

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K527

School Name:

URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR YOUNG WOMEN

Principal:

KIRI SOARES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly Institute of Math And Science for Young Women School Number (DBN): 13K527

Grades Served: 6-12

School Address: 283 Adams Street

Phone Number: 718-260-2300 Fax: 718-260-2301

School Contact Person: Jen Cusa Email Address: jenc@uainstitute.org

Principal: Kiri Soares

UFT Chapter Leader: Damon Noland

Parents' Association President: NeQuan McClean

SLT Chairperson: Jen Cusa

Title I Parent Representative (or Parent Advisory Council Chairperson): Jacqueline Faulk

Student Representative(s): Delisa Thompson Joseph
Aysha Nash

District Information

District: 13 Superintendent: Fred Walsh

Superintendent's Office Address: 333 7th Ave, NY, NY 10001

Superintendent's Email Address: fwalsh@schools.nyc.gov

Phone Number: 212-356-3739 Fax: 212-356-3739

Borough Field Support Center (BFSC)

BFSC: Affinity Group-UA Director: Mimi Fortunato

Director's Office Address: 333 7th Ave, NY, NY 10001

Director's Email Address: mfortun@schools.nyc.gov

Phone Number: 646-634-3854 Fax: 646-634-3854

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)
Kiri Soares	*Principal or Designee	
Damon Noland	*UFT Chapter Leader or Designee	
NeQuan McClean	*PA/PTA President or Designated Co-President	
Carol Jones	DC 37 Representative (staff), if applicable	
Jacqueline Faulk	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Delisa Thompson Joseph	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ayshia Nash	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nicole Souvenir	CBO Representative, if applicable	
Elena Brollo	Member/	
Val Binyard	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Urban Assembly Institute of Math and Science began in 2006 with a single 6th grade class. Entering into our 10th year, we are proudly fulfilling our mission to empower young women through a focus on math and science. At the UA Institute, our primary goal is for our young women to successfully complete college and competitively pursue careers of their choosing. Our belief that developing strong social emotional capacities alongside rigorous academic skills and content knowledge is the key for our girls to achieve this goal.

We have about 489 students from grades 6 through 12 and the large majority of our young women live in Brooklyn. Demographically, our students are 74% Black, 15% Hispanic, 6% White, and 3% Asian. About 75% of our young ladies qualify for free or reduced lunch, and 3% are English Language Learners while about 18% are students with individualized education plans. Given that all of our students are female, we place a heavy emphasis on building a community rooted in sisterhood and young women empowerment.

UAI has a strong commitment to achieving our goals through rich partnerships with our community members. NYU Poly, the Children's Aid Society's Carrera Treasure Academy, and Girls Inc. are three of our founding partners that provide our students with access to college classes, a full array of health and social supports, and a diverse enrichment program aimed at empowering our young women and addressing their needs as whole people.

Over the past year, UAI has had the greatest growth in developing our Rigorous Instruction and building a strong culture of Collaborative Teachers. During our last Quality Review, these two areas were lauded as Well Developed features with our curriculum being cited as an area of celebration. UAI uses a curriculum framework called Learning Cultures that helps teachers and students develop both the social emotional and academic skills needed to thrive in high school and beyond.

One area of growth is in developing a stronger Supportive Environment, particularly with respect to peer interactions and peer support. In reviewing key indicators that also tell us more about this facet of the Framework for Great Schools, we have narrowed in on creating more explicit our methods for social emotional development. This year's primary goal will be to leverage our strengths (Rigorous Curriculum and Collaborative Teachers) to develop stronger systems around peer interactions and support so that we can improve our classroom communities and our clarity of communication with families so they better understand our methods and goals.

Our greatest area of growth is developing our Strong Family-Community ties, with particular focus on working with our PTA and SLT to diversify the ways in which our parents interact with the school. The large majority of our families attend Student Led Conferences, so when asked if they had an in-person parent-teacher meeting, over 88% of our families surveyed replied positively. However, communication with teachers (which was only 62% positive) and volunteering (22%) were particularly low. Through increased emphasis on both of these areas, we aim to improve our ties with our families.

13K527 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	470	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	N/A	# SETSS	6	# Integrated Collaborative Teaching
				21
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	N/A	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	73.5%	% Attendance Rate		89.9%
% Free Lunch	76.0%	% Reduced Lunch		9.3%
% Limited English Proficient	1.6%	% Students with Disabilities		16.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		78.1%
% Hispanic or Latino	12.6%	% Asian or Native Hawaiian/Pacific Islander		5.1%
% White	3.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		41.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.9%	Mathematics Performance at levels 3 & 4		13.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		31.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	85.9%	Mathematics Performance at levels 3 & 4		50.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	89.5%	% of 2nd year students who earned 10+ credits		85.3%
% of 3rd year students who earned 10+ credits	90.1%	4 Year Graduation Rate		90.9%
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		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			
Accountability Status – High 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 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.

Rigorous Instruction and Peer Interaction and Support

Our most recent published graduation rate is 91% and our middle matriculation to high school is even stronger than it has ever been. Course pass rates are also high, but there is a growing divergence between these areas of strength and our students’ performance on state assessments, particularly assessments in math.

Our grading policy in the last few years has mirrored the former DOE progress report (with 60% of the grade focused on growth measures and 40% of the grade derived from summative assessment performance). An immediate solution to this dilemma was to invert the policy to put 60% of the focus on performance and 40% on progress. However, in order to support students in this transition, we need to develop their social emotional learning skills so that they can more effectively use both independent and collaborative learning time efficiently.

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.

Overall Aim – Develop an explicit system of Social Emotional Learning supports to build student capacity to effectively interact with one another and provide support that will increase student achievement on state assessments.

Specific Goals– Attendance improve 3% from 2014, OORs Incidences will decrease 25% from 2015 – both resulting in increased class time for students. Using the Devereaux Students Strengths Assessment (DESSA), we expect growth in key areas of SEL – particularly self-awareness, social-awareness, goal-directed behavior, and decision making. Over the course of the year we aim to decrease the number of students who quantify as “High Need” by 25%. Finally, with increased time in class and higher levels of Social Emotional Skills, we expect to see at least a maintenance in Course Pass rates given the switch of our grading policy to emphasize performance over growth. This maintenance will lead to increased performance on state assessments (see specific goals in the action plan below).

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continued Practice in Learning Cultures, integrating explicit Social-Emotional Learning (SEL) goals from the key SEL areas (Self-Awareness, Social-Awareness, Goal-Directed Behavior, and Decision-Making into each of the formats.</p>	<p>All Staff</p>	<p>Daily Practice</p>	<p>Teachers</p>
<p>Targeted SEL instruction for students identified by DESSA as high need, of whom, many are also our students who are in the lowest 3rd and/or with IEPs each of the formats.</p>	<p>High Need DESSA students</p>	<p>Sept start with interim checks with mini DESSA every 6 weeks</p>	<p>Social Workers, Director of SEL, SEL Instructional Leads, Assistant Principal</p>
<p>Curriculum Night will introduce parents to our new SEL initiative and provide them with concrete activities (from School Connect SEL curriculum) for families to do at home to reinforce skills learned in school</p> <p>Advisors will contact homes weekly to update families on student progress in both academic and SEL goals</p>	<p>Families</p>	<p>September</p> <p>And ongoing</p>	<p>Grade Teams, Families, Students</p>
<p>Student Led Conferences will include reflection on how increased capacity in key SEL areas impacted academic achievement, attendance, and connection to UAI community</p> <p>Periodic and End of Term Data Conferences will ask students to reflect on DESSA growth in comparison to academic factors (CBM growth, performance on Benchmark exams, quality of participation in formats, etc.) to continually build an internal connection between the growth in SEL to academic achievement. Through each conferences students will use academic and SEL data to set goals and reflect on achievement.</p>	<p>Students</p> <p>Students & Teachers</p>	<p>November and March</p> <p>Ongoing and End of Terms (Jan and Jun)</p>	<p>Students, Advisors and Families</p> <p>Students and Teachers</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.

