 170 Gates Avenue, Third Floor, Brooklyn, NY 11238  
Phone Number: (718)399-1061 Fax: (718)857-0548  
School Contact Person: Sharon Jacker Email Address: sjacker@schools.nyc.gov  
Principal: Emily Paige Jarrell  
UFT Chapter Leader: Johanna Josaphat  
Parents' Association President: Kenya Bell  
SLT Chairperson: Johanna Josaphat  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ira Major  
Student Representative(s): N/A  
N/A

**District Information**

District: 13 Superintendent: Barbara Freeman  
Superintendent's Office Address: 355 Park Place, Room 116, Brooklyn, NY 11238  
Superintendent's Email Address: [bfreeman6@schools.nyc.gov](mailto:bfreeman6@schools.nyc.gov)  
Phone Number: ( 718) 636-3284 Fax: (718) 636-3266

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Field Support Office Director: Mariano Guzman  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: Mguzman16@schools.nyc.gov  
Phone Number: 212-374-0876 Fax: 212-374-5585

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Emily Jarrell	*Principal or Designee	
Johanna Josaphat	*UFT Chapter Leader or Designee	
Kenya Bell	*PA/PTA President or Designated Co-President	
Arlette Williams	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Melissa Giroux	CBO Representative, if applicable	
Amy Piller	Member/Assistant Principal	
	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	Member/ Teacher	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Urban Assembly Unison School (Unison) is a school where each and every child will have an equal seat at the literal and metaphorical table in order to learn in unison with one another. All students' right to learn will be protected and preserved through the implementation of a curriculum model, Learning Cultures, where students are active agents of their own learning. Student achievement will be accelerated as students take responsibility for their own learning and the learning of others around them. Through consistent and honest feedback about progress towards the mastery of standards, students will begin to know their own strengths and needs, giving them the opportunity to develop independent goals and steps for meeting those goals. Students will develop increased motivation and independence as they take responsibility for upholding positive norms and rules. This leads to the development of a tenacious thirst for knowledge and learning. They will value growth, will seek to make growth and will celebrate the growth of others. Our students will ultimately leave our school being collaborative and responsible students who support one another and are ready to live happy and full lives with agency over their own actions and learning through high school, college, post-secondary schooling, career, and beyond.

Unison also partners with Citizen Schools to extend the learning day for all students. Citizen Schools is a program built on bringing community members and professionals to the classroom, in which students mirror potential career opportunities in apprenticeships.

Since the school is now in its fourth year, having had an inaugural class in each grade already, the priorities for this year are to formalize and routinize the systems and structures that are the long term operating framework for the school to serve the need of the students as a complete middle school with three grades.

In its first year of existence, Unison started with 80+ 6<sup>th</sup> graders, a principal, an assistant principal, a curriculum director, a business manager and six teachers. The school implemented a variety of instructional and social/emotional programs in its first year with limited success:

In 2012 – 2013, Unison

- Was in the 17<sup>th</sup> percentile of its peer group and in the 21<sup>st</sup> percentile citywide for the English Median Adjusted Growth Percentile
- Was 0<sup>th</sup> percentile of its peer group and 0<sup>th</sup> percentile citywide for the Math Median Adjusted Growth Percentile
- Was in the 42<sup>nd</sup> percentile of its peer group and in the 20<sup>th</sup> percentile citywide for Percentage of Students at Level 3 or 4 in English
- Had 61 Level four and Level five discipline infractions as reported in the Online Occurrence Reporting System and had an overall average of 2.08 incidents per student enrolled.
- Had 84 suspensions, averaging 1.09 suspensions per student enrolled.
- Teachers overwhelmingly reported that they would not recommend the school to parents seeking a school for their child (80percent).

- Students overwhelmingly reported that students did not treat each other or teachers with respect (75 percent each prompt).

The current principal began work in the summer prior to the 2013 – 2014 school year and prioritized implementing a cohesive and coherent instructional, pedagogical and social/emotional approach to make rapid improvements to school culture, classroom culture, instruction, teacher development, family and community engagement and student support. The principal implemented Learning Cultures school-wide in all classrooms as the curricular and pedagogical approach.

The Learning Cultures model is a progressive, yet standards-based, model that derives from the “workshop” model. It is based on a consistent, routinized set of rigorous practices called “formats” that foster student-to-student dialogue, student-initiated questioning, student self-assessment and goal setting, and CCLS-aligned syllabi and resources to help students understand and goal-set around the CCLS requirements and cognitive demands. The Learning Cultures model also encompasses a responsibility-based self-control approach to discipline and management intended to boost student self-regulation and metacognition.

In the 2013 – 2014 school year, the following growth took place in terms of academic outcomes:

- The school went from falling in the 17 percentile in its peer group for English Median Adjusted Growth Percentile to the 62<sup>nd</sup> percentile and from the 21<sup>st</sup> percentile citywide to the 59<sup>th</sup> percentile .
- The school went from falling in the 0<sup>th</sup> percentile in its peer group for Math Median Adjusted Growth Percentile to the 30<sup>th</sup> percentile and from the 0<sup>th</sup> percentile citywide to the 25<sup>th</sup> percentile citywide.

In the 2013 – 2014 school year, the following growth took place in terms of social-emotional/school-environment outcomes:

- Had 20 Level four and Level five discipline infractions as reported in the Online Occurrence Reporting System and had an overall average of .15 incidents per student enrolled.
- Had 31 suspensions, averaging .23 suspensions per student enrolled.
- Teachers overwhelmingly reported that they would recommend the school to parents seeking a school for their child (85 percent).
- Students still reported that students did not treat each other or teachers with respect (68 percent each prompt).

In the 2014 - 2015 school year, the school grew by  $\frac{1}{3}$  in student enrollment, had its first graduating 8th grade class, and had a total of 18 teachers, with 10 of them teaching for two years or less and 14 of them teaching at Unison for less than 2 years. To maintain and continue the growth made in 2013 - 2014, the school had multiple goals based on the following Theory of Action :

- If students engage socially with one another around curriculum, are part of a pro-social school and classroom culture, and get the supports they need to understand their own strengths and needs, to develop a growth mindset, and develop the skills to take concrete and incremental steps towards growth, then, students will be tenacious, independent, honest and will value collectivity in service of accelerated academic growth.

In the 2013 – 2014 school year, the following growth took place in terms of academic outcomes:

- Schoolwide, students on average made the equivalent of 1.5 years of growth on the nationally normed Degrees of Reading Power Assessment; 6<sup>th</sup> grade made one year of growth, 7<sup>th</sup> grade made 1.25 years of growth, and the 8<sup>th</sup> grade made 2.5 years of growth.

- Schoolwide, students on average made a year of growth on the nationally normed STAR Math Assessment

In the 2014 – 2015 school year, the following growth took place in terms of social emotional/school environment outcomes:

- Had 28 Level four and Level five discipline infractions as reported in the Online Occurrence Reporting System and had an overall average of .14 incidents per student enrolled.
- Had 34 suspensions, averaging .18 suspensions per student enrolled

Had 100% high school acceptance rate with 43% of students admitted to their first choice, 78% to one of their top three choices, and 84% to one of their top five choices.

### 13K351 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	186	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	7	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	8
# Foreign Language	N/A	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	118.7%	% Attendance Rate		91.4%	
% Free Lunch	80.6%	% Reduced Lunch		9.4%	
% Limited English Proficient	13.7%	% Students with Disabilities		24.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		74.1%	
% Hispanic or Latino	15.8%	% Asian or Native Hawaiian/Pacific Islander		7.9%	
% White	1.4%	% Multi-Racial		0.7%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.27	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.63	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.1%	Mathematics Performance at levels 3 & 4		6.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

In 2014 – 2015...

On the Degrees of Reading Power assessment:

- The 6<sup>th</sup> grade made an average DRP level growth of 4.1 (the average for 6<sup>th</sup> graders is 4).
- The 7<sup>th</sup> grade made an average DRP level growth of 4.4 (the average for 7<sup>th</sup> graders is 3).
- The 8<sup>th</sup> grade made an average DRP growth of 6.1 (the average for 8<sup>th</sup> graders is 2).
- 67% of the students at Unison made one full year or more of growth on the Degrees of Reading Power assessment.
- 53% of the students at Unison made **more than double** the average amount of growth.
- 45% of the 6<sup>th</sup> grade students in the lowest quartile (according to the September DRP results) made more than one year’s average growth.
- 77% of the 7<sup>th</sup> grade students in the lowest quartile (according to the September DRP results) made more than one year’s average growth.
- The 7<sup>th</sup> graders in the lowest quartile made an average of 9 points of growth in one year (three times the national average).
- 73% of the 8<sup>th</sup> grade students in the lowest quartile (according to the September DRP results) made more than one year’s average growth.
- The 8<sup>th</sup> graders in the lowest quartile made an average of 4.8 points of growth in one year (two times the national average).

On the STAR math assessment:

- The whole school made an average of one grade level of growth.
- The 6<sup>th</sup> grade made an average of 0.6 grade level growth.
- The 7<sup>th</sup> grade made an average of 0.9 grade level growth.
- The 8<sup>th</sup> grade made an average of 1.4 grade level growth.

