

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K609

School Name:

URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE

Principal:

MARIELA GRAHAM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: UA School for Criminal Justice School Number (DBN): 20K609
Grades Served: 6-12
School Address: 4200 16th Avenue, Brooklyn, NY 11204
Phone Number: 718-438-3893 Fax: 718-438-3527
School Contact Person: Cristina Bonet Email Address: cbonet@schools.nyc.gov
Principal: Mariela Graham
UFT Chapter Leader: Cathy Black Czerkowicz
Parents' Association President: Sandra Collymore
SLT Chairperson: Cristina Bonet
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Raga Aloman
Student Representative(s): Shayna Neville
Wyllana Sinkler

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: _____

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)
Mariela Graham	*Principal or Designee	
Danielle Cardarelli	*UFT Chapter Leader or Designee	
Sandra Collymore	*PA/PTA President or Designated Co-President	
Cristina Bonet	DC 37 Representative (staff), if applicable	
Raga Aloman	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shayna Neville	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Wyllana Sinkler	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melissa Jeremiah	Member/ Teacher	
Chloe Prieto	Member/ Teacher	
Shaheen Khohkar	Member/ Parent	
Rubina Sittar	Member/ Parent	
Shahid Khan	Member/ Parent	
	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.

Urban Assembly School for Criminal Justice (UASCJ) is an all-girls', grades 6-12 public school located in Boro Park, Brooklyn. This is the 9th year of our school's existence and our 12th grade will be our third graduating class. The mission of our school is to provide our students with the learning opportunities that will allow them to acquire the knowledge and skills necessary for college and career. We currently have 530 students across the seven grades, and our diverse demographic make-up is: 43% Asian, 24% Black, 19% Hispanic and 12% White. Our students come from all over Brooklyn, and a few students even come from Staten Island and Queens.

We have established partnerships with a number of organizations that allow us to provide students with various enrichment opportunities including: College Now – City Tech, Sponsors for Educational Opportunity (SEO), Minds Matters, Opportunity Network and Urban Assembly. Of great importance to our school are the summer enrichment opportunities we secure for our students. These include Intrepid Summer Science Camp, Camp Fuller, Steve's Camp, Access Exeter, Smack Mellon Arts Camp and Trailblazers. We have also secured positive relationships with corporate partners such as Simpson Thacher Bartlett, Baker Hostetler and more recently, Barclays Bank. We also have a long-standing relationship with the New York Police Department (NYPD), specifically the Office of Community Affairs and the Police Athletic League.

Our strengths lie primarily in two areas. Instructionally, we have spent the last four years establishing our critical thinking/ literacy framework that includes close reading, critical discussion and writing for argument. This framework has given us a structure through which to introduce rigorous texts and concepts while developing our students' critical thinking and reasoning skills. This approach has contributed to our above average results on state exams (in middle school) and a 90% graduation rate for the class of 2015. College readiness and supports is our second area of strength. With our college counselor, we have developed a 4-year curriculum that prepares students to understand what they need to accomplish to graduate high school and how to apply to college. The college application process is a full-school process, with teachers supporting students not only in writing high-quality letters of recommendation but also in editing their essays and preparing them for interviews. It is also important to note that the college counselor is the primary point person for all student enrichment activities as we believe that student enrichment – both after school and during the summer – is essential to college readiness.

Our school is a welcoming place exuding an environment of learning and respect often prompting visitors to comment on our positive school culture. Students involved in Student Council, Good Will Club, Senior Activities Committee and Peer Mediation have helped to create and foster this positive and collaborative school community through fund-raising and volunteer work. We believe strongly in positive reinforcement and acknowledge academic and social-emotional accomplishments through monthly celebrations for Student of the Month and Character Counts.

We have three principal instructional goals this year: 1) establish essential goals in each department 2) create and utilize an assessment tracking system so that we can 3) provide more specific and targeted supports to students by differentiating instruction based on Universal Design for Learning (UDL) principles.

20K609 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	500	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	N/A	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.9%	% Attendance Rate		90.5%
% Free Lunch	84.7%	% Reduced Lunch		6.4%
% Limited English Proficient	10.9%	% Students with Disabilities		15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		28.0%
% Hispanic or Latino	20.2%	% Asian or Native Hawaiian/Pacific Islander		41.0%
% White	9.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		2
# 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)		8.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.42
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.7%	Mathematics Performance at levels 3 & 4		29.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		53.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	89.7%	Mathematics Performance at levels 3 & 4		85.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	87.6%	% of 2nd year students who earned 10+ credits		85.3%
% of 3rd year students who earned 10+ credits	85.9%	4 Year Graduation Rate		95.4%
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Strengths: Our students use our critical thinking framework – close reading, critical discussion and writing for argument – to engage with complex texts in English, social studies and science and with complex concepts in math. Because our critical thinking framework is aligned with the Common Core Standards, our students perform well enough on New York State exams that 98% of our teachers were rated effective or highly effective on their end-of-year Measure of Student Learning (MOSL) rating.

Needs assessment: While our critical thinking framework has provided students with key strategies to engage with challenging texts, participate in discussions and write persuasively, there are still some students who continue to struggle (our lowest third). Our goal is to better support those students by establishing essential goals, tracking their progress via benchmark exams and addressing gaps in understanding based on the principles of Universal Design for Learning (UDL).

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.

By June 2016, teachers will have created four benchmark exams to assess student progress toward mastery of 10 essential goals, assess data with pedagogical team members and create individualized supports/scaffolds grounded in UDL that will help move the lowest-third closer to mastery.

Part 3 – Action Plan

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<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) <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>
Hold annual June retreat to introduce the goal and its rationale to teachers	Teachers	June 2015	Administration and teachers
Create essential goals in department teams	Teachers	June 2015, Finalized by 9/2015	Teachers & teacher leaders
Establish norms for designing assessments that measure student progress on essential goals; and then design assessments	Teachers, in departments	August - October	Teachers in teams
Track student progress on Excel	Teachers	October – June	Teachers & teacher leaders
Conduct a PD on November 2nd, after the first benchmark exam, where department teams will examine trends found in the data. Teachers will share trends they found amongst the lowest third and work with pedagogical team members (P-Teams) to determine scaffolds/strategies they can implement as supports for struggling students that are grounded in UDL. Teachers will use the UDL Planner to modify lesson plans keeping in mind, flexible options for student engagement, methods of presentation and methods of expression	Teachers	November 3, 2015	Administration and teachers in teams
We will utilize P-Teams (our Monday afternoon professional development teams) to explore supports that are best suited to different tasks, students and situations. We will begin implementing these supports after the first benchmark. By monitoring progress on the remaining three benchmarks, we will be able to assess the effectiveness of each of these supports	Teachers	October-June	Teachers in teams
Benchmark results will be posted on JupiterGrades and discussed with parents during Parent-Teacher Conferences	Parents	October-June	Teachers

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.

To implement this plan, we will use professional development time, November and June planning retreats and inter-visitations amongst teachers in the school as well as with other schools.

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	X	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.

The midpoint benchmark will be the second of four benchmark exams that will be administered throughout the year. Using the Excel tracking tool we will monitor and analyze the effectiveness of UDL strategies, based on growth from the first benchmark. Results will determine the pedagogical teams' focus for the next semester.

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.

Strengths: In conjunction with our after school Community Based Organization (CBO), Neighborhood Improvement Association (NIA), our middle school students are offered homework help and are immersed in enrichment activities that challenge them mentally, physically and artistically.

Our high school has several clubs that have helped establish a classroom and school culture where students feel safe, supported and challenged by their teachers and peers. These clubs include Student Council, Peer Mediation, Good Will, and Senior Activities and are rooted in community service, service to school, and enriching the school experience with social activities. We also have monthly celebratory gatherings where students are acknowledged for their academic and social-emotional successes.

Need: Since our school is an all-girls school, our goal is to empower our high school girls to understand the plight of women throughout history and learn how to advocate for themselves.

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.

By June, all high school students will have had an opportunity to learn about and share their thoughts on women's issues throughout history and the challenges women face today on a global level.

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) <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>
<p>In September, ninth graders will be scheduled to the Feminist Literature class in which they explore women leadership throughout history</p>	<p>Students</p>	<p>September-June</p>	<p>Programmer, Teacher,</p>
<p>In October, we will hold first club meetings and weekly thereafter. One club, Girls Generation, will focus on women's rights and issues on a global level. The other will be a school newspaper club that will dedicate a section to women's issues today.</p>	<p>Students and Teacher Leader, Parents</p>	<p>October-June</p>	<p>Teacher leader, students</p>
<p>Publish a school newspaper which includes a women's issues section</p>	<p>Students and Teacher Leader</p>	<p>November, February, May</p>	<p>Teacher leader students</p>

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>Per session for after school staff participation, funding for classroom materials and the printing of three school newspapers.</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		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>By February, we expect Girls Generation club and the School Newspaper club to have maintained an average attendance of 20 students.</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 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.