Staffing – 37 Classroom Teachers, 1 Guidance Counselor, 1 Director of Social Emotional Learning, 2 Lead Instructional Teachers, 3 social workers (Carrera) – out of classroom)

Schedule – scheduled PowerGroup sessions with social workers goals for specific targets

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 st 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.

September – DESSA, DRP baselines

November – MP2 Grades, Regents Baseline Benchmark 1

January - MP3 Grades, MidYear DESSA, MidYear DRP, Regents Benchmark 2

March/April – MP4 Grades, Regents Benchmark 3

May – End Year DRP, DESSA, MP5 Grades, Regents Benchmark 4

June – Regents Exams, Final Grades

Ongoing – In class CBMs

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.

Supportive Environment

Learning Cultures provides our teachers a framework that secures social emotional instruction in the classroom. However, while our teachers understand this and report largely positive responses in the Social Emotional Measure of the Supportive Environment elements of the survey, SEL goals and objectives are still not clear to parents and students. Our most recent Quality Review from December 2014 characterized our practice in this area as Proficient, but it is still an area in which we need to focus and grow.

In the 2014 school year, we launched a campaign to improve high school attendance which was at about 88% average daily attendance. By the end of the year, through a simply expectation of individual teachers calling home when advisees were late or absent, attendance improved 2 percentage points, a modest gain. An unexpected impact was the communication and trust building that occurred from these small, daily interactions with the homes. While not clearly reflected in parent response (only 32% of our parents completed the survey), our teachers’ responses were strongly positive (95%) in their portion of the Supportive Environment.

That said, our overall averages in the Supportive Environment survey components are on par with the average in our peer group. Our peer group averages are relatively highly satisfied with the low-point being 74% positive response in peer support for academic work.

Given this disparity between teacher, student, and parent perspectives, we need to develop stronger, more clear forms of communication between homes and school. We are doing the right things, it seems we just need to figure out how to better communicate it.

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.

Overall Aim – Improve home-school communication frequency and clarity, with particular attention to Peer support for academic work and Peer interactions.

Specific Goals – Maintain policy of advisory attendance phone calls with 100% of advisors making at least 98% of required phone calls on time – i.e. calling home when an advisee is late or absent to school that day. Maintain policy of advisory update calls (calling at least 2 advisees per week so that all students receive updates at least twice per marking period) to update on SEL and academic progress. Increase overall positive average in Peer Interactions from 74% positive to 80% (6 percentage points better than peer group average) or better. Increase Peer support for

academic work from overall positive average of 73% to 80% (6 percentage points better than peer group average).
 Maintain attendance growth and increase ADA from 90% to 92%

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Systems & Structures – Advisory Calls Home. Staff will be required to call home daily for students who are late or absent. Staff will be required to give at least 2 advisees weekly progress update calls on SEL and academic growth, making sure all Advisees receive at minimum one call per 6-week marking period.</p>	<p>Teachers and Families</p>	<p>Ongoing</p>	<p>Grade Team Leaders, Principal, Parent Coordinator</p>
<p>Targeted Home Visits – For Advisees who are not reachable by phone, and/or advisees with persistent academic/SEL issues whose family members are unable to come to school, the principal, social worker and parent coordinator and relevant CBO partner staff will make a home visits to support families and children to meet specific goals (in learning, attendance, or other)</p>	<p>Failing students, students with persistent high need DESSA scores, students with low attendance</p>	<p>Once per marking Period dents with low attendance</p>	<p>Principal, Director of SEL, Parent Coordinator, Social Workers, relevant CBO staff (e.g. Family-Life Counselors, Health Advocates, etc.)</p>
<p>Parent/Family Newsletters – Continue to write monthly parent/family newsletters providing updates on school activities. Include a new section on SEL strategies to use at home</p>	<p>Parents/Families, Students ts with low attendance</p>	<p>Monthly</p>	<p>Principal body> ts with low attendance</p>
<p>Celebrations of Learning – Increase communication on our existing celebrations of learning to amplify parent involvement (e.g. volunteers to set up Honor Roll breakfast, Springfest, Winterfest, Awards Night, etc.)</p>	<p>Lead Parents</p>	<p>Monthly</p>	<p>PTA President, SLT, Principal, Parent Coordinator</p>

Create parent advocacy group to communicate with other parents and the community about the strengths and benefits of UAI

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.

Staffing – Principal, Grade Leader Per Session, Director of SEL, CBO staff, PTA President, SLT

Scheduling – Professional Period for Grade Team Leader Analysis of Skedula Data

Per Session – PD for Grade Team Leaders for Data Analysis and Leadership Development

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 st Century Grant	X	SIG/SIF	X	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.

Monthly Skedula reports of Anecdotal on Outreach - Review data with teachers as part of their professional responsibilities (Danielson 4) at initial, interim, and end year conferences.

Monthly Blog Posts to track how many parents are reading the blog

Sign-in logs for parent activities (e.g. volunteering, attendance at events) to track percent of parents participating

Surveys to gauge parent satisfaction at SLC (November and March) and at End Term Celebrations (Winterfest and Springfest) – our four most highly attended activities of the year.

Scheduling – Professional Period for Grade Team Leader Analysis of Skedula Data

Per Session – PD for Grade Team Leaders for Data Analysis and Leadership 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 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.

Collaborative Teachers

This aspect of the Framework is our strongest. Our Quality Review in December 2014 highlighted our teacher teams and professional collaborations as Well-Developed, and in the Learning Environment Survey, Peer Collaboration (94%) and Reflective Dialogue (98%) were the highest indicators of this aspect. For 8 of the 9 categories in this aspect, we were above our peer average, making Collaborative Teachers are definitive area of strength in the Framework for Great Schools.

Our next step is trying to figure out how best to effectively leverage this strength to uplift our achievement in the other aspects of the Framework and to serve as the primary engine that helps us reach our goals. A core philosophy of Learning Cultures and our school is learning how to effectively apply our strengths to grow in our areas of weakness. With this as our clear area of strength, we want to continue to build on our teacher collaboration to productively problem solve around our areas of need.

Surveys to gauge parent satisfaction at SLC (November and March) and at End Term Celebrations (Winterfest and Springfest) – our four most highly attended activities of the year.

e:auto>Scheduling – Professional Period for Grade Team Leader Analysis of Skedula Data

Per Session – PD for Grade Team Leaders for Data Analysis and Leadership Development

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.