48% of the students overall made more than one year of growth.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to raise student achievement in literacy and math, by ensuring that **75 percent of all students** make a full year of growth on the Degrees of Reading Power Assessment (demarcated by average growth points for each grade) and on the STAR Math assessment (demarcated by a full year of growth on grade level). In addition, 75 percent of the lowest quartile will make these same gains. We will also increase the number of students at proficiency levels in ELA and Math by raising the total percent of students at Level 3 or 4 in ELA to 20% and in Math to 15%. These gains are to occur over the school year 2015 - 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>- Creation of a “number sense” math class for all students to help build foundational math understandings about the number system as a foundation upon which students can make academic growth. Implementation of the STAR math assessment with periodic assessments given through the year.</p>	<p>All students</p>	<p>Sept 2015 – June 2016</p>	<ul style="list-style-type: none"> <li>• Principal will oversee number sense class</li> <li>• Amy Piller, Assistant Principal, will oversee STAR math assessment</li> <li>• Jana Ford, math teacher, will implement the number sense class</li> </ul>
<p>- Creation of a separate reading and writing class for all students to focus on reading comprehension. Implementation of the Degrees of Reading Power assessment three times per year to give families and students data on progress through the year.</p>	<p>All students</p>	<p>Sept 2015 – June 2016</p>	<ul style="list-style-type: none"> <li>• Principal and Assistant Principal will oversee and coach teachers and teams</li> </ul>

			<ul style="list-style-type: none"> <li>• Sabina McNamara, content team lead will oversee the ELA team</li> <li>• Ryan Mack and Tracy Gibson will implement the Reading classes for all students</li> </ul> <p>Sabina McNamara, Mia Shapiro and Ryan Mack will implement the Writing classes for all students</p>
- Creation of a full time ESL teacher position and program to support the language learning of the school's second language learners	All ELL students	Sept 2015 – June 2016	<ul style="list-style-type: none"> <li>• Amy Piller, Assistant Principal will oversee</li> <li>• Ebony Ford, ESL teacher will implement</li> </ul>
- Implementation of extra instructional time after school and on Saturdays to support struggling students with extra ELA, Math, Special Education, Social Emotional and English as a New Language support in small groups.	All ELLs, students with disabilities and overage students	November 2015 - May 2016	<ul style="list-style-type: none"> <li>• Eric Berg, School Social Worker will oversee the program</li> <li>• Ebony Ford, ESL teacher will implement</li> <li>• One ELA teacher, one math teacher and one Special Education teacher will also implement the extra instructional time.</li> </ul>

#### **Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Summer Professional Development for all Unison teachers for two weeks to help teachers plan curriculum and instructional routines that include small group instruction and opportunities for differentiated learning plans.</li> <li>• 9 periods of ELA instruction per week</li> <li>• 6 periods of Math instruction per week (one period dedicated to number sense)</li> <li>• Peer coaching structures for teachers to coach one another</li> <li>• Affinity Group support by providing instructional coaches to support math department</li> <li>• Classroom libraries in each ELA classroom with books, magazines and other high-interest reading and writing materials</li> <li>• Curriculum materials in math for prior grade levels (TERC math books for grades 3 -5)</li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

\* Students will take the DRP and STAR digitally four times per year in school year 2015-2016. This data will then become part of quarterly meetings with the SLT to evaluate progress of entire cohorts and various sub-groups, using a quarter of one year of growth as the benchmark. Sub-groups analyzed will include ELLs, SWDs and the lowest quartile of students based on the baseline assessment given in September.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school received positive feedback in 2014 - 2015 Quality Review in the area of communicating high expectations for students and staff. To quote, "School leaders consistently communicate high expectations to staff, students and families and provide support for them to meet and understand their progress towards these expectations."

- Parents feel that the school turned around in the year that the principal took the helm. Students are in class learning, teachers are accessible and the principal has an open door policy. One parent said "I have a middle schooler here and have two older children. This is the first school I will miss when my child graduates".
- Parents shared the different ways they communicate with the school and keep updates on their children’s progress: The third Thursday is used to conduct portfolio reviews and parents are welcomed into the classroom. Parents receive weekly calls from teachers, Jupiter Grades, on the online grading platform, resources, such as books and online materials sent to parents to support their children with the common core at home.

However, in 2014 – 2015,

- The incident occurrence rate was slightly higher than in 2013 – 2014 – it went from 0.59 incidents per student enrolled to 0.70 incidents.
- The suspension rate remained the same as 2013 – 2014 – 0.23 per student enrolled.
- The superintendent suspension number doubled when enrollment only increased by a third.
- October 2014 and November 2014 had the highest incident occurrence rate across the year with more than double the average rate than the other months.
- 28 total students were suspended for the school’s total 42 times.

According to the Framework for Great Schools Report 2015, the school should focus on the areas of:

- Classroom behavior
- Peer interactions
- Student-teacher trust

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to build a positive school culture aligned to the school’s core values of collaboration, promoting one’s self and others and responsibility. The school will also develop classroom cultures for learning aligned to those same three core values. This will be evidenced by a two-fold increase in the percent of students who identify that students show respect for one another and adults on the Learning Environment Survey. The number of students suspended will decrease by one half as will the number of Level 3 incidents as reported in the Online Occurrence Reporting System.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will plan units that contain standards-based, social process and work habits objectives.</p>	<p>All students</p>	<p>August 2015</p>	<p>Emily Jarrell, principal, Amy Piller, assistant principal and Urban Assembly Affinity Group support to implement.</p>
<p>Teachers will plan lessons that contain standards-based, social process and work habits objectives.</p>	<p>All students</p>	<p>Summer 2015 – June 2016</p>	<p>Emily Jarrell, principal, Amy Piller, Assistant Principal and content team leads will oversee and implement.</p>
<p>Professional Development over Summer 2015 for all teachers on effective strategies for building positive classroom culture. Implementation of an advisory period each day.</p>	<p>All teachers</p>	<p>August 2015</p>	<p>Emily Jarrell, principal, Amy Piller, Assistant Principal and content team leads will oversee and implement.</p>
<p>Hiring of a full time paraprofessional to support students in crisis to learn effective problem solving strategies and conflict mediation. Full time Social Worker to provide mandated and at-risk counseling and to oversee the implementation of a peer mediation program for students.</p>	<p>All students</p>	<p>Sept 2015 – June 2016</p>	<p>Emily Jarrell, principal, and Amy Piller, assistant principal to oversee. Eric Berg, Social Worker, and full time paraprofessional to implement.</p>
<p>Monthly open houses for families on the Third Thursday of the month. Families will be invited into classrooms to watch their children in class and will also be invited to view their child's work in portfolios. A full-time Parent Coordinator will be staffed to support family engagement.</p>	<p>All families</p>	<p>Sept 2015 - June 2016</p>	<p>Emily Jarrell and Amy Piller will oversee.  Arlette Williams, Parent Coordinator, will implement.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Program with 50 minute periods and one 20 minute advisory each day.</li> <li>• Per session and training rate for teacher summer PD</li> </ul>
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- Per session for Grade Team Leads to act as leaders of the classroom culture work
- Social Worker to receive training on peer mediation and to oversee the peer mediation system
- Compensatory positions for teachers to support students with need for interventions
- Extra paraprofessional to support students in crisis and conflict

Circular 6 positions for student engagement team

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Suspension rates will be analyzed in December for total numbers, number of students and recidivism. Suspension rates will be compared to prior year's rates for a 50% decrease.
- OORS incident totals will be analyzed for a 50% decrease in December.
- Mock surveys will be given to students in December that include the survey questions from the Learning Environment Survey used in the Framework for Great Schools Report to see that there is a 25% increase in positive responses.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The 2015 School Quality Review identified teacher teams as an area for celebration. The review stated, "The majority of teachers engaged in professional collaborations that promote the achievement of school goals and the implementation of the Common Core Learning Standards. Distributive leadership structures are in place and promoted."

Other important data/information from 2014 - 2015 include:

- All teachers were part of a content team and a grade team.
- Grade team leads and content team leads met weekly from January until June.
- The Quality Review for 2014 – 2015 named the Quality Review Rubric 1.1 as an area of focus citing that curricula and academic tasks inconsistently emphasize rigorous habits and higher order thinking skills.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to develop teacher teams that are mutually accountable to improving classroom cultures for learning and student achievement through curriculum development that emphasizes student collaboration and higher order thinking. The teacher teams will work in cycles to needs assess, goal-set, plan, implement and assess efficacy of plans through data and student work. 85% of teachers will be rated Effective or Highly Effective in Danielson Components 1A, 1E, 2A, 2D, 3C by June 2016.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <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 promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Teacher teams will be developed through the development of the team leaders. The team leaders will be given job postings to apply to for the leadership position. The leads will meet weekly with the Principal and Assistant Principal.</li> <li>• Quarterly progress monitoring checks with student achievement data and other benchmarks.</li> </ul>	All students through all teachers on content and grade teams.	Sept 2015 – June 2016	<ul style="list-style-type: none"> <li>• Emily Jarrell, Principal and Amy Piller, Assistant Principal will oversee.</li> <li>• Content team leads and grade team leads will implement.</li> </ul>
<ul style="list-style-type: none"> <li>• Summer professional development for teams to set benchmarks aligned to CEP goals for each team along with progress monitoring plans</li> </ul>	Teacher teams	August and Sept 2015	<ul style="list-style-type: none"> <li>• Emily Jarrell, Principal, and Amy Piller, Assistant Principal</li> </ul>
<ul style="list-style-type: none"> <li>• Cohesive school wide protocols for unit and lesson planning will be implemented and used in team meetings</li> </ul>	All teachers	Sept 2015 – June 2016	<ul style="list-style-type: none"> <li>• Emily Jarrell, Principal, Amy Piller, Assistant Principal and team leads</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will receive feedback (either evaluative or formative) every 2 weeks from Principal or Assistant Principal</li> </ul>	All teachers	Sept 2015 – June 2016	<ul style="list-style-type: none"> <li>• Emily Jarrell, Principal and Amy Piller, Assistant Principal.</li> </ul>

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Weekly content team meetings for all teachers (as per C6)</li> <li>• Weekly grade team meetings for all teachers (as per C6)</li> <li>• Weekly intervisitations for all teachers (as per C6)</li> <li>• Weekly co-teaching planning periods for all co-teachers (as per C6)</li> <li>• Summer professional development for all teachers for 8 days prior to school opening</li> </ul>

- Weekly content team lead meetings for per session
- Weekly grade team lead meetings for per session

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016, the school will use the Advance tools to check progress of teacher ratings. The expectation is that by midyear, more than 50% of teachers will have shown improvements in their ratings on at least 3 of the components listed in the goal.

Quarterly meetings with the SLT will analyze growth on the DRP and STAR by teacher to identify struggling teachers and create action plans to help improve their practice rapidly with professional development.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The School Quality Review in 2014 – 2015 rated the school as Developing in indicators 1.1, 1.2 and 2.2. These three indicators have become the basis for all the other goals in the 2015 – 2016 CEP. However, the school needs consistent and effective structures for improvement in order to systematically make the improvements necessary in the instructional core. The school’s curriculum, instruction and culture implementation and evaluation structures need to be embedded in the school’s leadership structures in order to see the radical shifts necessary in student achievement.

The Framework for Great Schools Report 2015 reported the school as scoring "excellent" in the component of Effective School Leadership. However, the school's leadership structures need to be more consistently and systematically organized in order to lever the changes necessary in the instructional core.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to develop a School Leadership Team that is comprised of key constituents to act as a leadership body for the school. The School Leadership Team will have quarterly data reviews to determine the school’s progress in meeting CEP goals. The SLT will meet monthly with full quorum for 1.5 hours at minimum and will meet quarterly for an extra 3 hours to review school data.