Strengths: In 2014-2015 we prioritized teacher teams that examined pedagogy in response to the Measure of Teacher Practice findings at the end of the 2013-2014 school year. We found that many teachers had done poorest in Domain 1, Component E of the Danielson Framework so we created Pedagogical Teams consisting of teachers from diverse departments as well as grades to meet once a week to discuss lesson plans, best practices and feedback given by the administration after an observation. At the end of last year, teachers overwhelmingly benefited from this practice as evidenced by their responses to a survey about their experiences in these teams and a boost in teachers' scores in 1e that rose from an average of 2.87 to 3.04.

Need: For the 2015-2016 school year we have directed P-Teams to focus on Domain 3, Component C with a specific focus on differentiation rooted in UDI to support our instructional goal.

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.

By June, teachers' average in Domain 3c, *Engaging Students in Learning* will increase by .1.

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>During the November 2nd professional development day, teachers will learn about Universal Design for Learning (UDL) and begin to apply its principles to their lesson plans.</p>			
<p>Teachers will work with P-Team members to revise lesson plans to include differentiation which is grounded in UDL principles.</p>	<p>Teachers, students scoring in the lowest third</p>	<p>November-June</p>	<p>P-Team members</p>
<p>Teachers will track progress for the lowest-third through examination of data collected through benchmark exams.</p>	<p>Teachers, students scoring in the lowest third</p>	<p>October-June</p>	<p>P-Team members</p>
<p>Teachers will share results with instructional administrators after the second benchmark for analysis and to guide further professional development opportunities</p>	<p>Teachers, Instructional administrators</p>	<p>October – June</p>	<p>Teachers, Instructional Administrators</p>
<p>Teachers will share best practices/strategies with P-team members. Since the P-Teams are diverse, including teachers from different grades and departments, best practices will also be brought to department teams to extend these strategies throughout the school.</p>	<p>Teachers</p>	<p>October – June</p>	<p>Teachers</p>

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>TL Framework funds will help ensure that there are robust PD opportunities for all teachers.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

In February 2016, we will have mid-year meetings with each department and each department chair to examine the progress made and to record the scaffolds/strategies that have proved most effective for moving our lowest third toward mastery of the essential goals. The Excel tracking tool will help identify progress and areas for focus.

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.

Strengths: We have two teacher leaders who have completed or are close to completing administrative degrees in education who can provide their colleagues with high quality, actionable feedback. We have trained them in observation protocols and have had several norming sessions during the past school year.

Need: This year, administrators need to conduct approximately 150 observations as part of Advance. This leaves limited time to conduct developmental observations that are non-evaluative and offer individualized professional 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–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.

By June 2016 we will provide teachers with a total of 30 developmental observation feedback cycles (non-evaluative) by developing our two teacher leaders’ capacity to engage in this supportive work.

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) 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>Two teacher leaders will be identified. One of the teacher leaders is the SPED coordinator and will pay special attention to teachers' practices with SPED students.</p>	<p>Teacher leaders</p>	<p>June 2015</p>	<p>Teacher leaders and admin.</p>
<p>Two teacher leaders will receive intensive coaching from UA Achievement Coaches. Meetings between AC and teacher leaders will be weekly, for 3 hours at a time, and include classroom observations, feedback development and role-plays of debrief sessions.</p>	<p>Teacher leaders and UA support</p>	<p>September – November</p>	<p>Teacher leaders and UA support</p>
<p>Teacher leaders work with a specific "case-load" of teachers, with emphasis on new and struggling teachers. Teacher leaders and admin meet weekly to discuss progress. One of the teachers that will receive additional support is our new HS SPED English teacher.</p>	<p>Teacher leaders and admin.</p>	<p>November – June</p>	<p>Teacher leaders and admin.</p>
<p>If parents ask, we will inform them in Parent Teacher Conferences about the additional supports that teachers are receiving.</p>	<p>Parents</p>	<p>February, May</p>	<p>Teachers, Parent Coordinator, Admin.</p>

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>UA Affinity Group support staff; time for training and monitoring; trust and collaboration from observed teachers as teacher leaders were being trained.</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>

By February 2016 our two teacher leaders will have conducted 12 developmental observation feedback loops as demonstrated on the Google doc.

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

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

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

Part 1 – Needs Assessment

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

Strength: Last year, our parent coordinator, working closely with the Student Council, Good will Club, and Senior Activities Club, had a large parent turn-out for events such as Senior Pot-Luck Dinner, Cultural Pot-Luck Dinner and activities such as "Karaoke Night". We are attracting more parents to events than in the past and look to continue strengthening this with added events.

Need: Only 14% of parents completed the school survey during the 2014-2015 school year. We need to extend invitations for them to complete the surveys while they visit the school and hope to increase the response rate by at least 5%.

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.

By June 2016 we will host 5 family-friendly events through collaboration between the Parent Coordinator, School Council, Goodwill Club, Senior Activities and our ESL teachers.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administer an informal survey to better understand what kind of parent involvement our parents are seeking.	Parents	October 2015	Parent Coordinator
Create events based on student interest and in collaboration with the Student Council, Goodwill Club and Senior Activities Club.	Families	Ongoing	Parent Coordinator/ Club Advisers
Create a series of English language workshops for ELL parents,	Families	October – November; January – March	ESL Teachers
Offer parents a space in the school while they are visiting to sit and take the survey (during an after-school event, on Saturday, during parent-teacher conferences).	Parents	spring	Parent Coordinator

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.											
Funds for food and decorations and games (mostly fundraised by Student Council); parent volunteers; support and enthusiasm from homeroom teachers; schedule adjustment on days of events to allow for setup.											
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	X	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.
By February we will have held 3 family-friendly events.

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)	*Level 1 & 2 students as determined by the NYS CC ELA Exam (MS) *Failed Regents (HS)	*Best Practices as shared by department team members (graphic organizers, sentence starters, annotation of text, leveled text, word banks, audio books). *Use of UDL principles and practices. *Regents Prep classes *SAT prep classes	*Small group and one-to-one pull-out *Integrated co-teaching *Paraprofessionals *After-school community partner (NIA)-MS	*Before school *During school *After school *Saturdays
Mathematics	*Level 1 & 2 students as determined by the NYS CC Math Exam (MS) *Failed Regents (HS)	*Best Practices as shared by department team members (graphic organizers, sentence starters, annotation of text, leveled text, word banks). *Use of UDL principles and practices. *Regents Prep classes *SAT prep classes	*Small group and one-to-one pull-out *Integrated co-teaching *Paraprofessionals *After-school community partner (NIA)-MS	*Before school *During school *After school *Saturdays
Science	*Failed after marking period one (MS) *Failed Regents (HS)	* Best Practices as shared by department team members	*Small Group *Integrated co-teaching	*During School *After School *Saturdays

		<ul style="list-style-type: none"> * Use of UDL principles and practices. * Regents Prep Classes 	<ul style="list-style-type: none"> *Paraprofessionals *After-school community partner (NIA) 	
Social Studies	<ul style="list-style-type: none"> *Failed after marking period one (MS) *Failed Regents (HS) 	<ul style="list-style-type: none"> * Best Practices as shared by department team members * Use of UDL principles and practices. * Regents Prep Classes 	<ul style="list-style-type: none"> *Small Group *Integrated co-teaching *Paraprofessionals *After-school community partner (NIA) 	<ul style="list-style-type: none"> *During School *After School *Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Mandated services, At-Risk (academic & behavioral) as identified by Principal, AP, Dean and teachers	<ul style="list-style-type: none"> *One-to-one or group counseling as specified on student's IEP with either the middle or HS counselor *Peer Mediation 	<ul style="list-style-type: none"> *One-to-one, small group *Peer mediators 	<ul style="list-style-type: none"> *During school *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.
We work closely with Lauren Kraus from the Office of Teacher Recruitment and Quality on strategies to improve these areas. For recruitment, we attend fairs, use OMTS and more recently, we are building relationships with local universities. To increase retention we have a) shifted our hiring practices to hire less teachers who are not traditionally certified and b) created supports such as a PD for 2 nd year teachers and "new teacher buddies." We also believe that by providing teachers a highly structured, nurturing school environment as well as the opportunities for professional growth, our teachers will seek to stay at UASCJ.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our professional development opportunities include:</p> <ul style="list-style-type: none"> • P – Teams which meet weekly for 45 minutes and includes all teachers • Department Teams which meet weekly for 45 minutes and includes all teachers • Grades Teams for teachers who serve students in grades 6-9, 40 minutes each week • Teacher Leader monthly PD sessions through our network • Regular PDs with CMP3, IMP and Expeditionary Learning, as they become available • 5-session PD series on topics including: Building a Positive Classroom Culture, 2nd Year Teacher Supports, Co-Teaching • Whole staff PD as needed. We also have two full day PDs – February 1 and June 9 – that allow us to delve more deeply into realizing our goals. The June PD is an overnight retreat to set our goals and expectations for the following school year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our Department Chairs meet to decide on benchmark design and calendars to ensure that formative assessments are conducted and subsequently used to improve instruction and student learning. Our P-Teams also create individual plans to improve pedagogy.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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	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.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	427,746.00	X	10-11, 16-17, 18-19
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	10-11, 18-19
Tax Levy (FSF)	Local	3,112,602.00	X	10-19

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)

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. **The Urban Assembly School for Criminal Justice**, 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. **The Urban Assembly School for Criminal Justice** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

School Responsibilities - The Urban Assembly School for Criminal Justice will :

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables your child to meet the State's student academic achievement standards as follows:

- ♣ Encourage and promote reading and writing across the subject areas.
- ♣ Provide structural support in math and literacy for remediation and enrichment.
- ♣ Incorporate the use of technology to integrate other resources.
- ♣ Conduct explicit grammar, writing and reading instruction.
- ♣ Create a nurturing and comfortable learning environment free of unnecessary distractions such as cell phones and electronic devices.
- ♣ Promote a healthy lifestyle by helping students make thoughtful decisions about nutrition and fitness.