Overall Aim – Build Teacher Leadership Capacity in order to strengthen teams and their capacity to carry out school goals

Specific Goals – Team leaders will have greater impact on their teams leading to improvement in teacher implementation of school initiatives (e.g. in Rigorous Instruction, Supportive Environment, and Strong School-Family Ties). See those goals for specific targets

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Cabinet and Leadership Development</p> <p>The Cabinet will be composed of Grade Team Leaders, Subject Team Leaders, Lead Peer Coaches, our Parent Coordinator and the directors of our partners, Girls Inc, and Carrera. The first meeting of the month will be a monthly reporting meeting from each constituency reporting on progress towards respective team goals. Subsequent weeks will be (2) Grade Team Leaders, (3) Subject Team Leaders, and (4) Lead Peer Coaches.</p>	<p>Teacher Leaders</p>	<p>Monthly starting August ending in June</p>	<p>Principal, Assistant Principal, Director of SEL, and team leaders.</p>
<p>Grade Teams</p> <p>Grade teams are charged with following through on the expectations on home-school communication and implementation of SEL learning goals across the grade. Leaders will meet monthly to develop their leadership skills towards managing teams and having complex conversations that will empower teams to be more accountable and effectively meet to achieve articulated school goals.</p>	<p>Grade Teams</p>	<p>Monthly</p>	<p>Principal, Assistant Principal, Director of SEL and Grade Team Leaders</p>
<p>Subject Teams</p> <p>Subject teams are charged with following through on the expectations for content teacher home-school communication and developing protocols for making those communications supportive and clear. Like grade team leaders, these leaders will meet monthly to develop effective leadership practices. Both types of team leaders will also work collaboratively among their leader peers to trouble shoot team dynamics and share effective team practices.</p>	<p>Subject Teams</p>	<p>Monthly</p>	<p>Principal, Assistant Principal, Director of SEL and Grade Team Leaders</p>
<p>Coaches and PD Pods</p> <p>Peer Coaches are charged with supporting teachers through collaborative inquiry in implementing classroom-based goals (academic, Learning Cultures, and SEL). Coaches meet regularly with paired teachers and facilitate Monday PD Pods (teacher led PLCs that include theory-based classroom inter-visitation. Coaches</p>	<p>Coaches</p>	<p>Monthly</p>	<p>Principal, Assistant Principal, Director of SEL and Grade Team Leaders</p>

will be trained to effectively communicate and motivate paired peers to set and reach pedagogical goals in line with whole-school goals.

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.

Staffing and Scheduling – Teachers, Team Leaders are given Professional Period via 6R to prep for team meetings

Per Session for after school cabinet meeting and leader development

Scheduling of Monday and Tuesday PD and Meeting times for PODs and teacher collaboration.

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 st 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.

Observation Reports – Periodic Observation Reports will reflect teacher growth in classroom practice, particularly in Danielson Domains 2, 3 & 4. Baseline data (September), Midyear Review (Jan/Feb), End of Year Review (May).

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.

Effective School Leadership

In 3 of the 4 categories of this aspect of the Framework, we performed higher than our peer average. In one category, which questions asked to parents on the Learning Environment Survey (Inclusive principal leadership), our average response was 85% positive, which was 4 percentage points lower than average.

This dip is also reflected in our performance in Strong Family Ties and Supportive Environment aspects of the Framework. It seems to be correlative (at least for us) that when parents feel left out of the decision making, they feel also feel disconnected from the community.

The solution for improving this aspect has already been articulated in the Supportive Environment and Strong-Family Ties sections of this CEP. The action plans integrate community building and decision-making sharing strategies that will improve not only this category of the Effective School Leadership aspect, but will also improve the Supportive Environment and Strong Family Ties aspects, too.

Staffing and Scheduling – Teachers, Team Leaders are given Professional Period via 6R to prep for team meetings

Per Session for after school cabinet meeting and leader development

Scheduling of Monday and Tuesday PD and Meeting times for PODs and teacher collaboration.

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.

Specific – Through a focus on the goals articulated in the Supportive Environment and Strong-Family ties, we aim to be more inclusive with parents in decisions that impact our school community and family engagement.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
SEE Action plan under Strong-Family Ties and Supportive Environment			

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p> </p>										
<p>Part 4b. 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 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>See Progress Monitoring under Strong Family Ties and Supportive Environment.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Strong Family Community Ties

For the Framework for Great School Report, this indicator is measured solely by the Learning Environment Survey. In this area, our overall average of positive responses was 88% and our peer group’s was 90%

When reviewing the questions that measured this indicator, our teachers replied to 7 of 8 of their questions with more than 90% positive response. The single response below 90% was 82% positive about parents being invited to visit classrooms. Parents were similarly low on this point with only 70% being positive in this question. This particular question is a point about clarity and communication since UAI has had an open door policy for parents since its inception. We definitely need to figure out why that policy is not translating to parents and teachers clearly.

Conversely to teacher response, parents surveyed (32% response rate) answered only 1 of the questions with greater than 90% positive response. That question was asking if parents were greeted warmly when they called or visited. In short, teachers think that we are doing a great job with Teacher outreach to parents, but parents just are seeing it the same way.

Communication is a clear culprit in this disparity of perspective, but we need to dig deeper to survey teacher and parent expectations so that we can bring them into closer alignment and higher satisfaction. mily: Arial'>

Per Session for after school cabinet meeting and leader development

Scheduling of Monday and Tuesday PD and Meeting times for PODs and teacher collaboration.

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.

Overall Aim – Increase the quality and clarity of communication between home and school

Specific Goals – Increase the quantity of contact home (both via phone calls and text) – Advisors already call/email home 2 students per week. We will add 1 email/call home for each subject teacher so that every student in the grade gets a call/email home from a teacher in addition to their advisor calls each marking period. Survey parents on communication expectations and set goals to achieve based on results (these measures are TBD and will be developed further during PTA and SLT meeting in September and October with measurable goals set for November, March, and May). Articulate opportunities for parents to volunteer in school (e.g. existing celebrations, but also in-class tutoring, lunch monitoring, other in-school related volunteer opportunities). Advertise these opportunities in monthly newsletter and aim to have at minimum 5 new parents volunteering at each event/activity (for a minimum total of at least 30% of the parent body volunteering in at least one activity at school.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop Parent Communications and Expectations Survey with PTA and SLT to articulate Parent Involvement goals</p>	<p>Parents</p>	<p>September – October</p>	<p>PTA President, Parent Coordinator, Principal</p>
<p>Articulate new communications expectations for staff in staff handbook. Follow up on expectations through Skedula Reports and Periodic Parent Surveys.</p>	<p>Teachers</p>	<p>Sept, Nov, Feb, and May</p>	<p>Principal, Parent Coordinator, PTA President, Director of SEL</p>
<p>Add new section to monthly newsletter to improve advertising of volunteer opportunities and open-door classroom policies. Develop Strategic Plan with Parent Advocacy Group to encourage different parents to volunteer at different events and to help continually communicate about the open door policy at UAI</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Principal, PTA President, Parent Coordinator</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.

Staffing – Parent Coordinator, Principals, Advisors, Classroom Teachers

Other – PTA President, Volunteer Parents rigorous Instruction, Supportive Environment, and Strong School-Family Ties). See those goals for specific targets

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 st 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.