The school will also implement a teacher team leadership structure that involves cycles of data analysis, goal setting, planning implementation and assessment for both grade and content team lead teachers. The teacher team leads will work closely with the school principal in weekly meetings to improve consistency and quality of daily lessons and unit plans as well as to lead teacher teams in inter-visitations to improve pedagogical consistency across classrooms.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• NSRF Harmony protocols, as prescribed by the Annenberg Foundation, will be used to analyze student achievement data in quarterly SLT meetings, and make action plans to improve pull-out and push-in support services, as well as needed revisions to Tier 1 instruction.</li> </ul>	ESL  SWDs  Lowest Quartile	Once per quarter (November, January, March, June)	Data Lead (AP); ESL Teacher; SpEd Lead; Family & Community Engagement Lead
<ul style="list-style-type: none"> <li>• NSRF Harmony protocols, as prescribed by the Annenberg Foundation, will be used to analyze school culture data in quarterly SLT meetings, and make plans for students with highest patterns of behavior referrals as well as adjustments to classroom environments and professional development targeting behavior management and creating environments of respect.</li> </ul>	Students with highest #s of behavior referrals	Once per quarter (November, January, March, June)	School Culture Lead; Family & Community Engagement Lead; school social worker

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> <li>• Title 1 funding for SLT and additional SLT meetings for quarterly check ins</li> <li>• Per session funding for key teacher leads to attend quarterly check ins with SLT</li> </ul>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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In January, the SLT should have met for a total of 5 normal monthly meetings and for 2 quarterly meetings reviewing data. (SLT agendas will be reviewed in early February to determine whether the team is meeting its goal).

The teacher leader teams will have met for a total of 12 meetings each by December and the unit plans and lesson plans for 90% classrooms will be consistent in format based on the school-wide template for each.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school will develop **positive school ties with the community and families** in service of building a positive school culture. This positive school culture is the basis for students feeling safe and supported enough to take on a growth mindset when so many students come to school with a fixed mindset.

According to the 2014 Learning Environment Survey,

- 93% of the family members who responded stated that they agreed or strongly agreed that the school keeps them informed about what their children are learning.
- 100% of the family members who responded stated that they agreed or strongly agreed that the school makes them feel welcome.
- 88% of the family members who responded stated that they agreed or strongly agreed that the school communicates to the families and children what they need to do to prepare their children for college and career after high school.

With an increase in the register at the school, it is vital to keep parents informed and feeling as welcome as they did with the smaller school register in the 2013 – 2014 school year.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout school year 2015, on average, more than 90% percent of students at Unison will have a family member receive phone calls every three weeks informing parents of upcoming events, workshops and other school related information. These phone calls will come from their “Advisory” teacher, who will also discuss student academic progress, achievement and actionable next steps to improve their children’s performance.

By May 2015, 85 percent of students will have participated in at least four “apprenticeships” with representatives from various professional organizations and trades through participation in the Citizen Schools Expanded Learning Day program.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Third Thursdays – On the third Thursday of each month, the school has an open house for parents to visit classrooms and attend a workshop provided by an administrator, the parent coordinator or school leads. These events build family understanding around the curriculum model and help families support students with their class assignments. Different months will be targeted to different subgroups of students and their families including ELLs, below-grade-level readers, math-at-risk students, accelerated learners and students with special needs. Guest speakers will be brought in to discuss relevant needs and analyze next steps based on school visit.</p>	<p>ELL, SpEd and academically at risk families.</p>	<p>September 2014-June 2015, monthly</p>	<p>Parent Coordinator, Assistant Principal, Family and Community Engagement Leads</p>
<p>Bi-Monthly Community Events – On Saturday once every two months, students will be invited in for a fun, relaxing craft while families are invited to workshops about Unison’s curriculum model: Learning Cultures. These family sessions will help families better support their students’ learning.</p>	<p>All families</p>	<p>September 2014-June 2015, quarterly</p>	<p>Parent Coordinator, Family and Community Engagement Leads</p>
<p>Citizen Schools Apprenticeships &amp; WOWs – Citizen Schools is an Expanded Learning Time program that is offered to all the students in Unison. The program involves twice weekly “Apprenticeships” for students to work in small groups with professionals representing a wide variety of industries. These “apprenticeships” end in “WOWs” where students present their work to their families and other representatives from their respective industries.</p>	<p>All families</p>	<p>Bi-Annually</p>	<p>Citizen Schools Campus Director</p>
<p>PTA / SLT – The PTA and SLT meet monthly to engage families. PTA meetings will often include workshops with topics ranging from Stop and Frisk laws, Math Common Core, ELA help at home, Bullying to Financial Literacy.</p>	<p>All families</p>	<p>September 2014-June 2015, monthly</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• SLT Chair</li> </ul> <p>PTA Presidents</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Per session for workshop staffing
2. Funding for outside vendors to run workshops
3. Jupiter online log to track phone calls home
4. Family and community engagement period for teacher phone calls home
5. Citizen Schools Program
6. Family and Community Engagement Lead per session

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Family phone call rates will be assessed mid-year for movement towards goal of having 100percent of students receive a family phone call at least 10 times per year by an academic advisor. They are logged in on line Jupiter grading system. Family surveys at thrice annual Parent Teacher Conferences will also be used to identify whether families have been kept abreast of their students’ academic progress.
- Engagement of families will be assessed mid-year to determine percentage of families engaged in the various activities at the school to assess movement towards goal of having at least 85 percent of parents attend school-wide events outside of Parent Teacher Conferences.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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>	DRP Growth & Achievement	<ol style="list-style-type: none"> <li>1. Small group reading instruction in reading.</li> <li>2. Small group writing feedback facilitated by a teacher in writing class.</li> <li>3. One-on-one conferences with teachers in social studies and science.</li> <li>4. Academic advisory groups of 10 students or less meet with an academic advisor weekly for 20 minutes to discuss academic growth and goal setting.</li> <li>5. All students receive extra ELA class periods per week – 8 periods of 50 minutes each.</li> </ol> <p>Extra instruction in math during school-wide expanded learning time from 2:40 – 5:40 Monday – Thursday.</p>	Small groups and one-on-one	During the school day and during the expanded learning time.
<b>Mathematics</b>	STAR Math Growth & Achievement	1. Small group reading instruction in math class to read	Small groups and one-on-one.	During the school day.

		<p>math questions and math learning materials.</p> <p>2. Use of Kahn Academy (and on-line, needs-based learning program that adjusts instruction assigned according to periodic assessments). All students use this program for one 50-minute period per week.</p> <p>3. Half of math classes targeted for homogenous grouping to close the achievement gap and fill existing gaps in content standards.</p>		
<b>Science</b>	Sci MOSL Growth & Achievemnet	<p>1. Differentiated learning groups in class.</p> <p>2. One-on-one learning conferences with teachers.</p> <p>3. Individualized learning conferences with teachers in expanded learning time.</p>	Small groups and one-on-one.	During the school day and during the expanded learning time.
<b>Social Studies</b>	SS MOSL Growth & Achievemnet	<p>1. Differentiated learning groups in class.</p> <p>2. One-on-one learning conferences with teachers.</p> <p>3. Individualized learning conferences with teachers in expanded learning time.</p>	Small groups and one-on-one.	During the school day and during the expanded learning time
<b>At-risk services</b> (e.g. provided by the Guidance Counselor,	Jupiter Disciplinary Data & Counseling Mandates	1. At-risk counseling provided for students at risk by school	Small groups and one-on-one.	During the school day.

<p><i>School Psychologist, Social Worker, etc.)</i></p>		<p>social worker and Counseling In Schools Partnership.</p> <p>Students receiving counseling also receive support from their respective counselors in the classroom on a weekly basis to help them put into practice the social emotional goals being worked on in counseling sessions.</p>		
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## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<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>The school uses induction and mentoring programs as recruitment and retention strategies. In July, new teachers attend the Learning Cultures Institute. This is an opportunity for new teachers in any school that uses Learning Cultures to understand the theories of action of our school and to practice the formats with students. It was developed and planned through collaboration with other schools that use the Learning Cultures Model. In August, the school provides a week of school based training with all staff. New and returning staff meets to plan and align on procedures and expectations for the new school year. New teachers are also paired with a mentor, an experienced and effective teacher. Mentors meet with new teachers regularly to discuss needs and to provide individual support. The school retains highly qualified teachers by building their leadership capacity through the teacher leader structure. Highly qualified teachers are assigned school level project areas and are responsible for leading that work.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Strategy:</p> <p>The school operates under the following theory of action for Professional Development:</p> <p>If teachers get specific and actionable feedback in order to set up the systems, routines and structures of a Learning Cultures classroom, and if teachers have ongoing opportunities to give and receive rubric-based peer and coach feedback on the qualitative moves made within the formats, and if teachers have ongoing opportunities to study Learning Cultures pedagogical theory, and work in teams to continuously use data to develop practice within the Learning Cultures model then students will develop agency, intentionality, metacognition and independence leading to accelerated growth in achievement.</p> <p>Activities:</p> <p>Teachers and staff are observed regularly and given rubric aligned feedback. Feedback is given in small amounts, focusing on the highest leverage actions to be improved. From the feedback, teachers and staff seek out supports and professional development opportunities to improve their practice.</p>

Coaching is done by a team of experienced and effective teachers, including the principal and assistant principal. Coaches observe teachers and coach them in the moment. The coach and the teacher also debrief the process and decide on next steps together. A coach offers this support to a teacher needing to grow within a specific format.

Residencies are a special kind of coaching. A coach can take residency in a classroom for an extended period of time in order to increase pedagogical knowledge and improve teacher practice in the Learning Cultures model. The coach meets with the teacher once outside of the classroom to create an action plan. The coach is then in the classroom for at least three periods per week to help implement the plan.

Peer inter-visitation groups are groups of teachers that rotate to each other's classrooms (visiting each teacher's room) to observe each other in action. Groups debrief and give each other feedback based on rubrics. Then they discuss implications for each teachers own classroom practice. The groups are chosen by teachers, based on their individual needs.

Lab sites happen twice per week. A lab site is when teachers visit a classroom where a format is modeled by a coach or principal. After the format is modeled the teachers and coach or principal meet to debrief the interaction and get ideas to bring back to their own classroom practice.