Hold parent-teacher conferences during which this compact will be discussed as it relates to your child's achievement. Specific dates and times will be indicated on future Parent Blasts. You can also access this information on our website: www.uascriminaljustice.org

Provide families with frequent reports on their children's progress. Specifically, the school will provide grade reports as follows:

- ♣ Jupiter Grades progress reports at least once each quarter.
- ♣ Parent/guardian online access to their child's grades on Jupiter Grades (www.jupitergrades.com)
- ♣ Phone calls

Provide families with reasonable access to staff. Staff will be available for consultation with families as follows:

- ♣ Staff has school-based email addresses for communication with parents. Each grade will send home a notice with the specific emails for each teacher at the start of the school year.
- ♣ Parents can call and request an appointment to meet or talk with school staff.

Family Responsibilities - We, as parents/guardians, will support our child's learning in the following ways:

- ♣ **Uniform** : Ensuring that your child wears her school uniform every day. The school uniform consists of a UASCJ logo shirt, sweatshirt or school-issued shirt.
- ♣ Middle school students must wear black pants. Pants cannot have holes or contain any imagery or logos. **Skirts must be knee length. During the warm weather, knee-length shorts may be worn.**
- ♣ High school students may wear pants of their choice. Pants cannot contain holes. **Skirts must be knee length. During the warm weather, knee-length shorts may be worn.**

o Open-toe shoes are not permitted during science labs and PE. Science and PE teachers will address this individually and mark the students as "unprepared."

o While participating in dress down days, students must still adhere to basic dress code rules. Students may not wear miniskirts, tops that show midriff, strappy tank tops, shirts that reveal undergarments, pants with revealing holes and clothing with inappropriate language or imagery.

o When students come to school out of uniform they may be mandated to attend lunch time detention. Students will be provided with a bagged lunch of the school's choice. If your child skips detention, further disciplinary action will be taken.

o If a student is seen with a non-uniform sweatshirt or jacket, the administration or deans may take the item. Students will be allowed to retrieve the items at the end of the day.

♣ School Involvement :

o Participating in decisions relating to your child's education. This includes a willingness to meet with teachers when asked.

o Building positive relationships with teachers and staff. This includes using respectful language when speaking with teachers and staff.

o Staying informed about your child's education by reading all notices/reports from the school or the school district and responding if necessary. This includes checking for the Parent Blast which is posted online every Tuesday.

o Informing the school of any matters that might affect your child's academic success.

o Serving on school committees. Including the Parent Teacher Association (PTA) or School Leadership Team.

♣ Attendance : Ensuring that your child attends school regularly and on time.

♣ Homework & Academic Success :

o Ensuring that your child completes her homework on time and helping your child study for tests and quizzes.

o Ensuring that television, video games, and non-school related computer use do not get in the way of your child's academic success .

o Ensuring that your child receives an ample amount of sleep each night.

o Encouraging your child to participate in after school activities and clubs.

o Encouraging your child to read for at least 30 minutes every night.

o Helping your child perform her work in a focused and sanitary environment by prohibiting her from bringing soda, energy drinks, sunflower seeds, or chewing gum to school. These items are forbidden at all times, including during breakfast and lunch. **If your child brings these items into school, they will be confiscated and thrown out.**

o Ensuring that your child does not bring a cell phone or any electronic devices to school. **These items will be confiscated and a parent will need to come to the school to retrieve these items. If a parent cannot come to the school. The device will be returned to the student at the end of each semester. No exceptions!**

o Ensure that your child does not bring hair products, nail polish or nail polish remover to school. **These items will be confiscated and a parent will need to come to the school to retrieve these items.**

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

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

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

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

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

Part A: School Information	
Name of School: <u>UA for Criminal Justice</u>	DBN: <u>20K609</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>52</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" 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"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our supplemental program at UASCJ is designed to promote and develop reading and writing skills for all of our English Language Learners. We strongly believe that reading and writing skills are imperative for academic success. Our program is designed to use an appropriate skill-based curriculum that will allow our ELLs to develop their language skills in a variety of academic contents. The curriculum will be adapted to the Common Core ELA standards. Our focus on reading will include a variety of non-fiction texts that will provide an opportunity for students to build their skills. This includes acquiring the use of academic vocabulary, close readings, identifying important concepts and events, and building background knowledge. Our writing component will develop our ELLs' skills in non-fiction pre-writing activities, paragraph development, and the practice of revising. Overall, our goal for the program is for students to significantly improve their academic reading and writing skills to support them in their content classes.

- Our supplemental program will take place on Saturdays during the 2014-2015 school year. We have completed 30 hours in the fall semester of 2014 on October 18, October 25, November 1, November 8 and November 15. Saturday classes will resume again on January 24th and will continue until June 6th, 2015. The program will take place between 10:00 am – 1:00 pm. Our supplemental program will focus on two subgroups of ELL students in grades 6-12. Students will be recognized as beginner/low intermediate or high intermediate/advanced. Students will be identified based on their designated NYSESLAT score, or if they are a new student, the NYISTELL. The two subgroups will be separated into different classrooms so that their areas of need can be addressed.

- In addition to Saturday school, thirty hours will be set aside for supplemental instruction, which will be dedicated to Regents Prep for the High School ELLs between May 11th and June 12th. Students will be held afterschool, from 3:00-5:00pm. Sessions will be held on Wednesdays, Thursdays and Fridays. Content areas will include United States History, Global History and English Language Arts. Content area teachers will include Ms. Carderelli (Global), Mr. Vicharelli (US History) and Ms. Broderick (ELA). ESL teachers, Mr. Carroll and Ms. Ortiz will provide ELL support through co-teaching.

- Our program provides one hundred percent of instruction in English.

- Materials included will be non-fiction leveled texts such as National Geographic for Kids, Write Time (Time Magazine for Kids), Scholastic Non-Fiction passages and articles from NEWSLEA. Additionally, we will use NYS Regents Prep book during the afterschool Regents Prep sessions.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: _

-
Our ESL professional development program at UASCJ is designed to ensure that teachers are continuously learning and receiving information about the most effect practices for our ELLs. The school strongly believes that all teachers need to understand the complex components behind teaching ELL students. This includes a foundation of understanding the theories of second language acquisition, the best practices for teaching ELLs, and analyzing and reflecting on our ELL data from state and local assessments.

-
All teachers, including those who teach electives, will have the opportunity to take part in our professional development series. On February 2, 2015, teachers will spend a half of a day (8:45 am – 12:00 pm) learning about the theories behind second language acquisition. This will provide teachers with insight into our ELLs’ experiences as second language learners. The professional development will also include reviewing ELL data from the 2013-2014 school year. We will analyze trends on the NYSESLAT and Regents assessments. After that, we will establish some norms that teachers can implement in their classrooms to ensure that the best practices for ELLs are being used in all classrooms. Our second professional development will take place on June 4, 2015. Again, we will spend half of a day (8:45 am – 12:00 pm) revisiting our data trends and determining how implementing teaching practices has influenced the learning of our ELLs. Since this professional development is towards the end of the academic school year, we will goal set for the 2015-2016 school year. The professional development will be led by our ESL teachers, John Carroll and Michelle Ortiz.

-
For our ESL teachers, Mr. Carroll and Ms. Ortiz direct PD will be provided at various professional development sessions. Both teachers attend a professional development at the Tenement Museum on November 4, 2014. The cost of the session was 100.00. Both teachers will participate in additional Professional Developments at the museum, including workshops on commerce, cultural adaptation, discrimination and industrialization. The cost of each workshop ranges between 50.00 and 100.00. This professional development series will connect to ELLs because workshops include an exploration of cultural adpation and analysis of how immigrants preserve and adap their traditions, as well as transform American culture. Such rich discussion can be brought the classroom so that students can use their own experiences to answer such questions. Additionally, the workshop provides an opportunity to access primary source documents that are aligned to Common Core lessons. Teachers will receive online access to these documents when they attend the workshop. These documents will provide students with an opporutnity to work with primary source doucments related to immigration. This will support students with social studies enrichment.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _

- Our school values parental involvement, which we believe is a key factor to ensure ELL success. At UASCJ, all parents of ELLs will be offered the opportunity to participate in English Language Saturday Classes hosted by ELL teachers, Mr. Carroll and Ms. Ortiz. Parents of all levels and experience are welcome to join the classes. While, we strongly encourage parents to continue the study and use of their native language with their daughters, we also believe that learning and practicing English will allow parents to become more involved their child's education. Additionally, our Saturday program will allow the parents of ELLs to come together and gain a better understanding of our ESL program and our school community.