Measure progress points on Parent developed survey in Nov, March, and May (with March being the Midpoint Growth)

Measure Teacher Phone Call/Communication Compliance through Anecdotal Skedula Reports

Measure growth on Learning Environment Survey points with mock surveys in Sep, Nov, and March

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRP is in lowest third and/or is NYSED ELA PL 1 or 2	Double Unison Reading Groups, Double Individual Conferences, lunch tutoring and after school tutoring	Small Group and one-to-one after school tutoring	During Class, during Lunch and After School tutoring
Mathematics	Middle or Elementary School Math is Level 2 or lower for grades 6-9 OR CC Algebra Reg is below 65 for grade 10/11/12	Double Unison Reading Groups, Double Individual Conferences, lunch tutoring and after school tutoring	Small Group and one-to-one after school tutoring	During Class, during Lunch and After School tutoring
Science	DRP is in lowest third And/or Middle/Elementary School Math is Level 2 or lower for grades 6-9. OR Algebra is below 65 for grade 10/11/12 or has not yet passed science Regent	Double Unison Reading Groups, Double Individual Conferences, lunch tutoring and after school tutoring	Small Group and one-to-one after school tutoring	During Class, during Lunch and After School tutoring
Social Studies	DRP is in lowest third	Double Unison Reading Groups, Double Individual Conferences, lunch tutoring and after school tutoring	Small Group and one-to-one and after school tutoring	During Class, during Lunch and After School tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	DESSA composite score indicated High Need ool tutoring	PowerGroup with Social Worker, Individual Counseling, SEL learning Groups in Class	Small Group and one-to-one in Class	During Class, during Lunch and After School

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.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teacher-Based Hiring Committee selected highly qualified resumes from pool of new teachers and open market. Team interviews candidates and selects highest qualified individual with strongest interview. Principal meets with candidate to verify quality and approve teacher-committee hiring

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).
See Collaborative Teachers goal above

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	355,779.00	x	See Above
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,806,732.00	x	See Above

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

School-Parent Compact (SPC) Template

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

1. **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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

2. 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 Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

3. **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 13	Borough Brooklyn	School Number 527
School Name Urban Assembly Institute of Math and Science for Young Women		

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 Kiri Soares/ Kelly DeMonaco	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Michelle Babick	School Counselor Jennifer Jackson Robbins
Teacher/Subject Area Kristin Negele/ Special Education	Parent Mona Khatari
Teacher/Subject Area Joanna Tirone/ Special Education	Parent Coordinator Carol Jones
Related-Service Provider Jen Cusa	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students	0	Number of teachers who hold both a bilingual extension and TESOL certification	0

		in bilingual programs [applicable to grades 7–12]			
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

D. Student Demographics

Total number of students in school (excluding pre-K)	466	Total number of ELLs	14	ELLs as share of total student population (%)	3.00%

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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 #
Transitional Bilingual Education							0	0	0	0	0	0	0	0
Dual Language							0	0	0	0	0	0	0	0
Total	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	14	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	5

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

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										00
DL										00
ENL	2	0	0	15	0	0	5	0	3	25
Total	02	00	00	15	00	00	05	00	03	25

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* EP=English proficient student

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
TOTAL	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): 0

Number of students who speak three or more languages: 0

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			1	1			03
Chinese														00
Russian														00

Bengali								1		1						06
Urdu										2						02
Arabic						2	3	2	1		2		1			11
Haitian																00
French																00
Korean																00
Punjabi																00
Polish																00
Albanian																00
Other							1		1	1						02
TOTAL	00	00	00	00	00	00	04	04	02	05	05	01	00	00	00	25

Assessment Breakdown

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

NOTE: DATA NOT YET RELEASED IN NEW CATEGORIZATION.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1	1					02
Emerging (Low Intermediate)							1	1			1			002
Transitioning (High Intermediate)							1	2	1	3	2	1		10
Expanding (Advanced)							2	1	1	3	1			09
Commanding (Proficient)														00
Total	00	00	00	00	00	00	04	05	03	06	04	01	00	25

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
Total								1			1			02

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6	3				03
7	2				02
8	2				02
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6	3								03
7	1		1						02
8	2								02
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	N/A	N/A	N/A
Integrated Algebra	0	0	0	N/A
Geometry	1	0	1	N/A
Algebra 2/Trigonometry	0	N/A	N/A	N/A
Math <u>Common Core Algebra</u>	4	0	0	N/A
Biology	0	N/A	N/A	N/A
Chemistry	0	N/A	N/A	N/A
Earth Science	1	0	0	N/A
Living Environment	4	0	1	N/A
Physics	0	N/A	N/A	N/A

Global History and Geography	2	0	0	N/A
US History and Foreign Language	same as above	same as above	same as above	same as above
Government	0	N/A	N/A	N/A
Other <u>CC Geometry</u>	1	0	TBD	N/A
Other	N/A	N/A	N/A	N/A
NYSAA ELA	0	N/A	N/A	N/A
NYSAA Mathematics	0	N/A	N/A	N/A
NYSAA Social Studies	0	N/A	N/A	N/A
NYSAA Science	0	N/A	N/A	N/A

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. The school uses teacher created assessments as well as the Degrees of Reading Power (DRP) assessment, a nationally normed reading test. Looking at the data from the Fall 2015 DRP scores, of all the 20 ELLs tested, each one scored “well below grade level.” However, data from these assessments did show increases in reading ability among the ELL population last year excluding one outlier who initially experienced growth between the fall and winter of 2014 but has since scored lower in. Furthermore, our NYSESLAT scores demonstrate growth in English proficiency. There were 5 ELLs who moved up in their proficiency level, and two that passed out of the exam last year. This information supports the school’s instructional plan by informing individual and group instruction through the creation and use of scaffolds as well through the provision of multiple points of entry into the curriculum. Teachers utilize this data in lesson and unit planning as well as when creating student work groups and holding individual and group conferences to establish, evaluate and continually revise achievement goals.**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? Data for the 2014-2015 NYSESLAT is not yet available. **Looking at the Spring 2015 and 2014 NYSESLAT data, 7 of the 9 students that scored an “Intermediate” on the Spring of 2014 then went on to score as “Transitioning” in the Spring 2015. Four of the six students that scored as “Beginning” in the Spring of 2014 moved up to the next proficiency level and scored “Transitioning” in the following year. Data prior to this school year indicates students total scores increasing each year. There are five ELL students that continued their education with UAI, there are two students who increased on their performance level in NYSESLAT. In the last two years, there have been two students who have passed out of the NYSESLAT and are still receiving ELL services. There is an outlier that has shown no growth who may be impacted by severe absenteeism this year. However, others’ scores have shown an increase in students reading and writing skills.**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#)) **There are three ELLs in the middle school and one in the high school that have**