Teachers and staff belong to mixed grade content teams. They meet every week to discuss content issues, look at student work and data using protocols, critique lesson plans, vet curriculum materials, and work to vertically align content to the CCSS. Teachers and staff also belong to grade teams which meet weekly as well. Grade teams meet to discuss school culture issues, look at grade wide data, and do academic or behavior interventions with students of need.

All staff attends an 80 minute PD one afternoon per week. The time is devoted to school-wide professional development coordinated by instructional leaders. Topics include building classroom effectiveness, Learning Cultures theory, lesson and unit planning, and data analysis. Teachers also have the opportunity to attend an optional Planning and Preparation PD once a week. Two coaches are available to work on lesson plans, unit plans, or classroom organization with any teachers in need.

Teachers and principals also attend external PDs with other schools using the Learning Cultures Model. Teachers and principals go to other schools to observe and discuss their practices. They collaborate to problem solve and plan for high quality instruction and systems that support student growth.

### **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.

There is a Measures of Student Learning Committee that met in the summer and at the start of the school year to review last year’s data and to decide as a committee which assessments to choose for the school’s local measures and which assessments to weight in teacher evaluation.

There is also a teacher who plays the role of Assessment Lead. The Assessment Lead runs staff development for teachers on assessment and helps the content teams to look at data, determine trends and determine more assessments needed in order to support student learning.

**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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	161,847.00	X	See Section 5E; Part 3 and Section 5D; Part 3
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local			

### **<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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Urban Assembly Unison 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. Unison 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, School Quality 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) Template**

Urban Assembly Unison 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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 to learn more about teaching and learning strategies whenever possible;

- take part in the school's 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

**A. School Information**

District <b>13</b>	Borough K	School Number <b>351</b>
School Name <b>Urban Assembly Unison School</b>		

**B. Language Allocation Policy Team Composition** 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 ENL teacher, and one parent.

Principal <b>Emily Jarrell</b>	Assistant Principal <b>Amy Piller</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Ebony Ford</b>	School Counselor
Teacher/Subject Area <b>Ryan Mack</b>	Parent <b>Kenya Bell</b>
Teacher/Subject Area	Parent Coordinator <b>Arlette Williams</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member
Superintendent <b>Barbara Freeman</b>	Other (Name and Title) <b>School Social Worker, Eric Berg</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>

Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0
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### D. Student Demographics

Total number of students in school (excluding pre-K)	189	Total number of ELLs	24	ELLs as share of total student population (%)	12%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### A. ELL Programs

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	2

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

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										00
DL										00
ENL										00
<b>Total</b>	<b>12</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>00</b>	<b>00</b>	<b>2</b>	<b>00</b>	<b>1</b>	<b>21</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														00
														00
														00
<b>TOTAL</b>	<b>00</b>													

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																		
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	<b>00</b>																			

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):

Number of students who speak three or more languages:

Freestanding English as a New 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							1	0	2					00
Chinese														00
Russian														00
Bengali							2	2	2					00
Urdu														00
Arabic							0	4	3					00
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other							1	1	3					00
<b>TOTAL</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>10</b>	<b>7</b>	<b>8</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>21</b>

**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 (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							2	4	4					00
<b>Emerging</b> (Low Intermediate)								1	2					00
<b>Transitioning</b> (High Intermediate)									2					00
<b>Expanding</b> (Advanced)							2	3	1					00
<b>Commanding</b> (Proficient)														00
Total	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>21</b>

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														00

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL



Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.

We use the Degrees of Reading Power (DRP) assessment to track the reading progress of all of our students, including ELLs. From September to June our ELLs on average made ten points of growth, where the national growth average is three points. When we look at the data according to ENL level, we find the following growth averages:

- Entering: 29 DRP points
- Emerging: 3 DRP points
- Transitional: -4 DRP points
- Expanding: -6 DRP points
- Commanding: 6 DRP points
- FELLs: 11 DRP points

Based on this data we will tailor our instructional plan next year to ensure more growth with the transitioning and expanding students. In particular we noticed when looking at the CCLS standards break down of this assessment that student scores were the strongest in terms of Key Ideas and Details, and that they need more support in terms of craft and structure. Next year we will address this by bringing it to students attention, and providing tasks that call on them to practice these skills, and feedback and support to improve their execution thereof.

Additionally, our teachers assess students in a standards based grading and conferencing system. We've noticed that students are currently focused on comprehension and social process skills, and are pushing students toward more sophisticated genre based analysis of text. ELL students are assessed on an ongoing basis with the help of teachers' assessments and conferences, observations data to drive teaching goals and instruction. Running Records are also used which inform teachers on what and how to teach and help students with comprehension, pronunciation, spelling, and reading fluency. After the HLIS is given to the parents of

our ELLs, an informal verbal interview is conducted with the student. During the interview, students are asked cultural and academic questions that are relevant to their age and grade level. The results of the verbal interview are then used to help determine

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Based on the NYSESLAT data nearly 50 percent of our ELLs perform at the Entering level. Another nearly 40 percent of our ELLs perform at the Emerging and Expanding levels, with our smallest percentage of ELLs performing at the Transitioning level. The majority of our ELLs performing in the Entering level are in the 8th grade, and are new to the American school system this year.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The AMAo tool prompted us to download the RLAT, RNMR, and the RESI reports from ATS. Based on the AMAo Tool data, we have set the following goal: ELLs with a risk level 3 or greater and taking the ELA and math for the second time or more will receive a growth percentile of above 50 on the state ELA and Math Exams in the spring.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

This year will be the first year that we are giving the ELL Periodic assessment. They will be used at the end of quarters 2 and 3 as a progress monitoring tool to make sure that students are on track to meet their year end goals.

- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The school will be learning to analyze the test results upon implementation at the end of quarter 2.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school is using Response to Intervention (RTI) model to provide our ELLs with rigorous, culturally responsive instruction. This set of guidance assists teachers, instructional leaders, and ELL support services with RtI implementation and they are familiar with documents outline and a rationale for using the RtI model with a school's ELL population. They understand and implement Tier 1, 2 and 3 and are also aware that the single biggest error made in placing English Language Learners (ELLs) into special education is misinterpreting language acquisition as a learning or language disability.

All students at Unison, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When a student is in need of ENL services, the literacy skills are also assessed so that the students can also receive high-quality instructional support in the general classroom. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decisions about additional special education services needed.

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

We make sure that a child's second language development is considered in instructional decision by placing our ELLs in appropriate groups according to their language proficiency level which is distinguished by NYSITELL, Spanish LAB, and NYSESLAT tests results. Our ENL program reaches beyond language learning to help students maximize their diverse talents and skills in the language literacy and academic subjects, like science and math. Also, in order to ensure that the students' second language development is included in instructional decisions, teachers match the curriculum with the student's assessment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using a slower but still natural rate of speech and often rephrase and repeat instruction while using pictures, concrete objects and videos in order to support students' learning.

For ELLs to excel academically in our school, they must meet the same rigorous state and city educational standards for their grade level as English proficient students. This requires more than just English language support. Our English as a New Language (ENL) programs uses strategies to help students access new language development and subject matter through English. It also provides students with ENL support tailored to their English proficiency level.

- 7a. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Unison does not have a dual language program, only a Freestanding ENL program is offered.

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

The success of our ELL program will be evaluated by comparing the student Degrees of Reading Power (DRP) test scores from the start and the end of the school year in addition to monitoring student classroom grades and scores on standardized tests including the NYSESLAT, state Math, ELA and Science exams.

The success of the program for ELLs at Unison is also evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. Also it is strongly connected to the ELL students' academic achievements, cultural awareness, development of their language skills, academic language, performance in their content area classes and the performance on the NYS standardized tests.

Additionally, our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language with the parents, and the formal initial assessment. The informal oral interview is conducted by a pedagogue, usually Ebony Ford . In order to ensure the identification, and therefore the appropriate placement and educational services for the student, on the day of registration, all of the newly registering parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the teaching pedagogue present in the office, the licensed ENL teacher who assists the parents during the whole process. HLISs are distributed according to home languages of the parents. It is the responsibility of pedagogues at our school to discuss home language with the family, and provide assessments to determine eligibility for English language support services. We stress the importance of attentive engagement with parents during the home language identification process. Translation services are available during ELL identification or by a person in a school: a pedagogue, or paraprofessional who is proficient in the language of a parent. In our school we have pedagogues and paras who speak Spanish. When no pedagogue is available that speaks the parent's home language, the Department of Education's Translation and Interpretation Unit is called to provide over the phone translation.

After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the formal assessment takes place and the EN/L teacher gives the child the NYSITELL and/or the Spanish LAB. The NYSITELL is administered to determine a child's English

proficiency. The child that scores at or below proficiency level on the NYSITELL becomes eligible for ENL services. The hand scores are first written down and assessed by the ESL teacher, and are later scanned and confirmed with the ATS report (RLAT). After the NYSITELL results are available in ATS, students are then sent home with a letter informing parents of the child's results and program placement. If possible, parents are asked to come in and discuss results and program placement in person; this meeting is in addition to the ELL Parent Orientation.

The Spanish LAB is administered only to those students whose home language is determined to be Spanish and is used to determine the child's proficiency level in Spanish. The home language designation is based on the HLIS, informal interview with parents, and informal interview with the student. **After it has been determined that a student is eligible for the Spanish LAB students are then pulled from class and taken to a separate, quiet, location in the school building where the exam is then administered.** The Spanish LAB is administered by Spanish speaking pedagogues, paraprofessionals or other qualified pedagogues who are proficient in this language to determine language dominance. **The entire exam, including directions, examples, and all questions, are given in Spanish. After the completion of the Spanish LAB, the ENL teacher scans the answer sheet and student results are available through ATS within 24 hours.**

Subsequently, an Entitlement Letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification and parents are invited to an ELL Parent Orientation session. The ELL Identification process and the sending of the entitlement letter are completed within 10 days after child's enrollment. Urban Assembly Unison School informs parents of their child's placement providing parents with notifications and information and maintaining a dialogue with the parents in English or their native language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
After the completion of the HLIS, parent interview, student interview, NYSITELL and/or Spanish LAB, those students who are deemed to be SIFE students and administered the LENS. **This process is done within the first 10 days of a student's enrollment.** LENS is a computerized literacy exam, in the student's home language. The purpose of the LENS exam is to give the ESL teacher a detailed report of the SIFE students' literacy levels in reading, vocabulary, and math. The ESL teacher then shares the results of the LENS with the student's other teachers who can then use the results to help guide differentiated SIFE instruction.