- UASCJ will host one five week session for our parents. Each will last for duration of five weeks. During the spring semester, classes will be held on January 24, January 31, February 7, February 28 and March 7. All classes will be held from 10:00am to 1:00pm.

- Topics covered will include themes of common vocabulary that will benefit our parents in everyday life. This includes, a family unit, directions, transportation and medical. During the spring semester, we will incorporate grammar and an emphasis on reading and writing. The last hour of each session will be dedicated to teaching and helping the parents use our school based technology systems. This includes how to access Jupiter Grades to check their daughter's daily assignments and homework. Additionally, we will help parents set up a Gmail account and have parents practice writing teachers emails. We will review a list of helpful questions parents can ask via email or during parent- teacher conferences.

- As previously stated, Mr. Carroll and Ms. Ortiz will be leading the five week session. Students took home an informational flyer that was translated into Spanish, Urdu, Bangla and Russian. Additionally, using a translator, we called each parent of our ELLs and documented it on a Google Drive.

- In addition to English Language Saturday Classes, we will offer parents of ELLs an opportunity to participate in a field trip experience that will expose parents to the rich culture of New York City. ESL teachers, Mr. Carroll and Ms. Ortiz will lead a field trip/cultural experience to New York City in December 2014. Parents will attend a trip to the New Victory Theater to see Cirque Ziva. Beforehand, we will take a walking tour of Times Square and then attend an 11 am show. The performance is culturally based and is focused around the Chinese Golden Dragon Acrobats. The performance includes ancient artistry and ensemble performances. We consider that this will be a very valuable experience for parents, which will extend into a discussion about the influence of different cultures in New York City.

- We will attend this field trip on December 17, 2014 and the cost of ticket is approximately 2.00-5.00.

- Students will take home an informational flyer that was translated into Spanish, Urdu, Bangla and Russian. Additionally, using a translator, we called each of our ELLs' parents and documented it on Google Drive.

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Part E: Budget

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

Allocation Amount: \$ _____

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

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*.

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 609
School Name Urban Assembly School for Criminal Justi		

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 Mariela Graham	Assistant Principal Nathalie Jufer
Coach Mackenzie Rossi	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Natalie Cazeau
Teacher/Subject Area John Carroll/ENL	Parent Vivana Perez
Teacher/Subject Area Lauren Escobar/ELA	Parent Coordinator Cristina Bonet
Related-Service Provider Brandy Mac	Borough Field Support Center Staff Member Jocelyn Santana
Superintendent Fred Walsh	Other (Name and Title) type here

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	2	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	1
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 in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not 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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	530	Total number of ELLs	55	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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"/>

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
Dual Language														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	55	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	15
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	36	5	2	15	3	12	4		2		0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							2	3		4	2			0
Emerging (Low Intermediate)							1	1	1	4	1	1		0
Transitioning (High Intermediate)							2	2	1	4	4			0
Expanding (Advanced)							8	3	2	8		1		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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													2	0

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							10	4	5	5	12	12	7	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2			0
7	3				0
8	5				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	6		1						0
7	4								0
8	6	1	1						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	1		6	1					0
NYSAA Bilingual (SWD)									0

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	12		5	
Integrated Algebra/CC Algebra	19	1	5	0
Geometry/CC Algebra	6		5	
Algebra 2/Trigonometry Math _____	1		0	
Chemistry				
Earth Science	6		3	
Living Environment	14		5	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	8		5	
Geography				
US History and Government	6		5	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our primary assessment tool our school uses to assess early literacy skills is Degrees of Reading Power, also known as the DRP. We complete this assessment three times throughout the school year. The DRP provides teachers with a measure of how well students have the ability to process and comprehend increasingly more complex text. The DRP also provides students with a lexile range for texts that they can read independently or with the help of the teacher. In addition to the DRP exam, the middle school ELLs are assessed with Fountas and Pinnell running records and the high school uses Gates/McLeod.

The data provides numerous insights about our ELL population. According to fall 2014-2015 DRP scores, our ELLs show a combined average growth of 9.8 points. The national average is between 3-4 points. According to the DRP, all of our ELLs in the middle and high school are reading below grade level, however, it is important to note that our average growth rate surpasses the national average. This data is more than likely a result of our large newcomer emerging population, which accounts for 63% of our ELLs.

The literacy data we have collected has served as an essential tool around instructional planning. Baseline goals have been set that each ELL student will grow at least 1.5 - 2 years in their reading level. We decided this is a practical, yet critical goal for the students as they develop their reading skills while acquiring English. One way that instructional planning has been impacted is that teachers are consistently implementing reading strategies in all subject areas. Our school has applied a close reading practice which allows students to use various reading strategies to further their comprehension. This may include chunking the text, annotations and using context clues. After close reading, students participate in a critical discussion, which leads to an argumentative writing piece. This cyclical routine has provided students with consistent opportunities to use reading strategies to further their comprehension of the text.

The data further shows that we need to provide additional support to our increasingly growing newcomer population. As a result, each newcomer has been provided with an English in a Flash account, which can also be accessed at home. This program furthers their awareness of phonetics, grammar and sight words. Each lesson is followed by a quiz that monitors progress. Based on the results of

each quiz the program can determine their growth and the next appropriate lesson. Both students and teachers receive reports to determine growth. If an ELL is not demonstrating growth at an appropriate rate we individually implement the Wilson Reading System or Great Leaps.

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

According to our data patterns, each grade has a unique profile based on the results of the NYSESLAT AND NYSITELL scores. 6th grade has the largest number of ELLs in the middle school, with 13 students. Two of the students are at an entering level and have received less than one year of service. One student is emerging, with four years of service in addition to IEP services. Two of the 6th graders are at a transitioning level, one has received less than one year of service and the other has received five, along with IEP services. The remaining eight students in 6th grade are at the expanding level. Of these eight remaining expanding students, three also receive IEP services.

Our 7th grade data shows the highest number of entering and emerging students in middle school. Of the nine 7th grade ELLs, four of them are at the entering or emerging level and have received less than one year of service. Two of them are at a transitioning level, and have received less than one year of service. The remaining three ELLs are expanding and between two-five years of service.

Our 8th grade data shows the least amount of ELLs in the middle school. There are four ELLs, with one student at the emerging level, with one year of services. Another student is transitioning with two years of service. The remaining two students are at the expanding level. In middle school, there is a clear correlation of data, which shows a decrease in the number of ELLs in middle school at each grade level because as students progress through the grades, many test out at the commanding level and become former ELLs.

In the high school, our data shows that our largest number of ELLs are in 9th grade. There are 19 ELLs, with four students at the entering level and four at the emerging level. All eight of these students have received one or less years of ELL services. There are eight students at the expanding level, five of which also receive additional IEP services. 10th grade data shows our lowest NYSESLAT and NYSITELL levels, with ten students all between entering and transitioning. Two of the students are at the entering level and have received less than one year of service. One student is at the emerging level with five years of service and the remaining four students are at the transitioning level. There are no students at the expanding level in 10th grade. 11th grade includes our smallest number of ELLs, there are only two, one is at the emerging level and the other is expanding. Currently, there are no 12th grade ELLs because they have tested or exited out during the 2014-2015 school year. Similar to the middle school data, there is strong evidence that as ELLs progress through the grades, many test out at a commanding level and become former ELLs. There is clearly demonstrated by the evidence of our small number of ELLs in 11th grade and there are zero ELLs in 12th grade, in comparison to the higher numbers in the 9th and 10th grades.

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

Our school uses information from the Annual Measurable Achievement Objectives to determine the achievement and success of our ELLs based on the NYSESLAT assessment and it allows us to make a projection of the levels of our ELLs through the 2017 school year. This data is helpful to drive instruction and it gives us warning indicators to determine possible risk factors for our students.

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?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A: Our patterns show that a large number of ELLs enter our school in 6th and 9th grade. However, as our ELLs participate in our program, their listed NYSESLAT levels increase or the students test out. There is a clear trend that our students are successful in becoming proficient English Language Learners as their grade increases. In correlation, we have the most beginners in 6th and 9th grade. We do not have ample data from the previous school year to determine how our ELLs fare in tests taken in English as compared to their native language because only one student took their state exams in their home language and in the previous school year, all of our ELLs completed their state exams in English.

B. School leaders and teachers are using the results of the periodic ELL assessments to determine growth. Our ENL teachers record the latest data on a Google Spreadsheet that is shared with all of the teachers. First, the teachers become aware of which areas the students are demonstrating growth or require the need for more support. After, groupings are made for ENL pull-out sessions with an emphasis on content. For example, in the middle school, there is a group of advanced ENL students that demonstrate a constant struggle on the NYSESLAT writing section. These students have a standalone ENL elective twice a week to focus on content area writing skill development. This allows for the students to develop their writing skills by using content. It is a great opportunity for collaboration amongst the ENL and

content area teachers. This data remains an imperative tool for our school to determine the needs of our students.