IEPs. General education teachers, ESL teachers, and Special Education teachers work together to align the AMAOs with the Common Core standards, based on the students needs. Goals are always aligned to standards, but may be at different grade levels depending on the student’s capabilities. For example, our four ELLs with IEPs are reading “well below grade level,” so we typically align their reading and writing goals with Common Core Standards aligned to lower grade levels. Additionally, each of the four girls scored a “Level 1” on their ELA and Math State Exams. Therefore, all four students are receiving Speech Therapy to assist in their expressive language skills. In the middle school, these three students are being pulled from their classes to receive extra skill building support.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language? **Across grades, our ELL students are showing improvement on their Degrees of Reading Power assessment which every student in grades 6-11 (this assessment is not given to grade 12) demonstrating improvement ranging from 5 to 15 DRP units for students for which data is available with the exclusion of one outlier who despite an initial increase between the fall and winter of 2014 of 3 DRP units experienced a decline in spring 2015. In addition, 86% (12/14) are promoting to the next grade level with both students facing non-promotion also experiencing severe absenteeism with one missing 39 days and the other a total of 143 in the 2014-2015 school year . In the ninth grade, promotion among ELLs is at 100% while in the tenth grade where severe absenteeism impacts 2 out of 3 ELLs, only 1 (33%) will promote without the augmentation of summer school programming (TBD). Due to the lack of reading and writing ability in the home language as well as student and parent preference, no current ELL takes teacher created or state assessments in the home language.**
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments. **The results of periodic assessments are used to scaffold and differentiate instruction to provide multiple points of entry. In this way, the periodic assessments of ELLs inform individualized goals for each student as well as group instructional goals and desired outcomes, impacting lesson and unit planning. Likewise, school leadership uses the results of periodic assessments to guide teacher and school wide goals.**
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used? **The school is learning about the reading and writing as well as and content knowledge development of our ELL population. This information informs instruction through the creation and use of scaffolds as well through the provision of multiple points of entry into the curriculum. Teachers utilize this data in lesson and unit planning as well as when creating student work groups and holding individual and group conferences to establish, evaluate and continually revise achievement goals. Home language is used to promote second language development when possible through collaboration among peers from the same language background, the option to produce assignments in the home language as well as effective translanguaging techniques that allow for easier access and retention of course content. For example, many of our ELLs will define new words in both English and their home language to ensure they are developing in both their native and second languages.**
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.](#)]
Data is used to guide instruction for ELLs within the RTI framework as teachers rely on formal and informal assessments in the classroom to guide daily instruction at the Tier 1 level. In addition, data is used to increase the frequency and intensity of interventions in Tiers 2 and 3. At the Tier 2 level, students receive extra targeted instruction in the form of additional one-on-one and group conferences and reading groups in every class. More so, students are then targeted for additional support as data indicates using our lunch tutoring program. Finally, at the Tier 3 level more intensive instruction can be offered both in the lunch tutoring program as well as through targeted small instruction groups using research and evidence-based interventions. Furthermore, we use the Learning Cultures

curriculum at our school to drive student based learning and self-assessment. Teachers meet one-on-one with each student at least once per marking period (for the lowest third, teachers meet with students at least twice a marking period) to set goals and determine which differentiated activities and assessments best meet student needs. Goals are derived from informal and formal assessments including coursework, DRP scores, and Regents exams. We also form learning groups on a regular basis which entails a group of 4-5 students lead by the teacher. Learning groups are selected based on performance on coursework and exams. During Independent Work Time, students must select from a range of leveled activities that correspond to the topics of each unit. In addition, in our middle school, students who struggle the most are pulled out from class to receive extra support.

6. How do you make sure that a child's second language development is considered in instructional decisions? **A child's second language development is considered in instructional decisions through a multitude of pathways. Children with the same home language are encouraged to interact and work collaboratively in the classroom. In addition, when applicable, students who can produce assignments in their home language are given the option when appropriate to respond in their home language. In addition, for students for whom it is applicable, bilingual dictionaries and glossaries are provided as well access to Google translate and advisers who speak the home language.**
7. For dual language programs, answer the following: At this time, The Urban Assembly Institute of Math and Science for Young Women does not offer a dual language program.
 - a. How are the English-proficient students (EPs) assessed in the target language? **At this time, The Urban Assembly Institute of Math and Science for Young Women does not offer a dual language program thus no assessment tool is in place.**
 - b. What is the level of language proficiency in the target language for EPs? **At this time, The Urban Assembly Institute of Math and Science for Young Women does not offer a dual language program thus no data is available.**
 - c. How are EPs performing on State and other assessments? **At this time, The Urban Assembly Institute of Math and Science for Young Women does not offer a dual language program thus no data is available.**
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). **The success of our freestanding ELL program is evaluated using New York State ELA and math scores, New York State Regents exams, Degrees of Reading Power assessment scores, teacher-created assessment results, NYSESLAT outcomes and other measures of student learning as applicable given the yearly decisions of the Measures of Student Learning Committee and individual teacher/supervisor decisions.**

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. **Per the ELL Policy and Reference Guide for ELL Identification, the identification of ELLs is completed using four steps. First, a Home Language Identification Survey is administered by the English as a New Language certified teacher and in the cases where the student's home language is Spanish, a Certified Spanish speaking teacher (Anna Avino or Elena Brollo). If we need any additional translation resources, we will defer to the DOE's Translation and Interpretation Unit. We will request either a phone interpreter or an in-person interpreter. Second, the results of this survey and the accompanying parent and student interview are used to determine the student's eligibility to take the NYSITELL. If the student is deemed eligible, the NYSITELL is administered and in cases where the student's home language is Spanish, the Spanish LAB is administered. The NYSITELL is administered**

by the English as a New Language certified teacher and the Spanish LAB is administered in combination with one of the school's two Certified Spanish teachers. All of these four steps must be completed within the first 10 days of school. As of now, we have not received any new students who are in need of identification. In the future, we will ensure these steps are followed.

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).
SIFE students are identified within 30 days of enrollment using the SIFE questionnaire in cases where the Home Identification Language Survey indicates interrupted instruction. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. This questionnaire can be modified for up to 12 months of enrollment. A trained ESL or bilingual pedagogue must follow this specific process:
 - Talk to Students and parents
 - Decide main language
 - Determine what the child speaks
 - Determine if the child is eligible for the NYSISTELL

Once a SIFE student scores at a transition/intermediate level on the NYSELSAT, SIFE status is automatically removed in ATS. As of now, we have not SIFEs, but will ensure this process is followed if we receive any.

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). **In cases where a newly enrolled student has an IEP and the home language is a language other than English, the Language Proficiency Team meets to review evidence of the student's English language development. This team includes: an assistant principal, the English as a New Language certified teacher, the student's parent/guardian and the school's lead special education teacher in addition to a qualified translator/interpreter as needed. The team then refers the student for NYSITELL testing in which case the student continues on the course of the ELL identification process as indicated in question 1 of this section or the team recommends that the principal not to refer the student for NYSITELL testing. (These four steps include: 1. Distribution of HLIS survey and interview with parent and student 2. Administration of NYSISTELL if eligible 3. Parent orientation and parent survey 4. Distribution of entitlement letters.) In this case, the principal then sends their determination to the superintendent or his or her designee and notified the parent/guardian within 3 days. If the superintendent or his or her designee agree, the ELL identification process for the student is to They have 20 days to either accept or reject the LPT's recommendations.**
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.
The Parent Coordinator works alongside the English as a New Language teachers to distribute these letters in the parent's preferred language within 5 school days of the NYSITELL score. The Parent Coordinator prints and mails or backpacks each letter to the home address as well as notifies parents by phone that the letter has been sent home and how.
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).
Parents are informed via an orientation and in addition are provided with both a video (available in thirteen languages) and a brochure in their home language. Parents or students over the age of 18 have 45 days to request a re-identification process/review within 45 days of enrollment. Review of re-identification process takes place within 6-12 months. The ESL teacher maintains the appeal letters in the ESL compliance binder.
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 timelines.
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. Parents

participate in an orientation that describes various programs for ELLs and parents can visit classrooms with the various programs. This orientation must be completed within 10 days of a student's enrollment via the ELL identification process. The orientation will be hosted by the licensed ENL teacher who may be accompanied by the principal or parent coordinator. If translators are needed, we will reach out to the Translation and Interpretation Unit. Parents also view a parent informational video where program placement options are presented with clarity and objectivity on the New York City Department of Education website. This parent orientation video is available in thirteen languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. After watching the video and meeting with the ENL teachers and school staff, they then complete the parent selection form and the school will conform to the parental choice selections. If the parent does not complete the survey or does not come to the orientation, a certified letter will be sent to the parent signed by the principal. As of now, we have had no parents indicate they want bilingual or dual language programming for their students.