**Over the next 10 days, after the LENS, teachers will observe the students throughout all content and ENL classes and initial SIFE status will be determined. The ENL teacher will update initial SIFE status using the BNDC screen in ATS within the 30 days of a student's enrollment. Over the course of a year, the student will continue to be monitored throughout all classes and a portfolio of work will be kept. In this year's time if it is deemed that the student is not a SIFE, final SIFE status can be changed using the BNDC screen in ATS.**

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The Language Proficiency Team (LPT) includes the following: the ENL teacher, Assistant Principal, Special Education Lead, and the parent of the ELL with the IEP. The LPT is called together after the HLIS is given to the parent and it is determined that a student's home language is not English and there is confirmation that the student has an IEP from their previous school. The parent brings in any evidence of work that the student has from previous schooling and the LPT will then review the work, as a team, and determine if the NYSITELL should be administered. If it is determined that the NYSITELL should be administered, the ENL teacher will administer the exam and the process of determining ELL status will continue as with student who do not have an IEP. **If the LPT deems that NYSITELL administration is not necessary, they must then advise the principal of their recommendation. If the principal rejects the recommendation, then the NYSITELL will be administered to the student. If the principal accepts the recommendation of the LPT the recommendation is then sent to the superintendent who will make the final decision. After a final recommendation is made by the superintendent, the parent or guardian will be notified of the decision within 3 days. All LPT recommendations must be accepted or rejected within 20 days.**

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- Entitlement and non-entitlement letters are sent, within five days of scoring and scanning, to the families of students who take the NYSITELL. The letters are sent to parents to inform them if their child is entitled to receive ESL services. If a child is entitled to ENL services, the letter will inform the parent of how many units of services the school is required to provide to the child per week. The ENL teacher prints the entitlement or non-entitlement letter from the DELLs Intranet portal, puts it on school letterhead, and gets a principal signature. The ENL teacher then gives the letter to the student, in a sealed envelope that is addressed to the parent or guardian of the student.
- The ENL teacher, Ebony Ford, is responsible for ensuring that all entitlement and non-entitlement letters are distributed within the first five school days after the NYSITELL is scanned and scored.**

The ENL teacher keeps a digital spreadsheet of all documentation sent home with students; this spreadsheet is kept on the Unison School's shared Google Drive. The digital spreadsheet kept in the shared Google Drive includes information that is pertinent to the ELLs in our school including: home language identification, parent orientation dates, parent choice survey and program selection choices, dates of student entitlement and non-entitlement letters, NYSESLAT, NYSITELL, and Spanish LAB scores, student program placement information, IEP classification, and ELL status appeal letters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After the ELL identification process and ELL status are provided, the ENL teacher sends an ELL Appeal Letter, on school letterhead and signed by the principal, home with the student. The ELL Appeal Letter informs parents that they have 45 school calendar days to appeal the decision that was given to their child in regard to identification or misidentification of ELL status. The ELL Appeal Letter will be provided in the both English and the parent preferred language.

Parents must sign ELL Appeal Letter and return it to the ESL teacher with their decision to have, or not to have their child reevaluated. Documentation of the ELL Appeal Letter being sent home is recorded in the Unison School's shared ESL student spreadsheet in Google Drive. If the child has not returned the ELL Appeal Letter in two days, the ESL teacher will call the parent of the child to follow up, and if necessary, send another letter. All phone calls are logged onto the digital ESL student data spreadsheet and the school's grading and communication system, Jupiter.

**In addition to the ELL Appeal Letter, parents will also be informed of their right to appeal ELL status during the ELL Parent Orientation. It is the responsibility of the ENL teacher, Ebony Ford, to ensure that all parents have been informed of their right to appeal the ELL decision. Physical copies of the ELL Appeal Letter, with parent's written decision, will be kept in the ELL Cumulative folder located in the school's main office.**

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified time frame? Describe the process, outreach plan, and time lines.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Then, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. The entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered NYSITELL to inform them about their child's identification within ten days of their enrollment. Parents of the children who scored below the cut off scores on the NYSITELL receive an ELL Parent Brochure that describes and explains all three program choices (Transitional Bilingual, Dual Language, and Freestanding ENL) and Parent Survey and Program selection form teacher together with the invitation to the Parent Orientation meeting, all in their home language. They are required to be returned to the

ENL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, will give it back to the ENL teacher.

During the first two weeks after the beginning of a school year, the parents or guardians of ELLs are informed about their child's language assessment and invited to the Parent Orientation meeting **conducted by the ENL teacher**. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. We have teachers and paras who assist us with the translations with parents and whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents. During a meeting parents view a parent information video from the Department of Education website where program placement options are presented with clarity and objectivity (Transitional Bilingual, Dual Language, and Freestanding ENL) and are available in nine languages. After they watch a video the ENL teacher discusses with parents the choices, the different programs available and describes the plans (Transitional Bilingual, Dual Language or Freestanding ENL). The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. The parents/ guardians are told to read the survey, make their selection and return signed documents. Children are placed as per parent choice. Our school ensures that parents understand all three program choices. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ENL program.

The ENL teacher, **Ebony Ford**, and the Parent Coordinator, **Arlette Williams**, both make sure that parents' preferences regarding the three program choices are granted. During the orientation, or later at the individual meeting, they discuss all of the options with the parents who have previously chosen a TBE or Dual Language Program, which are not available at our school at this time. The ESL teacher keeps the record to track of all data regarding the parents' program choice on the digital ENL student data spreadsheet. In case one of the programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decision and possible student's transfer. In case of any language communication issues, the multilingual staff available at school serves as translators between the teacher and the parent. In other instances the Parent Coordinator or ENL teacher use the services of Translation and Interpretation Unit provided by NYC Department of Education.

After reviewing the Parent Survey and Program Selection forms for the past two years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ENL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. In the past we didn't have any parents who previously chosen a TBE/DL program. If in the future we have any parents who choose these programs we would inform them about their options if and when the program becomes available in our school.

**In the case that a parent survey is not returned, the ENL program will be the default program because our school does not have a bilingual program. If a parent requests a bilingual program, the parent coordinator, Arlette Williams, will help the parents find a school that has a bilingual program and meets the needs of their child.**

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Placement letters and the Program Selection forms are distributed during the Parent Orientation meeting by ESL teacher. During this meeting the ENL teacher, and the parent coordinator, provide the parents with the information regarding NYS mandates of eligibility for ESL programs. The parents have the chance to view the NYC Chancellor's informational DVD on program choice options, available in their languages (Transitional Bilingual Education, Dual language, Freestanding ENL), have the opportunity to ask questions and discuss them, and finally fill- out or return the Program selection forms. At the end of the orientation, the ESL teacher collects Parent Surveys and Program Selection forms which, after careful reviewing, are stored in a secure place in the office and copies are also stored in the proper file in the cabinet of the ENL classroom together with all of the copies of

Entitlement and Placement, Continued Entitlement letters that were distributed. The continued Entitlement Letters were distributed by ENL teacher and sent home by a student or mailed from the office. If the Program Selection form is never returned, the default program for ELLs is the Transitional Bilingual Education however, in our school, the default program is ENL.

If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. All the letters are translated in the parents' language. The Parent Coordinator, as well as other school personnel, is able to access those forms and checklists throughout the year. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154. They meet with an ELL teacher during the Open School Night of Parent-Teacher Conferences. The submitted forms are closely reviewed by ENL teacher in order to conform to the choice of the parents, and any requests or concerns are brought to the attention of school administrators. All correspondence, via letter, phone call, or in person meeting, is logged into the digital ENL student data spreadsheet.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All Parent Survey and Program Selection forms are handed out during the ELL Parent Orientation. If the parent of an ELL does not attend, then a make-up meeting is scheduled by the ENL teacher. If the parent is not able to come to the school for an in person meeting, then the ENL teacher calls the parent to inform them that the Parent Survey and Program Selection forms are being sent home with the student and should be completed and returned. After two days, if there the forms have not been returned, then the ESL teacher will call the parent/guardian of the ELL to follow up. After an additional two days, if the forms are not returned, the ENL teacher will send the forms to the parent/guardian of the ELL through certified mail. All communication is documented on the digital ESL student Data spreadsheet in the shared Google Drive.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement notification letters are distributed by the ENL teacher to students in a sealed envelope addressed to the parent or guardian of the student. After two days, the ENL teacher will call the parent/ guardian to confirm that they have received the letter. If the parent has not received the letter, the ENL teacher will send it with the child again in a sealed envelope. The ENL teacher will follow up with the parent a second time to confirm that they have received the letter; if the parent has not received the letter after the second attempt, the ENL teacher will send the letter through certified mail. All communication is documented on the digital ENL student Data spreadsheet in the shared Google Drive.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original ELL documentation is kept neatly in a binder that lives in a secure file cabinet in the ENL classroom. Copies of all ELL documentation can also be found in the student folders located in the school's main office. **The ENL teacher, the Pupil Accounting Secretary, the School Business Manager, and the Assistant Principal all have access to ELL documentation**

11. 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.

ESL students are annually evaluated using New York State English as a Second Language Achievement Test (NYSESLAT) which is a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring ELLs' levels of English proficiency annually to determine whether or not the student continues to be classified as an ELL. Additionally, students are given the periodic assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

Also, the results of the ENL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) and carefully reviewed by the ENL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ENL teacher analyzes the student's' data and their proficiency levels in the four modalities reading, writing, speaking and listening, so that the ENL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. Our

school notifies parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year. The students who achieved proficiency are informed by the Non-Entitlement letter from the ENL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels. Students who transition to all-English monolingual classes continue to receive 90 minutes of ENL support services per week for two years.