C. From periodic assessments, our school is learning that our ELLs need the most help in the areas of reading and writing. We see this evidence on the NYSESLAT, periodic exams, state exams and daily class and homework. Therefore, many of the previous structures mentioned demonstrate our focus on reading and writing. Our school fully acknowledges that research shows an ELLs native language is important to foster and that the skills they have in their native language will transfer upon English language acquisition. Consequently, we support native language by allowing students to read books in their native language during designated independent reading time. We have a specific library in designated ELA classrooms with a variety of alternate language books. Additionally, ELLs create flash cards in their native language alongside to English translations. Also, if necessary, students are allowed to take notes and complete class and homework in their native language. When this happens, work is translated by other staff members or the use of an online translator.

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](#).]
N/A

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

New language development is considered in all instructional decisions across the various contents. Based on the individual NYISTELL or NYSESLAT score, a student's new language development is incorporated into lesson plans based on their individual needs. Some of the strategies used to ensure student's new language development is considered is by including daily scaffolds such as explicit vocabulary, leveled notes, individual study guides, adapted texts, jigsaw reading, graphic organizers and outlines. Additionally, ENL and content teachers must include language objectives for ELLs to ensure that they are receiving both content and language development.

7. For dual language programs, answer the following:

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

N/A

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

AT UASCJ, we evaluate the success of our program based on the results of New York State assessments, such as the NYSESLAT. Additionally, we evaluate individual student achievement according to growth in content areas and results on summative content and English assessments. Based on the NYSESLAT scores from the 2014-2015 school year, 43.1% of ELLs in grades 6-12 tested at a commanding level. The results show that our program continues to be successful despite the change in the rigorous demands of the assessment, including alignment with the Common Core standards. Also, the data shows that all ELLs from 2014-2015 that entered our school at an entering level moved at least one-two levels and tested at a higher level, at the emerging or transitioning level. This data ensures that our program is successful at moving ELLs at all levels.

Part IV: ELL Identification Process

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.

Aretha Jones, the school secretary begins the process to determine if a student is an English Language Learner. The process begins at registration. If the student was previously enrolled at an NYC public school, she uses ATS (RLAT Report) to confirm whether or not the student is an ELL and is eligible for services. If the student is an ELL, Ms. Ortiz, the ELL Coordinator is notified and services begin immediately. The student will be scheduled to receive their mandated service requirements based on their previous NYSESLAT level.

If the student is enrolling for the first time, the following steps are taken. First, Michelle Ortiz administers the Home Language Identification Survey. This occurs when she meets with the parent/guardian during the registration process. She readily has copies of the HLIS in the various language available from the NYSED website. If it is identified that their native language is not English or another language is spoken at home, an informal interview will take place. If the parent/guardian prefers to use a language other

than English during the informal interview, a member of the school staff is requested to translate. If further translation services are required outside of the school staff, the Translation and Interpretation Unit is used for phone translation services. Similar to new admits, all students who are reentering after being enrolled in a school outside of NYC or NYS for 2 years or more follow this process.

If it is noted that the student speaks another language or speaks little to no English, the NYISTELL is administered within the next 1-3 days of enrollment. This is administered and hand scored by Ms. Ortiz or Mr. Carroll another ENL certified teacher at the school. Upon completion of the NYISTELL, Ms. Ortiz scans the answer sheet into ATS and checks it within the hour to determine the results using the ATS (RLBB report). Students who do not meet proficiency level are scheduled to receive services based on their designated level. A school email is sent by Ms. Ortiz to inform the staff of the home language and proficiency level of the student. In addition to the NYISTELL, if the home language of an incoming student is Spanish, they also complete the Spanish Lab-R within the ten day testing window.

All Home Language Survey documents are stored in a secured book room that is always locked by an administrator. There is a designated ELL file managed by Ms. Ortiz. Once the results of the NYISTELL are determined, Ms. Ortiz calls the parent/guardian that registered the child to return to the school to discuss program choices, if necessary. Also, she prints out an entitlement or non-entitlement letter to be prepared to be sent out by the Parent Coordinator, Ms. Bonet.

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).

Following the NYISTELL, the next step Ms. Ortiz and Mr. Carroll take steps to properly identify a potential SIFE student. Our school follows a very specific protocol of steps within a 30 day window. It begins with the oral interview questionnaire provided by ENL Coordinator, Michelle Ortiz. This interview provides the school with insight about the family history and educational experience of the student. If there are gaps of education noted, the next step is for the student to complete a set of diagnostic exams to measure their home language skills. The LENS (Literacy Evaluation for Newcomer) is used to determine students' skills in reading, vocabulary and mathematics. During the administration of the LENS, the student completes the assessment using a computer with headphones in a quiet room. The students understand that they have an unlimited amount of time to complete it. After completion, Ms. Ortiz checks the results page and views the results of the report to determine a potential SIFE student. In addition to the oral interview and LENS assessment, Ms. Ortiz asks teachers for samples of recent student work whether it is completed in English or their native language. The student work along with teacher anecdotes provides Ms. Ortiz with supplementary material to further help determine SIFE status. If a student is identified as SIFE, it is entered into ATS and the teachers of the student are notified.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification process of a newly enrolled student with an IEP takes place alongside the Language Proficiency Team. The LPT team is led by principal Mariela Graham with supporting staff Michelle Ortiz (ENL Coordinator/ENL Teacher) and Sage Norman (Dean of Special Education Services). Also, at the meeting, the parent/guardian of the student must be in attendance and our school provides translation services if necessary. The main goal of the meeting is for the LPT to determine whether or not the student should take the NYISTELL assessment.

The team takes several factors into consideration, including a detailed history of the students' language use in the previous school and home. In addition, the student is assessed in their native language to determine whether or not a disability is a factor of demonstrating English language proficiency. Based on the evidence from the assessments, the LPT team makes a decision. If it is decided that the student does need English language acquisition support, the student will be scheduled to take the NYISTELL. If the team decides the student does not need English language acquisition support, the student does not take the NYISTELL. At this point, the principal Mariela Graham will accept or deny this request. If Ms. Graham accepts the request that there is not a need for language acquisition support it is then sent to the superintendent, Fred Walsh for further review and a final decision. Whatever the outcome may be, the parent/guardian is notified within 3 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYISTELL is scanned into ATS and the score is determined, a entitlement or non-entitlement parent notification letter is sent out within the five day window period. The school secretary Ms. Jones prints the letter and the parent coordinator, Ms. Bonet mails the letter home. In addition, a copy of the letter is given to Ms. Ortiz in a sealed envelope for the student to take home. This letter

provides the parent with information with the score and level their child received on the NYISTELL in addition to service options. Ms. Ortiz keeps track of the dates that all of the letters are sent home in a designated Google Drive document.

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

After the results of the NYISTELL are scored and the parent attends the Program Choice meeting, Ms. Ortiz and/or Mr. Carroll inform the parents that if they believe their student has been misidentified as an ELL then they can go through the ELL reidentification process with a written request. This request must be made by the parent or guardian, a student's teacher (with consent of the parent) or a student that is 18 years or older. Ms. Ortiz and Mr. Carroll clearly explain the procedure to the parent or guardian. If a request is made, the process begins within 10 school days. Ms. Graham schedules a meeting with the ESL teachers to review samples of student work and class assessments. The school principal determines whether or not the ELL status should be changed.

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 timeframe? Describe the process, outreach plan, and timelines.

Immediately after the NYISTELL indicates that a child should receive services, Ms. Ortiz, the ELL Coordinator reaches out to the parent/guardian to attend a meeting about program choices. Our school requests that the parents or guardians make an appointment within one week. During the appointment, Ms. Ortiz provides the parents or guardians with the three program options by using the designated Parent Orientation Video, which is translated into 13 languages. Additionally, we offer translated informational brochures to further inform parents and guardians of the three choices. At this point, we ask parents to select their program choice and that same day, it is recorded into ATS by our school secretary Ms. Jones. If a parent selects another option other than freestanding ENL, we explain that our school only offers this program but they have the right to request and or transfer their student into another program. If a parent does select another program other than freestanding ENL, they are updated yearly by Ms. Ortiz about parent choice and their right to select another program. If a parent does not select a choice and the parent survey is not returned then the default placement is selected as a bilingual program. All dates of interaction are recorded by Ms. Ortiz in a designated Google Drive.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our Parent Coordinator, Ms. Bonet ensures that entitlement letters are distributed and that all documentation about parental choice is collected and secured in the main office. We encourage our parents of ELLs to understand that they have choice and transfer options. Throughout the school year parents are informed about opportunities to attend Borough Meetings regarding parent choice. All documents are translated into the language that the parents speak and translators are available for meetings. All forms are distributed through the mail, in addition to students receiving a copy to take home for parents. All information that needs to be inputted into ATS is completed by our school secretary, Ms. Jones. After, all paper submissions are stored in the main office in a designated ESL filing cabinet. Furthermore, Ms. Ortiz monitors the date and submission of the forms using Google Drive. If a parent has previously selected a TBE or DL program and that specific program becomes available, Ms. Bonet contacts the parent over the phone to explain that their child can be placed into it if the request is still desired.