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.
The Parent Coordinator reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and monitors program choice using the chart from new York City Department of Education Office of English Language Learners Appendix K which the school maintains as a Google doc as of June 2015 for all. Parents are given the necessary documents during the Parent Orientation. The completed placement process must occur within 20 days of enrollment. These records will be kept in an ESL compliance binder on campus.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Surveys and Program Selections that have not been returned are monitored on the same form indicated in the previous response.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Parent Coordinator ensures placement parent notification letters are distributed by printing the letters in the parent's preferred language, and either mailing them or backpacking them home. The Parent Coordinator also notifies parents by telephone that the letter has been sent and how.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is retained in the student's on site file in the main office as well a digitally using the chart from new York City Department of Education Office of English Language Learners Appendix K which is overseen by the pupil secretary and Parent Coordinator. Parents can gain access as needed to their child's records in addition to necessary staff. In addition, both certified ENL teachers maintain their records in an ESL compliance binder. This binder contains all student data including NYSELAT and NYSISTELL scores, home language surveys, entitlement letters, and parent orientation letters. This binder is kept in the special education office on site.
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.
Each year the English as a New Language certified teacher and Assistant Principal meet to plan and coordinate the NYSELAT within the timeline provided and per NYS guidelines and the English as a New Language teacher is released for training purposes. Our Pupil Accounting Secretary provides us with all necessary data via the RLAT retrieved on ATS. This report is used to determine NYSELAT eligibility. The ESL coordinator and parent coordinator work together and begin calling parents a week

before the test to ensure their child will be present the day of the exam. Per guidelines, the speaking portion of the test is administered and graded by a certified pedagogue who has received training and participated in norming. Each additional section is proctored by a certified pedagogue and as well as graded by one that has received training and participated in norming per state guidelines. A make up date is also decided upon an offered after the initial assessment for absent students.

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

The Parent Coordinator ensures continued entitlement and transitional support parent notification letters are distributed by printing the letters in the parent's preferred language, mailing them and notifying parents by telephone that the letter has been mailed.

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).

As of the 2015-2016 school year, we have not had any new students entering the NYS DOE registered to our school. Since the start of our ESL program in 2012, all parents have favored the integrated push-in ESL model. We have not had any requests to transfer our students to schools offering bilingual or dual language programs.

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.

Instruction is delivered in integrated co-teaching classrooms and/or may receive additional ELL services in a small group setting. The classes are taught or co-taught by teachers who currently hold their ESL license, in the process of receiving their ELL certification, or who have received professional development in ELL scaffolding. The students are grouped by bocks (meaning that the class travels together as a group.) In the high school, the ESL teacher follows the group that all of the ELLs have been programmed into. This is a heterogeneous classroom, consisting of high level general education students, special education students, and ELLs. At the middle school, the ELLs come to the pull-out room four times a week to receive services. In addition, four of the "entering ELLs" are programmed into a block (similar to the high school) that received push-in ESL services by the middle school ESL teacher. The primary goal of the program is to assist students in achieving English Language proficiency as soon as possible. Goals of the program included:

- To amplify the literacy and academic skills of ELLs who participate in our program**
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.**
- To give students the skills to perform at city and state grade level in all subject areas**

b. TBE program. *If applicable.* NOT APPLICABLE

c. DL program. *If applicable.* **NOT APPLICABLE**

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

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 26 students (1 is a long-term absence). In the middle school, there are two “Entering” and four “Emerging” students who receive 7 periods (for a total of 364 minutes) through a combination of push-in and pull out services. There are three “transitioning” students and five “Expanding” students who receive ESL pull-out services four times a week for a total of 208 minutes. For the high school, all ninth grade ESL services are provided by the ESL teacher who pushes in and co-teaches the group every day in Humanities and Math. Furthermore, indirect services are provided via co-planning with ESL teacher and the creation of differentiated services. They receive a total of over 360 minutes a week of ESL services. Furthermore, the 10th grade ESL students are serviced through push-in and pull-out periods by the certified ESL teacher/ The number of minutes they receive is determined by their proficiency level. The “Emerging student” receives 7 periods a week (for a total of 364 minutes), while the “Transitioning and Expanding” students receive 4 periods a week of services (for a total of 208 minutes). All teachers in the ESL program will be fully certified within one year.

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.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. The ELA, ESL and content area teachers work together to help ELL students achieve academic success. In order to help students to progress, we utilize the following practices:

- **Collaborative planning between teachers**
- **Creation of differentiated resources to access the curriculum (i.e leveled texts, graphic organizers for writing, guided notes for science and math, videos to increase comprehension, audio books, and modified directions for assignments)**
- **Scaffolding as an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building**
- **Contextualization, Text Representation and Metacognition.**
- **Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.**
- **Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.**
- **Students have the option to write classwork or read materials in their home language.**

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- **Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning as well as other research-based methods.**
- **Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on using the modalities of writing and speaking..**
- **Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.**
- **Content area teachers in all classes require students to continually practice and refine their use of the English language as well as content area vocabulary through verbal presentations during each inquiry unit and in addition require written reports as well.**

- **ELA teachers offer leveled texts and reading programs that allow ELLs to read and comprehend within their zone of proximal development and ensure steady progress throughout the year**

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction across the curriculum. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- **Attanasio and Associates Getting Ready for the New NYSESLAT**
- **New York State Coach: ELA**
- **New York State Coach: Mathematics**
 - **Regents preparation exam materials (various texts)**

Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create supplementary programs for struggling learners in our school. As our ELL population grows we will begin to include ELLs and their families into the following programs:

- **After School: ELL support occurs in our after-school homework help.**
- **In School: ELL support occurs during our daily lunch-time tutoring help.**
- **Evening Parent Workshops: We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.**
- **Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Winter and Spring Fest, Cultural Diversity Day, Honor Roll Tea, and our Talent Showcase. At these events, the school and community can come together to recognize student achievements in arts and academics.**
 - **Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's brochure, and letters home. Additionally, interpretation services are available on a daily basis help in communication between school staff and parents. We currently have five Spanish-speaking staff members, one French-speaking staff member, one Cantonese-speaking staff member which help in communications with parent who speak a language other than English at home.**

VI. Assessment Analysis

NYSESLAT

We use NYSESLAT data to track the growth of the ELL population. The improvement of our students on the NYSESLAT is evidence of the efficacy of the program. We will continue to monitor progress through periodic assessments, conferencing, and classroom based assessment for the 2015-2016 year.