Every year there are many steps taken to ensure all ELLs receive the NYSESLAT annually. The ENL teacher ensures that all ENL children receive the NYSESLAT. The results of the ENL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ENL teacher. We run the RLAT codes in the ATS (NYSESLAT history report) to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ENL service (NYSESLAT scores and LAB scores in the past three years) and RLER (students eligible to take the LAB-R or NYSESLAT, as well as NYSESLAT combined modality report (RNMR) and REXH (Exam history report). We also check ATS report the list of ELLs' to ensure all the students took LAB R, (RLAB in ATS) and that we have all the hand scores for the new admits. Then, within 20 school days of enrollment our staff records parent choice information in the ELPC screen in ATS. Also we ensure that all the students are entered correctly in BESIS every year. The pedagogues who administer NYSESLAT are the ENL teacher and other pedagogues from school. The school administrators are involved in the testing process. When we administer the NYSESLAT, we make sure that all students have taken all sessions of the exam, including the speaking portion of the exam. We keep track of their attendance and offer make-up sessions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Students are able to test out of ENL in one of two ways. The first way for an ELL to test out of ENL is for them to receive a score of proficient or commanding on the NYSESLAT exam. The second way for an ELL to test out of ESL is for them to receive an advanced or expanding on the NYSESLAT and receive a level 3 or 4 on the NYS ELA exam. After a student tests out of ENL, they get the title of FELL. FELLs are required to receive 90 minutes per week of content support for two years.

When Entitlement and continued entitlement letters are sent to parents at the beginning of the school year, transitional support letters will be sent home as well. If a child did not receive proficient or commanding on the NYSESLAT exam given in the spring, they will receive a continued entitlement letter. If a student receives a non-entitlement letter, they will also receive a transitional support letter informing parents of the services that their child will continue to receive now that they are classified as a Former English Language Learner (FELL). Transitional support notification letters continued entitlement, and non-entitlement letters will be sent home in a sealed envelope and addressed to the parent/guardian of the student. Two phone calls will be made to the parent to ensure that they received the letter. If the parent has not received the letter after the second attempt, the ENL teacher will send the letter to the child's home using certified mail.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents complete the parent selection form and the school will confirm to the parental choice selections. The results of the Parent Survey and Program Selection forms for the last two years indicate that all parents choose the Freestanding ENL program. Surveys are available at the school for review in ENL classroom. In recent years, ELL parents have been reluctant to leave Unison school, and are content with their final choice. All parent-related documents can be found in the ELL parent information card.

The program models offered at our school is aligned with parent request. All of the parents choose Freestanding ENL program and they are content with their final choice. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population at Unison school, Freestanding ENL is the only program offered. Surveys are available at school for review. Later, parents are notified about their children's' placement in ENL program and the ELLs are placed in the groups according to their age and the English proficiency level.

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## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Our school implements a Freestanding Stand Alone English as a New Language (ENL/ESL) Program. The language of instruction is English. Program services children daily as a part of their language development and academic instruction. In this program the ENL teacher provides ENL instruction out of class setting and students are grouped by language fluency within age parameters therefore, the program most often follows the homogeneous model (same proficiency levels in one class). ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

The program helps ELL students to achieve proficiency and attain the standards established for all students for a grade promotion and graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Also the goal is to amplify the literacy and academic skills of ELLs who participate in this program and to incorporate recognized and researched based ENL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

The total number of students in the Unison school is 189. In this Stand Alone ENL component we have 21 students, from grades 6-8. They range from Entering to Expanding. All Entering and Emerging students receive 180 minutes, weekly, of stand-alone ENL and 180 minutes, weekly, of integrated ENL. Students who are transitioning and expanding receive 90 minutes of stand-alone services per week and 90 minutes of integrated ENL services in a content class. **All ELL levels (Entering, Emerging, Transitioning, Expanding and Commanding) receive one unit of integrated ENL services per week through reading classes. The ENL teacher co-teaches reading classes for grades 6-8 with the content teacher. Teacher schedules allow for common planning time with the ENL and reading teachers. During common planning time, ENL and reading teachers discuss ELL trend, differentiation plans, discuss content objectives, and set goals for the coming week.**

The Special Education population has three students in the Unison school. Students with IEP are identified and served as per the IEP. Languages spoken are mostly Spanish, Arabic, Bengali and Fulani, an African dialect. The ESL teacher meets weekly with the ELA teachers to discuss class trends and planning

- b. TBE program. *If applicable.*

The Unison School does not offer a TBE program

- c. DL program. *If applicable.*

The Unison School does not offer a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model? How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)

When NYSESLAT results are received, the ENL programming begins for the upcoming school year. The principal provides the ESL teacher with the spring NYSESLAT exam scores from the Principals' Portal. The ENL teacher drafts a tentative schedule for each student based on the number of minutes required based on the English proficiency level that they scored on the NYSESLAT. After the ENL teacher makes a tentative schedule, a meeting with the Assistant Principal is scheduled and each student's schedule is then revised

and finalized. All student and teacher schedules are kept in the Unison ENL shared Google Drive and are referenced weekly to ensure that all ENL students are receiving their mandated amount of minutes.

All Entering and Emerging students receive 180 minutes, weekly, of stand-alone ENL and 180 minutes, weekly, of integrated ENL. During stand alone ENL content specific readings are used to help the Students who are Transitioning and Expanding receive 90 minutes of stand-alone services per week and 90 minutes of integrated ENL services in a content class. The content classes that students receive their integrated ENL services are decided by the student using a weekly sign up. Students must inform the ENL teacher which class they feel would be the most beneficial to receive integrated ENL services in for the week.

3. Describe how core content is delivered in each program model. 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. English language learners receive the same academic content as those students who are native English speakers. **All content is delivered using the Sheltered English Approach.** The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English in a systematic and structured way, and its design to develop the cognitive skills of ELLs. In order to maximize English language acquisition for ELLs, and to make content comprehensible to foster language development and meet the demands of Common Core Learning standards, the ENL and classroom ENL teacher works closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ENL, ELA, Math teachers and other content areas teachers for each unit to foster language development and meet the demands of the Common Core Learning Standards. Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also, Math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. The ENL teacher modifies and supplements the curriculum in accordance with ENL teaching methodologies.

Courses are taught in English and our ENL teacher differentiates lesson content for English-language acquisition. Differentiation strategies include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review student's' strengths, needs, goals, and strategies.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? ELLs have diverse learning needs are based on many factors, including age of literacy in the first language and English arrival, home literacy, years of formal education, immigration status, disability status and cultural expectations of school. These factors are taken into consideration when examining performance of ELLs on standardized tests and assessments. At the beginning of their first year at school, students and their parents are informally interviewed to find out about the student's' background. Those who speak Spanish at home and are deemed eligible, are administered Spanish LAB to determine language dominance. We have many paras who speak different languages and who assist us with their translations and work throughout the year with ENL teacher and the classroom teachers. We also use over the phone translation unit if it is necessary. In regards to language, all ESL students are provided with the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation in a case where there is no translated edition provided by the Department. All translations are oral, direct translations of the English editions. ELLs making use of alternative language editions or oral translations may write their responses to the open-ended questions in their native language. ELL students may also use both an English and an alternative language edition of the test simultaneously. Native language dictionaries, picture dictionaries in different languages and native language books are often used in the ESL classroom. Report cards and any other information on the student is given to students and parents in their native language

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated throughout the school year in four modalities in English acquisition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ENL teacher analyzes the student's' data and their proficiency levels in the four modalities: reading, writing, speaking and listening, so that the ENL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. **In addition to the NYSESLAT, other Initial diagnostic assessments used in our school include: the Degrees of Reading Power test (DRP), social studies and science Measures of Student Learning (MOSL), STAR Math test, ELL Periodic Assessment, and pre-tests in each content area at the beginning of each new unit.**

The ENL classroom has classroom centers: reading center - library, writing center, word wall, math reference center, listening center (laptops with headphones), as well as a Smartboard, iPads are used so that the students can develop their language proficiency in all those modalities. Furthermore, informal assessments of ELLs indicate the concentration of the instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities -reading/writing and listening/speaking affect instructional instruction. Past data shows that ENL students need less instructional support in speaking and listening and more in reading and writing therefore an ENL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. There is a focus on the improvement of the Reading and Writing skills especially the students on Transitioning and Expanding levels.

**Formal Assessments include the following:**

- **DRP. Given once per quarter to assess reading skills**
- **Social Studies and Science MOSLs. Given twice per year to assess reading and writing**
- **STAR Math Exam. Given once per quarter to assess math and reading skills**
- **Unit post-tests. Given once every 4-6 weeks in each content area to assess reading and writing**
- **ELL Periodic Assessment. Given twice per year to assess reading, writing, speaking, and listening**
- **NYSESLAT- Given once a year to assess reading, writing, speaking, and listening**

**Informal Assessments include the following:**

- **Daily conversations to assess listening and speaking skills**
- **Daily observation of ELLs interacting with native speakers to assess speaking and listening**
- **Weekly Reading reflections to assess speaking and writing skills**
- **Daily Task Reflections during Stand Alone ENL to assess listening, reading, writing, and speaking skills**

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Unison's ELL population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

- Provide academic intervention services as an extension of the regular school program on both push in and pull out services.
- Making an individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students are identified, Unison monitors the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provides support in all content areas to differentiate instruction for literacy needs. Unison makes all existing support structures and additional ones such as ENL, Extended Day or Speech available, which could benefit the student.

b) Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities and to involve the students in the school's celebrations and other programs.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

This year we have five newcomers. The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, and manipulatives. Those students who arrive in sixth grade or later are required to take ELA test after one year. In addition to the support received in ENL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years. For the students who are in years 4-6 and Long-Term students, Extension of ESL services is requested. Support structures as above are provided.

d) Plan for Long Term ELLs:

Long terms ELLs are the large number of Ells across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their challenge is mainly in reading and writing. They are supported to reach English proficiency level on the NYSESLAT. Our action plan for this group involves:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the school's programs to enrich their language and academic skills.
- Communicate closely with the parents to monitor their children's progress.

Plan for Special Needs Students:

Our policy for special needs students includes:

- Collaboration between the ENL teacher and IEP contact person, school psychologist and school intervention team.
- Monitoring newcomer and SIFE student for possible special needs status.
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Communicate closely with the parents to monitor their children's progress.

As a policy for special needs students, we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. Unison students with special needs are integrated in the mainstream ENL program and put under the supervision of the teacher and school Special Education Coordinator. Based on the individual, ENL strategies and instructional methods are utilized.

e) Students who have scored Commanding on the NYSESLAT are considered Former ELLs and are fully integrated into our standard educational models. After reaching proficiency on the NYSESLAT, post-ELL students will continue to receive language acquisition support to consolidate and further develop their English language skills. **As mandated by CR Part 154.2, Former ELLs are eligible for mandated services for up to two years after exiting ELL status. Mandated services include 90 minutes weekly of integrated ENL support, and the continuation of ELL accommodations during tests; both local and state. Testing accommodations for ELLs and Former ELLs include: HL and English bilingual glossaries, extended time, and testing in a separate location from native speakers. For low inference languages, ELLs are also entitled to a translator.**

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

If a student is schooled outside of NYS for more than two year and re-enters the NYC DOE they will qualify for the re-identification process. A new home language survey will be conducted and the NYSITELL and/or Spanish LAB will be administered to the student again. If the student is re-identified as an ELL, an entitlement letter and an ELL parent appeal letter will be sent home with the student. If the parent of the ELL appeals the ELL identification, the student will be re-evaluated within 6-12 months.