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

As previously stated, all Parent Survey and Program Selection forms are monitored through a Google Drive document. Therefore, it is noted when a form has not been completed or returned. The Google Drive helps monitor the return of forms and also provides an opportunity for outreach by Ms. Ortiz and Mr. Carroll to remind parents and students about the importance of returning the documents. If the documents are still not returned, the school requests a parent meeting to discuss the Parent Survey and Program Selection options and form.

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

Our school ensures that placement parent notification letters are distributed immediately after placement. Ms. Bonet, the parent coordinator mails home the placement letter to inform the parent about the program their student will receive services from. Copies of the letter are kept on file in the main office, which stores individual students files including all ELL documentation (see below).

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

All ELL documentation is stored in a filing cabinet in the main office specifically used for our ELL students. Each student has a folder which, includes any related ELL documentation, including HLIS, Parent Choice and entitlement/non-entitlement letters. This system allows our school to easily update, monitor and track important ELL documentation for individual students. All original documents are stored in here and monitored/updated by ENL teachers Ms. Ortiz and Mr. Carroll.

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.

Upon receiving the designated dates for the NYSESLAT, the ENL teachers, Ms. Ortiz and Mr. Carroll begin to plan scheduling immediately. They compile a list of all students eligible to take the exam from the ATS report RLER.

First, they schedule all students to complete the speaking section using an excel spreadsheet as an organizational tool. Then, they use Google Docs to share this spreadsheet with staff members so that everyone is aware of NYSESLAT dates and times. For speaking, they start with the 6th grade and advance through the grades. Ms. Ortiz and Mr. Carroll also determine the location of the test. For example, they ensure an empty classroom can be used during the students designated time frame. Each student is given a period, location and time for their speaking exam. Typically, a week is dedicated to administer the speaking section for all students.

Next, the listening, reading and writing section is administered. Using another tab on the excel spread sheet, the students are grouped based on their NYSESLAT grade band. Based on the test and the grades at our school, students are tested together in grade 6, 7-8 and 9-12.

Three periods (135 minutes) are scheduled to ensure a proper amount of time for each test session (day 1, day 2, and day 3) so that students have a break between each L,R,W booklet/session.

With this scheduling program, this leaves the ENL teachers with plenty of time to make up student absences.

Before administering any sections of the exam, the ENL teachers become familiarized with the directions and administration of test booklets. Additionally, the ENL teachers attend the Brooklyn borough NYSESLAT training sessions, including administration and scoring sessions.

Before the exam begins, we inform the teachers and students about test dates to avoid any potential scheduling problems. We ensure that our classrooms that we use are empty, quiet and in testing condition. Also, we review the scantrons before administering the test to check for errors or fill in any necessary information for our new admits in the school.

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

Similar to other important documentation, our school ensures that continued entitlement and transitional support parent notification letters are printed by the school secretary and mailed by the parent coordinator, Ms. Bonet. Also, letters are distributed in a sealed envelope by the ENL teachers, Ms. Ortiz and Mr. Carroll. If documents need to be signed, it is monitored by a Google Drive documents. Additionally, all documents are translated into the preferred language designated on the HLIS.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested align with our freestanding ENL program. Less than 3% of parents have requested an alternate program which demonstrates that our model is aligned with parent requests. During the Parent Orientation meeting, Ms. Ortiz and Mr. Carroll ensure that parents are aware of their choices through the video and brochures, however our school has noted that parents choose to select our program along with the unique environment of our all-girls school. At the orientation meeting, we provide the information that if our ENL enrollment meets the required numbers of bilingual program then a bilingual program will be implemented and they will be notified accordingly. We continuously monitor the Parent Survey and Program Selection Form on ATS (ELPC report) to ensure that our requests for programs are updated and parents can be immediately notified if their desired selection becomes available.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Our school offers an ENL program that is implemented as per CR Part 154.2 with one hundred percent of instruction in English with native language support built into the program. In the middle school, in each grade (6-8) has one cohort of ELLs (at heterogeneous levels) that travel together throughout the day. They attend all content and electives courses as a group. This model provides the ENL teacher, Ms. Ortiz an opportunity to co-teach, and implement a stand alone model as well as integrated for the students

students appropriately based on mandated NYS minutes. In the high school, students do not travel in cohorts, however, all ELLs receive Mr. Carroll as a co-teacher in their grade level ELA class. Additionally, entering, emerging and transitioning students in high school receive an extra .5 elective of stand alone ENL with Mr. Carroll.

The only homogenous groups in the school is the entering and emerging ELLs that are grouped together for standalone ENL taught by Ms. Ortiz in the middle school. In the high school, Mr. Carroll teachers two separated standalone groups, one for grades 9-10 and the other for grade 11.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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)?

As per the CR-Part 154 mandate, our school ensures that the mandated number of minutes is provided according to NYSESLAT proficiency levels. In middle school, ELL students that scored at a entering or emerging level are group to receive a "beginner" course led by Ms. Ortiz which provides students with ENL self-contained for 360 minutes a week. Additionally, all ELL students at all levels in the middle school will receive integrated ENL for a minimum of 180 minutes a week. The entering and emerging students will receive 360 total minutes of ENL a week and the transitioning and expanding students will receive 180 minutes a week. Our F-ELLs will be grouped in the middle school ELL cohort, which will allow for our F-ELLs to receive 180 minutes of services a week.

As per the CR-Part 154 mandate, in the high school, our entering level students receive a total of 540 minutes. Everyday, students at this level receive 2 period of self-contained ENL (by Mr. Carroll) in addition to 1 period of integrated ENL with Mr. Carroll. Our emerging students also receive 1 period of ENL (in a self-contained class with the entering students) and 1 unit of integrated ELA. The transitioning students receive a total of 180 minutes per week, serviced fully by integrated ENL. Similar to the transitioning students, the expanding students also receive integrated ENL for 180 minutes per week. As stated, all integrated ENL classes are co-taught by ENL teacher Mr. Carroll. Our F-ELLs are grouped with the ELLs in their ELA class, which allows our F-ELLs to continue to receive services, which amounts to 180 a week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction is delivered in English, except our entering and emerging students receive modified material, which is translated into their native language. We do this specifically for the students that are pre-literate in English. This helps nurture the natural process of English language acquisition. We use online translators such as Google Translate to do this. In addition, we have help from Spanish, Bengali and Urdu speaking paraprofessionals in our school. As the students continue through our program and they develop stronger English literacy skills, we begin to scaffold these assignments to include more English.

Our transitioning and expanding students do not receive translated assignments, however, we will translate if necessary to demonstrate instruction and comprehension. Additionally, these students develop their native language development by translating their notes and vocabulary. Our school uses these methods to foster native language development while meeting the rigorous demands of the Common Core Learning Standards, which are implemented into daily lessons, assignments and homework. Also, during our lunch period, former ELL high school students volunteer to tutor ELLs in their native language. Typically, this includes reviewing class material, practicing problems and developing skills that will transfer to English. This is an instrumental component that allows our ELL community to come together and foster their native language while developing Common Core skills.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our students are evaluated in their native language throughout the year with the assistance of our staff. This includes an Urdu, Bengali and Spanish speaking paraprofessionals. Also, our technology teacher is fluent in Arabic and French. Often, our F-ELLs that are juniors and seniors will offer to evaluate work that is Russian or Uzbek. Also, every teacher knows the level and native language of the ELLs in our school. This information was provided for teachers at an ENL PD before school started and it is shared in a Google Doc. At weekly grade team meetings, teachers determine the different ways native language support can be provided to individual students. For example, all beginner ELLs receive translated classwork, projects and homework. We recognize that these students need their native language to understand the content while acquiring English. Our intermediate and advanced students receive less translated instructional material on a daily basis. However, teachers encourage these students to take notes in both languages and write in the language of their choice. If a student chooses their native language, we provide translation services. Additionally, all ELL students are encouraged to read in their native language during Silent Sustained Reading. Our school provides an ample amount of fiction and non-fiction texts in multiple languages for the teachers and students. This includes bilingual dictionaries so that our students can translate vocabulary from their native language to English.

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

Speaking is carefully monitored by their ENL teachers and all other content area teachers. This includes consistent participation in do-now activities, critical discussions and small group work. Our ELLs are asked to self reflect on their speaking and participation. This includes filling out a weekly rubric to assess their levels of peer interaction, contributions to class, and speaking with confidence. If teachers notice students are not reflecting positively, we work with these student to determine how we can support them. For example, our beginner students often receive the lesson topic and information to preview before the actual lesson. This allows them to become familiarized with the upcoming material. Also, every six weeks, our beginners are given a speaking assessment by both ENL teachers. An excel spread sheet is used to record the data. For example, Mr. Carroll will ask the student a question and Ms. Ortiz will record the answer. This provides an opportunity to hear phonetic development, sentence structure and vocabulary choice. This is a low inference assessment, which generates resourceful data to monitor speaking skills development.