Implications for Instruction

As we track the trends in growth, the implications for instruction have shown that literacy across the curriculum and the implementation of specific ELL strategies are improving the listening, reading, speaking and writing skills of our ELL population, shown by the growth of the students who have placed out of ELL in our program (1 students reached proficient level and one has moved on to an

advance level), and those who have shown growth in reading and writing components (four of five students thus far). We will check the growth of our newest student to ELL to see if the implications for instruction change.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Our ELL students utilize translanguaging techniques to better access course content and to improve their literacy skills throughout the year. Furthermore, many of our Bengali and Arabic speaking ELLs are paired together according to their home languages. We encourage the use of their home language in learning new words in English and for assistance in the writing process. In evaluating their growth in English, we can evaluate whether or not they are also acquiring new words and comprehending grammatical structures in their native language and translating this knowledge into learning English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Assessments are incorporated into the classroom on a formal and informal basis that evaluate students' writing, reading, speaking and listening skills. In reading and writing, we use various techniques. We administer the DRP three times a year to monitor their growth in reading. Furthermore, we also use MAZES on a monthly basis inside the classroom to assess reading skills. For writing, we use CBMs on a bimonthly basis to monitor writing fluency and clarity. We also administer benchmark exams three times a year that ask students to compose an informative or argumentative essay. This essay is scored against the Common Core ELA rubric and the scores are monitored for growth. Additionally, in middle school, the ELA and Math state exams are used to determine which students need to be placed in the AIS pull-out groups. Furthermore, the culminating yearly assessment to monitor English Proficiency is the NYSESLAT.
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

Instruction is differentiated for each subgroup based on initial diagnostic testing and additional diagnostic testing completed during each unit of study by content area teachers. In addition, differentiation is based on Degrees of Reading Power assessment scores. This assessment occurs three times per academic year. Further differentiation occurs within as well as as a result of group and individual student teacher conferences. These conferences guide individualized student goals and action plans.

Plan for Newcomers

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

- **An informal student orientation**
- **Buddy system identifying a similar student in his/her class that will assist during the day**
- **Encourage student to participate in the Saturday Program and After School activities.**
- **An informal assessment is provided to identify possible Academic Intervention programs.**
- **Home school communication**

Plan for Developing ELLs:

- **Students will continue to receive freelance ENL push-in and pull out services**
- **Students will receive indirect services through co-planning and differentiated materials and tasks**
- **Students will receive direct services through pull-out instruction and additional conferences and learnign groups**

- Students will be encouraged to receive additional support through lunch-time tutoring and after school academic support programs

Plan for SIFE

When a student enrolls who is SIFE there will be an urgency to 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
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the identification of SIFE students; and in strategies that benefit the SIFE students within classroom instruction.

Plan for Long Term ELLs

- Students will receive indirect services through co-planning and differentiated materials and tasks
- Students will receive direct services through pull-out instruction and additional conferences and learning groups
- Students will be encouraged to receive additional support through lunch-time tutoring and after school academic support programs

As our ELL population grows we will increase the following programs and opportunities:

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in Study Island, Plato, and other online resources that levels students skills.

Plan for Special Needs Students

As our ELL Special Needs population has grown to three students, we have been:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Ensuring Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE students for possible special needs status.

Plan for Former ELLs:

- The tenth grader and eighth grader receive two periods of ESL support a week
 - They also receive extended time on all local and NYS assessments
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.

Parents or students over the age of 18 have 45 days to request a re-identification process/review within 45 days of enrollment. Review of re-identification process takes place within 6-12 months. During this process, ESL teachers and administration will be reviewing student work and behavior to assess whether the placement is in their best interest. Students identified in the re-evaluation process, will continue to receive similar ELL services as a transitional phase. Students will also receive additional supports when tutoring services are available.

The school ensures the student continuously receives high quality, evidence and research-based instruction

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?

Teacher-created and found materials are used to provide access to academic content while accelerating English language development in addition to the use and creation of scaffolds. Teachers also use writing and math CBM (Curriculum Based Measures) to measure and offer practice in fluency. ESL and Special Education teachers work together to provide resources for the classroom. For example, students are provided literacy and phonics practice to aid in their English coursework. In math, literacy strategies for breaking down word problems are used both in the push-in and pull out setting. ELL-SWDs receive additional literacy and expressive language support from their speech therapist if applicable.

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?

ELL-SWD students are placed in integrated co-teaching classrooms as indicated on their Individualized Education Plans as well as receive pull-out instruction as indicated from the English as a New Language instructor.

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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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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CR Part 154-2 (9-12) 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)	3 units of study <i>per week</i> (540 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/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

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 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.

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*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

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).

Implications for LAP in English Language Arts Area

In order to assist our ELL students in ELA achievement, our Humanities teachers have been using ELL scaffolding techniques class. The results, according to NYSELAT data have shown growth. Teachers have been making sure that our ELL students have more access to materials through using the following strategies:

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals, student verbal and written responses
- Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive and differentiated instruction through professional development.
- Ensure that the AP works closely with the Humanities teachers to support rigorous instruction.
- Implement a print rich environment; we will buy ESL dictionaries and Glossaries in the Humanities classrooms.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

Implications for LAP in Mathematics Content Area

Teachers make sure that our ELL students have more access to materials through using the following strategies:

- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, providing written and verbal explanations
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions
- In the future we will hire an additional fully licensed ESL instructor.

Implications for LAP in other content areas:

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
 - Provide opportunities for students to be involved in purposeful conversations
 - Incorporating all language modalities during the lesson, e.g. group discussions, journals, student verbal and written responses
 - Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction through professional development.
 - In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
 - Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
11. 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.
1. For students who are struggling in their academic classes, we offer lunch time tutoring every day for extra support. If, in the second semester, the student is failing her academic class, lunch time tutoring is mandatory. Service is offered in English
 2. For students who are struggling both academically and socially (i.e regulating their behavior or following classroom expectations) we offer both academic and behavioral interventions. These meetings are staffed by the students general education teachers, special education/ENL teacher, principal, and social worker. This service is offered in English.
 3. After school academic programs are also offered for the students. Attendance is voluntary, but our Girls Inc program offers a range of academic support for students across content areas. Service is offered in English
 4. If a student is struggling in a particular class, ENL or SPED teacher (if applicable) will work with the general education teacher to offer a "work out plan:" a differentiated packet of material applicable to the content of the unit. The work out plan can be submitted instead of the regular course work

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

Currently our program is effective in helping students obtain enough content knowledge to promote, in all but one case, from grade level to grade level. However, this content knowledge and application of writing and reading skills is not transferring to quality test scores. Still, our Degrees of Reading Power assessment shows all but one student, who initially saw growth, saw consistent growth over the course of the past year. While most students are still reading "well below grade level," we did see over $\frac{2}{3}$ of the ENL students grow by at least one reading level. The NYSESLAT data also reveals growth in additional language modalities. Looking at the Spring 2015 and 2014 NYSELSAT data, 7 of the 9 students that scored an "Intermediate" on the Spring of 2014 then went on to score as "Transitioning" in the Spring 2015. Four of the six students that scored as "Beginning" in the Spring of 2014 moved up to the next proficiency level and scored "Transitioning" in the following year. Data prior to

this school year indicates students total scores increasing each year. There are five ELL students that continued their education with UAI, there are two students who increased on their performance level in NYSESLAT. In the last two years, there have been two students who have passed out of the NYSESLAT and are still receiving ELL services.

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

In the upcoming school year, all content area teachers will require students to use the speaking and writing modalities to express content area knowledge at least once per inquiry unit in addition to offer increased scaffolding as a result of unit specific diagnostic testing. More so, the ESL teacher will work closely with the APs to develop and deliver targeted professional development in the area of research-based instructional strategies. Finally, an additional teacher will obtain an ESL license and begin working with the ELL population to offer more push-in services.

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

None.