From the time that an ELL is re-identified, until the re-evaluation process, the student will be closely monitored by the content ESL teacher and the content teachers. The student will keep a portfolio of their work from all classes; this portfolio will be used during the re-evaluation process. The ENL teacher will also meet with content teachers to discuss the student's progress and how teachers may differentiate based on the student's English proficiency and academic progress. During the time leading up to re-evaluation, the student will continue to receive Stand Alone ENL, Integrated ELA services, and home language supports.

If the parents or a teacher believes that a child has been misidentified as an ELL based on the ELL identification process, there is a 45 day window in which an appeal can be made. In the written appeal to the principal, the parent or teacher would ask that the ELL identification process be redone. After this written notice is received, the re identification process must be completed within 10 school calendar days and the Committee on Special Education must be notified within 20 school calendar days. Within the first 10 calendar days the NYSITELL would be administered if a child was originally given a non-ELL status. If the NYSITELL was given then a portfolio of the student's work will be reviewed and a school based assessment will be given. The ENL teacher and the principal will meet to discuss whether ELL status should be changed or not and parents will be informed in writing and during an in person meeting. If it is determined that ELL status should not be changed, the appeal process ends. If it is determined that ELL status should be changed the principal will send the recommendation and the signed parent notification of the district superintendent within 10 school days of the principal's recommendation. Final change of ELL status is decided by the superintendent.

8. 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?

The Stand Alone ENL program follows the balanced Literacy model, the school's curriculum frameworks and ENL curriculum guides. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding.

To both provide access to academic content areas and accelerate English language development teachers of ELL also use small group instruction, many scaffolding techniques, rich print environment, word walls, content areas glossaries in different languages and leveled books. Teachers use differentiated instruction and utilize visuals, games and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Technologies used to support ELLs includes include laptops and desktops in each classroom equipped with headphones, iPads, LeapFrogs, and a variety of audio books. Furthermore, Teachers of ELL students use grade level books which also have the ENL component to differentiate the instruction. Other materials used for this subgroup also include math manipulatives, picture dictionaries, Easy English Newspaper, and a multitude of magazine subscriptions. Professional development meetings with classroom teachers and ENL teachers are also very helpful tool of communication and resource for planning the instruction.

Content-area teacher use key texts at a variety of levels. Additionally, as part of the Learning Cultures curriculum, students choose their own content-area texts for shared collaborative reading; this supports students' use of texts at appropriate levels. The collaborative work formats integrated into the Learning Cultures curriculum (e.g. Unison Reading, multiple daily student shares, learning groups and peer revision and editing) support ELL-SWDs' English-language acquisition by providing them with immersive, developmentally appropriate native-language models and feedback. ELL-SWDs participate in frequent one-to-one learning conferences with content-area teachers and the ENL teacher. During these conferences, teachers explore concepts

and language that causes students difficulty, coach students on use of appropriate learning strategies, and collaboratively revise and edit students' work for content and English language accuracy.

Finally, the Humanities course content includes explicit instruction in grade-level language development strategies, such as use of root words, prefixes and suffixes, spelling, grammar, punctuation and pronunciation. This course content is differentiated supplemented and differentiated for individual students' needs during one-to-one conferences.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In our stand-alone ENL program ENL students are pulled out from the classroom for 180 minutes for Entering and Emerging students and 180 minutes for integrated ENL. Transitioning and Expanding students are pulled out for stand-alone ENL services for 90 minutes per week and receive integrated ENL services for 90 minutes per week. The ENL teacher also collects data of different test results (Periodic Assessments, New York State tests results) which also drives the instruction for the ENL as well as the classroom teachers. In the classrooms, the small group activities allow for differentiated instruction. Also, during the assessments the children are grouped according to the standards and their abilities. The school uses articulation forms as the means of communication between ENL teacher and classroom teachers in an effort to maintain alignment of curricula across the grades with the ENL instruction. The teachers also share their curriculum maps with an ENL teacher and provide modifications for ELLS in their classrooms, in the least restrictive environment. During Grade level meetings teachers discuss ELL students' strengths, weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meeting, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students. The scheduling of ELL students with IEPs ensures that they receive their mandated special education and ENL services in a general-education, least-restrictive environment.

ELLs that are classified as SWD are all part time ICT and received 60% of their day in a general education class; they are only self contained for math receive math and reading. For 60% of the school da SWD are engaged in a collaborative learning environment with their non disabled peers. In addition to the regularly scheduled school day, all students (ELLs, SWD, and general education) have an extended learning day until 5:50pm. During this extended learning day ELLs that are SWD in fulfilled included in all activities and small group instruction with general education students in the least restrictive environment.

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### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

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\*Note "other approved services" does not apply to New York City at this time.

## Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)					
100%						
75%						
50%						
25%						
	Dual Language					
100%						
75%						
50%						
25%						
	Freestanding ENL					
100%						
75%						
50%						
25%						
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING	

## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted).

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. Targeted intervention programs in our school for ELLs in Math, ELA and other content areas include extra one-on-one conferences in all classes, targeted small group instruction, after school math intervention, Occupational Therapy, Physical Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ENL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. They use Cooperative Unison Reading, and vocabulary quizzes to make instruction more effective. **Targeted interventions for social studies and science include the following: Pull out ENL utilizing content specific readings, small group instruction around new content, differentiated tasks, ELL accessible textbooks, additional one-on-one conferences, and additional after school math and social studies help during AIM and Academic League run by Citizen Schools.**

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

The effectiveness of our current program is measured by the ELL students results in the formal assessment, DRPs, Curriculum-based measures, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ENL class as well as in the content area classes. ELLs are making steady gains on the assessments and in both content and their language development by moving from one to the next proficiency level in order to become language proficient. **State ELA and Math assessments are mandated by NYS and are given once a year to test students reading writing, math, and comprehension skills. The science and social studies MOSLs are exams that are given twice per year. The exams requires students to read content material and then form written responses to what they have read. The STAR test is a computerized math test that informs teachers of students math level in relation to their grade level. In each content class teachers have students complete a pre test. The purpose of the pre test is to see what students already know about a topic before they begin learning more about it. Teachers also use the pre test as a way to help drive instruction for the unit based on student needs. At the end of the unit students are given a post test to see how well they have mastered the content and language objective of that unit.**

It is often noticeable that ELLs who are taking the ELA state test after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ENL teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classroom grades, observations and conferences with teachers, inform ENL teacher for the future planning.

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

- The ENL program at Unison is expanding by increasing the amount of pedagogical time assigned to English Language Learners. In school year 2015-2016 Unison will have a full time ENL teacher for the first time. Due to an increased population of beginner ELLs who speak Bengali and Arabic, Unison will expand the NSL program to provide the required mandated minutes for all students.

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

No programs or services for ELLs will be discontinued.

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

All Unison students are encouraged to participate in our extended learning day program, Citizen Schools. During this time, students receive academic enrichment **twice a week through academic league. Academic League is a time when small group instruction is done and all students, ELLs and non ELLs, are taught skills that will help them be more successful in math. Students also receive academic enrichment twice a week through AIM, a time in which students work on their reading comprehension skills and writing skills. All students, regardless of home language, are exposed to college and career readiness through apprenticeships with local and corporate companies and organizations. During apprenticeships outside organizations agree to come to the school once a week for 10 weeks and teach students as skill related to their job and they complete a project with their team. At the end of the 10 week apprenticeship students go to the company or organization and present their project that they worked on.** At this time, students also participate in clubs pertaining to athletics and arts during Citizens Schools.

Our school also offers a variety of evening and weekend activities such as movie night and family BBQs. These events are planned and executed by our Parent Teacher Association (PTA).

During the 2015-2016 school year the Unison School received a grant through a program called ENACT. The ENACT grant allows all students to participate in the arts, through plays, and also allows students to receive additional academic support on weekends and after school hours.

All students, ELL and non ELL, are invited and encouraged to participate in all school programs and activities.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Beginner ELLs are provided with packets from their ENL teacher that include worksheets that provide level appropriate access to the content being delivered. In terms of technology, classrooms are equipped with lap tops, and ELLs are afforded extra time using this technology during their pull-out ESL minutes. On lap tops, ELLs use programs that support their auditory and visual learning such as News ELA, Ten Marks and Khan Academy. **Additional technologies used to support ELLs in content areas include laptops and desktops in each classroom equipped with headphones, iPads, LeapFrogs, and a variety of audiobooks.** Furthermore, Teachers of ELL students use grade level books which also have the ENL component to differentiate the instruction. **Other materials used for this subgroup also include math manipulatives, picture dictionaries, Easy English Newspaper, and a multitude of magazine subscriptions. During this school year, throughout all content areas, we have begun to use ACCESS textbooks. ACCESS is a line of content textbooks published by Houghton Mifflin meant especially for ELLs to help them build literacy skills in the content areas.**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- The Unison School only offers an ENL program. Some of the home language supports that are given to our ELLs include the following: access to bilingual dictionaries and glossaries, bilingual content specific glossaries, access to translation technology, such as Google Translate, and tests and other resources translated into students' home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Heterogeneous and homogeneous push-in and pull-out services are provided based on grade level as well as ESL level (Entering, Emerging, Transitioning, Expanding, Commanding or Former-ELL).
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- All students are invited to participate in Summer Bridge, a program that invites students and families to practice a day in the life of a Unison student during the summer. This helps students and families gain insight into the way that students learn at Unison, and prepare them to transition in smoothly. New students who enroll throughout the school year are
19. What language electives are offered to ELLs?
- None
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- N/A
- b. In which language(s) is each core content area taught?
- N/A
- c. How is each language separated for instruction?
- N/A
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The primary ENL teacher is supported by professional development from the Affinity Group, The Urban Assembly. A specialist from The Urban Assembly will support the ENL teacher throughout the year with quarterly off-site professional development tailored to ENL teachers across schools in the group. All teachers at The Urban Assembly Unison School have ENL students in their classroom. As such, they will receive in house professional development that is aligned to the school's CEP goals around decreasing the achievement gap for ELLs.