Similar to our speaking evaluations, we closely monitor our students listening skills. During class discussions we expect our ELLs to use accountable talk in order to demonstrate that they are listening and processing what their classmates are saying. Students are prompted to add on or develop a different ideas from their peers. Also, during content class exams, we incorporate a listening component that takes place during a pull-out session. This generates data to determine how our students are developing effective listening skills.

As previously mentioned, all ELLs reading levels are evaluated by the DRP assessment, which takes place three times a year. For additional reading data, in the middle school, ELLs complete Fountas and Pinnell (running records) each marking period. In the high school, Gates/McCloud is used to determine reading growth from the beginning to the end of the school year. These are all formal assessments that provide ongoing data about our ELLs reading skill development. Also, informal assessments are used daily by content area teachers. Examples include, checking for understanding, demonstration of close reading skills and comprehension of classwork and homework.

Writing is evaluated by formal content area benchmark assessments provided by New York State. All of our ELLs took the pre-

assessment and we are monitoring their growth throughout the school year. We closely analyze trends to determine growth and areas of need in specific writing traits. Our school follows a weekly cycle of close reading, critical discussion and writing for argument. This provides us with multiple opportunities to assess the writing of our ELLs across content areas. Generally, in grades 6-12 each content teacher requires students to write 1-2 argumentative essays per marking period. Teachers track the traits of an argumentative essay in a shared Google Drive. This provides teachers and students an opportunity to reflect on writing growth.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

A. Our instructional plan for SIFE students begins with the LENS evaluation in their native language to determine how SIFE has impacted their education and discuss how our school can meet their needs. This help begins the process of understanding the needs of the individual student. If the student is a newcomer, or has had limited education, we will pair them with another student that speaks their native language. This allows for the SIFE student to learn directions and the culture of the school. If necessary, depending on the level of the NYISTELL exam, the SIFE student may become part of a newcomer group (see below).

B. Our instructional plan for newcomers involves these students becoming involved in the newcomer group, led by Ms. Ortiz. This group meets twice a week for a period and they explore the culture of the school, their community and New York City. The group takes two cultural field trips to discuss adjustments to living in New York City. Lessons are created to help acclimate the students to the United States and provide them with structures and routines for them to become successful students at UASCJ.

C. Our plan for developing students is to implement extended academic supports that are founded by using our Title III funds to create a Saturday Academy taught by Ms. Ortiz and Mr. Carroll. The focus of the Saturday Academy is to further develop reading and writing skills through Common Core Standards. While we invite all ELLs to participate, we strongly encourage these students to attend Saturday Academy because often these students are in the process of developing their academic language. This program provides students with an opportunity to focus on acquiring and applying tier 2 and 3 vocabulary words to their reading and writing assignments. When lessons are designed, teachers confirm that there is an entry point for developing students to access the content of the lesson. Without an entry point, these students often miss the objective and therefore can't comprehend the main ideas. Typically, this is a direct result of language overload without access to the lesson. Some example of differentiated instruction include the use of media, such as video clips, turn and talk (use of native language), filling out the K&W of a KWL chart or a quick write that is connected to the previous lesson.

D. Our plan for long-term students is to focus and receive individualized plans for learning. Often, we find our long-term students need more support in reading and writing. We encourage these students to attend Saturday Academy to continue to develop their skills. Also, during pull-out sessions, the ENL teacher can focus on specific skills that a student may be struggling with. Our goal for long-term students is to discover what is preventing them from testing at proficiency level and work on that specific area of need.

E. Our plan for former ELLs is to provide the mandated service minutes as per the CR- Part154. ENL teachers will continue to provide services and accommodations as well as monitor their growth for up to two additional years. Our schools ensures proper scheduling so these students are in a cohort with other ELLs (in grades 6-8) and an ELA/ENL class so that they can receive the benefits of having co-teacher and extra support in the classroom that provides accommodations.

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

If a student is re-identified or a non-ELL based on the appeal within 45 of enrollment, our school ensures that academic progress has not been affected by this process. One of the ways we ensure this is by leaving the student in the same cohort as the other ELL students (in grades 6-8) because this group also includes general education native English speakers. If the student is in high school, they are kept in the ENL/ELA courses with Mr. Carroll as a co-teacher which impacts both ELLs and non-ELLs.

This allows Ms. Ortiz and Mr. Carroll an opportunity to monitor their academic progress. Ms. Ortiz and Mr. Carroll are qualified and trained to manage the initial identification and re-identification process.

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?

We have various instructional strategies and grade-level materials that our teachers of ELL-SWD's use to provide access to academic content areas and accelerate English language development. We have 7 ELLs that have classifications of SWD. The ESL and Dean of Special Education Services, Ms. Sage Norman determine the specific needs of each child to determine (based on their IEP) what material is most appropriate. Currently, under the guidance of Ms. Norman and the special education teachers, we have established for students to develop their reading and fluency skills using Great Leaps and Wilson Reading Program led by Special Education certified teacher Heather Clarke. Also, in order to support their writing assignments, students complete pre-writing activities to provide them with scaffolds and modifications that develop their language acquisition while meeting the needs of their IEPs. Grade-level materials include appropriate leveled lexile text from non-fiction NEWS ELA, National Geographic, and ReadWorks. When, and if appropriate, such materials are translated into native language.

Additionally, three of our 7 students receive speech services. The speech teacher, Brandy Mac combines both standalone and integrated models to service the ELL students. She meets weekly with the teachers to further modify curriculum. Also, she works with the students out to focus on specific skills for individual students, this includes phonetics, subject-verb agreement, etc.

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?

Our ELLs-SWD's are always in the least restrictive environment, as all students are in heterogeneous classes with general education native English speaking students with the exception of the stand alone entering/emerging course. ELL-SWD's receive additional instruction through integrated models to meet their diverse needs. Schedules are designed around student needs so that we are able to provide them with the necessary curricular and instructional support. Scheduling is overseen by Sage Norman, the special education dean to ensure our ELLs with SWDs are on track to achieve their IEP while obtaining language proficiency. All ENL teachers are included in the IEP goal plannin to ensure that language goals are incorporated.

Chart

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



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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

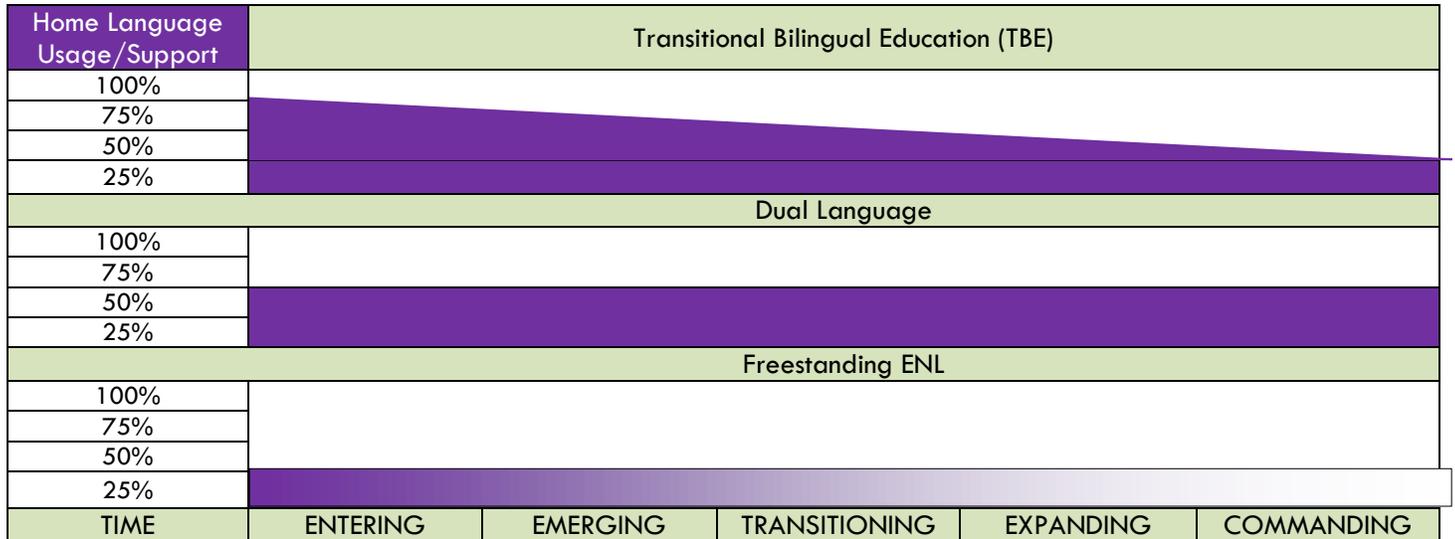


*Note “other approved services” does not apply to New York City at this time.

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.



A. Programming and Scheduling Information--Continued

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

In Grades 6-8, our ELL students are scheduled into a heterogeneous cohort with native English speakers, which includes general education native English speaking students. Ms. Ortiz is responsible for providing modifications and instructional support to the ELLs in this cohort in all core content areas. Before school begins, a schedule is created and organized for teachers to send her the lessons ahead of time, which allows her to provide modifications or alternate assignments, especially for the beginners.