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

ELLs are included in every school activity and program including our after school programming as well as our lunch tutoring program. We offer a range of after school and during school programs to enrich their academic and social development. We are in partnership with Girls Inc which offers a variety of programs:

- 1. After school tutoring and academic support**
- 2. Social and academic clubs including:**
 - a. Debate**
 - b. Guitar club**
 - c. Theater Making Club**
 - d. Creative Writing Club**
 - e. Project Occupy (social awareness)**
 - f. Photography Club**
- 3. We also offer after school sports including volleyball and basketball**

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

ELLs receive teacher-made and found instructional materials in every class that respond to diagnostic and periodic assessment data in addition to the use of technology such as Chromebooks, tablets, laptops and desktops. Each classroom teacher is supplied with 15 pieces of technology for instructional uses ranging from Google translate to PLATO, Study Island, Readworks.org, Newela.com and others. These programs and technologies are used across the content areas to provide leveled and differentiated materials to the students. For example, ENL students can find leveled articles for related to science, history, or English on Newsela or they can use a range of accessible materials including videos, guided notes, and leveled worksheets on PLATO or Study Island.

15. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered through the implementation of group work with other ELLs who share a language in common in addition through the use of Google translate, bilingual glossaries, dictionaries and other online and print resources. Students are also when appropriate given the opportunity to use their home language to respond to and interact with content.

16. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Student services are tracked using the ELL tracker feature in Stars Classroom based on age, grade level and appropriate assessment results.

17. 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).

New and incoming ELLs are given the opportunity to attend orientation in addition to visiting classrooms at the school, meeting with the parent coordinator, school counselor, social worker and classroom teachers if desired.

18. What language electives are offered to ELLs?

Spanish

19. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

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.)

In the beginning of the year, intake, re-evaluation and all other procedures for ELLs are revisited by the staff during professional development. Throughout the year, teachers participate in grade and subject team-based intervisitations around areas of self-guided inquiry for which the ELL population is one targeted population. We have full staff and grade team professional development every Monday after school from 3:00-4:20.. During that time, teachers receive feedback on intervisitations, participate in full staff workshops, and co-plan to better meet the needs of the bottom third. In addition, during the school's weekly professional development program dictated by the contract, teachers receive direct instruction for working with ELLs from the combined efforts of the ESL and Instructional Support Team and the AP. Furthermore, SPED and ENL teachers attend workshops and professional developments hosted by the DOE and the Urban Assembly Network. One of these workshops includes "Meeting the Needs of All Learners" and is targeted at using differentiated instruction and grouping to meet the needs of ENLs and SPED students.

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?

The ENL teacher meets weekly with co-teachers in large, small group and one-on-one settings to review data and emerging instructional trends and research-based strategies. In addition, ENL teachers request and are released and sent to targeted professional develop offered by the city as appropriate. ENL teachers work closely with the AP to review instructional strategies and plan around data. Furthermore, as mentioned above, the ENL and SPED teachers attend a monthly workshop entitled "Meeting the Needs of All Learners" hosted by the Urban Assembly network. These teachers then turnkey their ideas to the general education teachers who can implement these strategies for differentiation in the classroom. Such aforementioned strategies use group work and structured talk to provide access to the common core curriculum for our ENL and SPED learners.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Support is provided in the form of the parent coordinator, school counselor and social worker in helping staff enable ELLs to make major transitions. In addition, staff has access to school

partnerships with Girls Inc. and The Children’s Aid Society as resources to help with these and other transitions.

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.

See response to question 1 for detail. Records are kept in the form of agendas, team notes and official attendance records for the school day(s) in question. For ENL specific related PDs, The licenced ENL teacher stores the agenda and materials from the “Meeting the Needs of All Learners” series in the ESL compliance binder. (See question 2 for additional details on the ENL PD series).

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?
Parents are requested to come to our Student Led Conferences, students will prepare their conference to explain their academic growth. As a grade team teachers will come together to meet during parent outreach time to discuss academic progress and support. Parents will also receive report cards 6 times within a year, parent newsletters, and are invited to monthly PTA meetings. Students will also have an advisor, the advisor will either match their the students home language or grade team teacher. This advisor will serve as a point person for parents to contact. UAI uses skedula as an online resource to preview their child’s current grade, attendance, and behavior. Skedula is also used to send translated forms and letters home.
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.
Records are recorded in skedula, formal letters are filed and maintained on site. All teachers are responsible for maintaining records of parent phone calls and meetings in skedula when they do happen. The certified ENL teachers maintain records of ENL parent letters and records of agendas for events involving parents in the ESL compliance binder.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents are involved in the SLT and PTA - they attend field trips, chaperone events, and organize fundraisers. Girls Inc. and the Carrera Treasure Academy/Children’s Aid Society (both school partners) run over 25 parent workshops over the school year. Parents are given surveys that determine the topics of these workshops and surveys are posted online (including the DOE learning environment survey).
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
See response to question 3.
5. How do you evaluate the needs of the parents?
See response to question 3. In addition, our parent coordinator maintains contact with the parents through regular outreach via telephone and meetings. Our ENL teachers has also sent home parent letters with their contact information to ensure parents can call or write anytime for any questions or concerns.
6. How do your parental involvement activities address the needs of the parents?
If any additional translation services are needed, we either reach out to staff members that speak the same language as the ENL families or we defer to the DOE Translation and Interpretation Unit.

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.
 Paste response here:

School Name: The Urban Assembly Institute of Math and Science for Young Women			School
DBN: <u>13K527</u>			
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)
Kiri Soares	Principal	KS	10/30/2015
	Assistant Principal		
Carol Jones	Parent Coordinator	CJ	10/30/2015
Michelle Babick	ENL/Bilingual Teacher	MB	10/30/2015
Mona Khatari	Parent	MK	
Kristin Negele/Special Education	Teacher/Subject Area	KN	10/30/2015
Joanna Tirone/Special Education		JT	
Christina Choi/Special Education	Teacher/Subject Area	CC	10/30/2015
	Coach		
	Coach		
Jennifer Jackson Robbins	School Counselor	JR	10/30/2015
	Superintendent		
	Borough Field Support Center Staff Member		

	Other		
	Other		
	Other		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13K527** School Name: **UA Institute**
Superintendent: **Fred Walsh**

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.learnedoe.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

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.

We use information from the HLIS, ATS, Student Blue Cards, and preferences indicated on internal surveys and sign in sheets at parent activities.

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.

Urdu, English, Spanish, Arabic, French

Part B: Creating a Communications Calendar

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.)

Monthly newsletters, calendars, PTA announcements, Letters from school, Announcements from School (school messenger, eg.)

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.

Curriculum night (September), Student Led Conferences (November and March), Advisor calls home anytime a student is late or absent, Advisor positive calls home at least once per marking period, individual family intervention meetings as needed (behavior, attendance, academics), social worker home visits as needed.

Part C: Providing Language Assistance Services

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.

Spanish and French language translations are provided in house by staff (funded by per session). All other languages are provided by the Translation and Interpretation Unit.

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.

Spanish and French are provided in-person by in-house staff. All other languages are provided over the phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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.)

Announcements in weekly blog, Orientation to access during initial staff PD

Part E: Providing Notice of Language Assistance Services

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

We have poster displays, direct parent outreach (via our Advisors and Parent Coordinator)

Part F: Monitoring and Quality Control

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

Parent Surveys (gathered at SLCs, PTA meetings, and other school events like Winterfest and Springfest)