Each Monday that school is in session, teachers attend 80 minutes of professional development from 2:40pm to 4:00pm. To ensure that teachers receive 15% of their professional development dedicated to ELLs the months of November and December will be dedicated to helping classroom teachers better support their ELLs in content classes. This will be done through whole staff workshops and content team strategy meetings with the ENL teacher. PD dates are as follows: November 2, 2015, November 9, 2015, November 16, 2015, November 23, 2015, November 30, 2015, December 7, 2015, December 14, 2015, December 21, 2015.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Analysis of student work vis-a-vis CCLS aligned rubrics will take place monthly in content meetings. Findings on these rubrics will filter into Monday afternoon professional development sessions to support teachers in best practices to improve ELL achievement. Teachers will sit on Content and Grade Team meetings weekly that use protocols that ensure the analysis of ELL work and data and the creation of materials that will support improvement in their achievement based on the findings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The Unison school does not have a guidance counselor and therefore the social worker and Unison staff are responsible for helping students make the transition to and from middle school. The school social worker provides group and individual counseling to students that are find the transition period difficult.

As our ELLs transition from elementary to middle school, they are assigned to an advisor. All Unison students attend an advisory class every day in which they set personal and academic goals and reflect on their work throughout their classes. The advisor is also responsible for calling the families of their students bi-weekly, and giving parents updates on their child's progress. Having a point of contact within the school, the advisor, has proven to make it easier for our middle school students to make the transition from elementary to middle school.

All 8th grade ELLs are assigned to a case manager within the school. The case manager serves as the person that will help them complete the high school application process and find the school that best fits their needs and wants. The case manager also serves as the point of contact for families to explain how the high school application process works in NYC and to answer any questions or concerns that they may have.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

To ensure that teachers receive 15% of their professional development dedicated to ELLs, the months of November and December will be dedicated to helping classroom teachers better support their ELLs in content classes. This will be done through whole staff workshops and content team strategy meetings with the ENL teacher. PD dates are as follows: November 2, 2015, November 9, 2015, November 16, 2015, November 23, 2015, November 30, 2015, December 7, 2015, December 14, 2015, December 21, 2015. To meet the 50% requirement, in addition to the normally scheduled in school professional developments, the ENL teacher will attend ENL professional developments hosted by the Affinity group and the Urban Assembly Network. In addition to the aforementioned things, teachers are placed in professional learning teams (PLTs) and are able to choose student populations that they would like to research in service of better servicing that group of students. One of the subpopulations that teachers can choose to research is our school's ELL population.

All records of professional development are kept in the school's shared Google Drive Professional Development Calendar. When teachers attend outside professional developments, they bring a copy of the PD agenda and it is copied and placed into their file by the School Business Manager or the Pupil Accounting Secretary

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Individual meetings with the parents of ELLs will be scheduled after the entitlement letters are sent home. All individual family meetings will take place during Family and Community Engagement time during staff PD on Tuesdays from 2:40 pm to 3:55 pm. If translation and interpretation services are needed, the NYC DOE Translation and Interpretation Service Unit will be called.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All individual meetings with ELL parents, verbal communication, and written communication will be documented electronically on the ENL Student Data spreadsheet located in the Unison School's shared Google Drive.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Currently, ELL parent involvement is very low. Twice a month, ELL parents are given an ENL Family Newsletter. In this newsletter, parents are given update and invites to activities that will be occurring in the school and community. ENL family newsletters are provided in English and parents' home languages. **Specific parent involvement activities include monthly PTA meetings The School Leadership Team, having a class parent and Third Thursdays. During Third Thursdays parents are invited to come into the school and attend a class with their student to see how learning occurs at our school. After the class observation, the parent coordinator and assistant principal do a debrief for the parents about the current curriculum and parents have the opportunity to ask questions. During our PTA meeting the parent coordinator often has people from outside organizations come in and give presentations that would be helpful for our parents. The role of the parent coordinator is to organize all parent involvement activities and meetings. The Parent coordinator is also responsible for making sure that all documentation is available in English and our students' home languages. The Parent coordinator is also responsible for making Robocalls in which parents are informed about upcoming meetings; all robo calls are available in English and parents' home languages.**

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? With the assistance of our parent coordinator, we provide services through agencies such as Advocates for Children, NY Lawyer's Guild, Pratt Area Community Council, Legal Shield, the District 13 Community Education Council, and **the Brooklyn District Attorney's office. Some of the parent involvement activities that these organizations provide are things such as financial literacy workshops, first time home buyers workshops, assistance with legal representation, translation services, free ESL classes, and workshops about the danger of cyber bullying.**

5. How do you evaluate the needs of the parents?

The needs of parents will be evaluated through informal interviews with parents and ELLs. Parents are also given the opportunity to express any of their needs during the formal interview before the home language survey, during ELL Parent Orientation, PTC, and during bi weekly phone calls to families during family and community engagement time. Unison has an open door policy, and parents may come, in person, to express any needs. **Unison parents are also given a Unison Parent Survey, in English and their home language, once per quarter and are invited to email the parent coordinator at any time to express any needs or concerns. The parent coordinator is responsible for making all parent documentation available in all of the languages that we serve, coordinating and executing Third Thursdays' parent Q&A session, and for ensuring that she has access to additional resources available for parents who express a particular need.**

6. How do your parental involvement activities address the needs of the parents?

Through some of the workshops offered to parents and PTA meetings parents may participate in the following activities that address some of their needs: legal counseling in regard to their rights as NYC residents, immigration status counseling, and resources to help adults learn English, resources about job training and placement, and information about public housing and assistance. **Through emails, in person conversations and the Unison Parent Survey, the aforementioned workshops were deemed necessary. The role of the parent coordinator is to organize all parent involvement activities and meetings. The Parent coordinator is also responsible for making sure that all documentation is available in English and our parents' home languages. The Parent coordinator is also responsible for making Robocalls in which parents are informed about upcoming meetings; all robo calls are available in English and parents' home languages**

### D. Additional Information

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

**School Name:** Urban Assembly Unison School **School DBN:** 13K351

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Emily Jarrell	Principal		10/28/2015
Amy Piller	Assistant Principal		10/28/2015
Arlette Williams	Parent Coordinator		10/28/2015
Ebony Ford	ENL Teacher		10/28/2015
Kenya Bell	Parent		10/28/2015
Ryan Mack	Teacher/Subject Area		10/28/2015
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		
Barbara Freeman	Superintendent		06/26/2015

	Borough Field Support Center Staff Member		
Eric Berg	Other: School Social Worker		10/28/2015
	Other		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 13K351**

**School Name: Urban Assembly Unison School**

**Superintendent: Barbara Freeman**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At Unison, we have multiple ways of gathering information about communicating with families. First, all families fill out new Blue Emergency Cards when they enroll, and language preferences are entered from there into ATS. Then, any new ELL students are given the HLIS, and that data is used to cross check the information in ATS from the Blue Card. We also have a system of bi-weekly phone calls home to all families made by designated staff contact people, using the over-the-phone interpretation service as necessary. That staff logs all calls made, and if there are any language issues reported or observed, then the Parent Coordinator follows up. For any students who were in other DOE schools prior to enrolling in Unison, their home languages codes in ATS are verified upon entry.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish  
Arabic  
Bengali  
Fulani  
French/Creole

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Welcome letter and enrollment packet - August  
Citizen Schools (extended learning day program) enrollment forms - September  
Monthly newsletter (includes calendar) - backpacked home the last Friday of a given month for the following month  
Report cards, if not picked up at Parent Teacher Conferences - quarterly  
Graduation, Prom, and other "Senior" information, to 8<sup>th</sup> grade families only - March  
Permission slips for trips - as they happen in a given class

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Summer Bridge for new incoming students in August  
Curriculum Night  
"Third Thursday" parent breakfasts/open houses every month  
Parent Teacher Association and School Leadership Team meetings every month  
Tuesday Afternoon Parent Engagement time - individual meetings with families of ESL students  
Interventions or mediations as necessary for academic concerns or behavioral conflicts  
Fall Parent Teacher Conferences  
Spring Parent Teacher Conferences  
Graduation  
  
Plus, information events, including: Back-to-School Barbecue, Spread Love crafts festival, Tournament of Champions, Talent Shows, Portfolio Expo, performances....

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation into Spanish will be provided by School Business Manager Sharon Jacker, NY State Certified Translator.

Documents in other languages to be sent home to parents will be sent to the DOE Translation and Interpretation unit as soon as they are ready in order to be sent out to parents at the same time as documents in English. The Title III funding for outside vendors will be reserved for translation of State Exams for students.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation into Spanish will be provided by School Business Manager Sharon Jacker, NY State Certified Interpreter.

Over-the-phone interpretation services, through the DOE hotline, will be used for family phone calls, events, and any in-person individual meetings.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In order to ensure that school staff understand the multiple resources available for Translation and Interpretation, several simultaneous approaches will be taken:

- 1) The LAC will send out an e-mail to all staff in September explaining how to use the DOE's over-the-phone translation hotline for any parent interactions in languages other than English.
- 2) The LAC will leave copies of the T&I Brochure, Language ID Guide, and Language Palm Card in the mailboxes of all staff members and the School Safety Agents.
- 3) The English as a Second Language teacher will use one hour of Monday afternoon professional development time with the whole staff to go over best practices with English Language Learners, including cultural sensitivity in outreach to families and an overview of the resources available so that families feel engaged, involved, and informed, regardless of preferred home language.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Posters will be placed by the LAC at several prominent hallway locations within the school. Ebony Ford, the English as a Second Language teacher, will distribute and discuss the Parents' Bill of Rights and the Parents' Guide to Language Access at the one-on-one conferences she holds with all parents of English Language Learners during Tuesday afternoon Family Engagement Time. The LAC will distribute the Language ID Guide to the School Safety Agents at the Security Desk, and ensure that copies are kept at her desk and the desk of the Parent Coordinator in the Main Office.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

All events led by the Family Engagement team include a survey at the end, and this is an opportunity for parents and guardians to give feedback or make suggestions. A specific question will be added to the survey about language access. Additionally, because this is a very small school with individual staff members assigned to be the contact people for each parent, if there are any communication issues, there are bi-weekly opportunities for parents to share that information with their designated contact.