In math, the notes are already printed off a powerpoint slide for our ELLs students so that they can spend more time problem solving and less time worrying about note-taking. Also, lessons are often presented on Educreations (video), which allows our ELLs to pause and restart the lesson at their own pace. Also, quizzes and exams that include word problems are translated into their native language so that students can demonstrate their mathematical skills rather than language skills. In social studies, our ELLs keep a separate vocabulary glossary list of common Tier 2/3 words that are used in this course. They translate these words into their native language and if necessary, they are allowed to refer to it during essays and exams. Also, DBQ's are translated for beginner/intermediate students and they use a DBQ graphic organizer to scaffold the information. In science, all ELLs use vocabulary sheets that require students to write down the word, translate it, and provide an image. Also, if the class is reading a non-fiction article, ELL students receive differentiated readings with modified texts at their appropriate lexile reading level (often modified from the website NEWSELA).

In the high school, since our ELL students are not scheduled into cohorts, except in ELA, Mr. Carroll (ENL teacher) supports their courses by co-teaching alongside with the ELA teacher in grades 9-12. In order to further support content areas, Mr. Carroll pushes into 10th grade Global and 11th grade United States history, twice a week, to co-teach, modify and work closely with ELLs in social studies. Also, Mr. Carroll works with the high school science and math teachers during specific co-planning time provided by the principal. In math, Mr. Carroll supports the ELLs by working with the math teachers to create daily printed notes (which may include translations) and Educreation videos. In science, ELLs are supported by receiving modified readings based on their designed reading levels.

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

As previously described, our language development goals are successful with, 43.1% of our ELLs testing at a commanding level on the NYSESLAT during the 2014-2015 school year. In this same year, all of our entering students moved at least one level and scored at emerging or transitioning. In content areas, the assessments used to evaluate effectiveness are the ELA and Math middle school scores and high school Regents exams. On the Regents exams, our most effective scores are in the content areas of US History and Geometry, with 83% of ELLs passing the exam with a 65 or higher. 62% of ELLs passed Global, and 50% passed Earth Science. Our lowest scores in content-Regents include 41% passed ELA, 36% passed Living Environment and 26% passed Algebra. One of the correlations that is important to consider is that during the 2014-2015 school year, Living Environment and Algebra were two content exams taken by 18 ELLs and 11 of the 18 ELLs were at a beginner (entering/emerging) level and in their first year of ENL services.

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

One new program that we implemented in the 2014-2015 school year that we plan to keep is a Parent Saturday School Academy. While the students attended their program with Ms. Ortiz, we invited the parents of their students to attend a separate class led by Mr. Carroll. This program encourages parents to continue the use of their native language with their daughters while learning and practicing English. We believe that this class helped parents to become more involved in their child's education. Also, it provided an opportunity to allow the parents of ELLs and F-ELLs to come together and gain a better understanding of our ENL program and school community.

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

Currently, we are not planning to discontinue any programs for our ELLs. We will continue to evaluate our programs throughout the school year and we will adjust them if we believe a program needs to be changed in order to benefit the needs of our students.

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

ELLs at UASCJ are fully integrated into the school and participate in all school and after school activities as part of the student body. All ELLs are actively encouraged to get involved in extracurricular activities at our school. For example, our middle school has a partnership with the NIA Community Services Network, which provides academic and enrichment after school clubs that take place Monday-Friday from 3:00pm - 5:30pm. We ensure that the parents and guardians of our ELLs receive information about NIA in their preferred language, which encourages enrollment. Additionally, many of our high school ELLs are active members of our Student Council, Cheerleading team, Track team and LGBTQ club. In addition to afterschool, ELLs are also afforded an opportunity to attend Saturday school. Ms. Ortiz and Mr. Carroll provide academic support on Saturdays throughout the school year and our ELLs attend to receive additional academic English language instruction and homework support. This program runs during the fall and spring semester for 10 sessions from 9am-12pm.

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

Ms. Ortiz and Mr. Carroll work with the content area teachers to determine which instructional materials and resources should be used to support ELLs. In the middle school, the teachers and students have access to use SuccessMaker by Pearson. This digital program provides teachers and students with a digital curriculum which includes lessons and assignments based on individual student instructional levels determined by diagnostic exams. SuccessMaker is help for all of our ELLs, however we find that it specifically benefits our SIFE students by providing supplemental lessons and activities which meet their specific needs. For example, SuccessMaker has helped our SIFE students learn the math basics of addition, subtraction, multiplication and division.

In math and science, the content teachers incorporate video lessons on the IPAD through the program Educations. This program allows the teacher to create and review lessons that students can watch and work at their own pace. Teachers of all content areas have incorporated Plicker, which is an application to help students track and monitor checks for understanding. This program helps our ELLs engage in the lesson, participate and assess themselves without feeling self-conscious. Teachers also support ELLs with access to Khan Academy video lessons which can also be used at home. The ENL teachers provide professional development opportunities to show teachers how students can watch the videos in their native language, which reinforces the content while developing their first language. Teachers also use the literacy based website NEWSOLA to provide students with non-fiction articles that provide students with an opportunity to read the same article that is modified based on their individual lexile level.

Other instructional materials include copies of the NYS language glossaries and teacher generated vocabulary lists that students keep in their binders that include key vocabulary words along with translations.

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

While our ENL program teaches content in English, native language support is supported and implemented into ENL and content lessons. If a student is entering or emerging, teachers provide lesson translations for students that are pre-literate in English but have literacy skills in their native language. Generally, Google translate is used along with the various keyboards of Arabic, Urdu and Bengali. During group work, teachers purposefully group students so that they have an opportunity to speak and learn in their native language with their peers. Teachers also encourage students to take notes or translate their notes into their native language to help reinforce concepts.

Aside from the NYS language glossaries, our school also purchases fiction and non-fiction books in Spanish, Arabic, Urdu, Bengali and Russian for our ELL and F-ELL students. Often, teachers use these books for supplemental material in content courses.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our school regularly evaluates our resources to determine that they are age and grade level appropriate, including resources for students that may be well below grade level. The ENL teachers work with content teachers and service providers for our ELLs that receive IEP or counseling services. Resources are evaluated to ensure that they are targeted for students in grades 6-12.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students are invited to attend a welcome student orientation that takes place before the beginning of the school year. The ENL teachers are present and an active participant of the orientation, often running a specific session for parents of ENL

students. Also, the orientation includes getting to you know activities amongst students and staff, a tour of the school and an informational session for parents (school staff fill in as translators). We believe this orientation fosters a warm, inviting atmosphere for our ELLs to adjust. If an ELL enrolls mid-year, they are paired with a buddy that is in their grade and speaks the same native language. Guided by Ms. Ortiz or Mr. Carroll, the buddy and new student tour the school and the buddy makes sure any questions are answered and that they feel comfortable for the first few weeks of adjusting to our school.

19. What language electives are offered to ELLs?

In middle school, there are currently no language electives offered for all students. In high school, Spanish is offered to all students, including ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- 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)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

At UASCJ, we prioritize professional development opportunities for all teachers of ELLs, including school personnel. Our school offers both in-house and outside professional development opportunities to ensure our staff has access to the best practices for teaching and working with English Language Learners. Our school secretary, Aretha Jones attends borough-wide training sessions to become familiarized with ELL compliance and the important ATS reports that need to be updated or checked. Additionally, our Parent Coordinator, Cristina Bonet attends training sessions and workshops related to ELLs. For example, Ms. Bonet attend a conference led by the Division for Family and Community Engagement in the Spring of 2015. This workshop focused on how to better connect with parents, including parents of ELLs.

Our teaching staff regularly attends professional development trainings and workshops. During 2014-2015, our ENL teachers, Ms. Ortiz and Mr. Carroll attended an ESL Professional Learning Community that met for two hours after school monthly, on Wednesdays led by Duane Wardally, an achievement coach for the Urban Assembly Network. Also, both ENL teachers attend outside of network PDs, including Ms. Ortiz attending the National TESOL Conference in Portland Oregon in the spring of 2014. Both Ms. Ortiz and Mr. Carroll plan to attend the National TESOL Conference in the spring of 2015, in Baltimore Maryland.

Ms. Ortiz and Mr. Carroll turnkey this information to content area teachers throughout the school year. Ms. Graham has scheduled designated time during our allotted Professional Development minutes to have a monthly PD related to ELL topics. All teachers of ELLs (grades 6-12) are required to attend. This takes place on the second Monday of each month. Examples of PD/workshops include, theories of language acquisition, best practices for ELLs at various levels, scaffolds and modifications for ELLs and how to use native language support in the content classroom. Also, Mr. Carroll is attending Language and Brain on November 6 and 7th.

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?

Numerous professional development opportunities are offered to teachers of ELLs related to the Common Core Learning Standards. As previously stated, Ms. Ortiz and Mr. Carroll are part of the Professional Learning Community, which directly relates to ELLs meeting the Common Core Standards. At these monthly meetings, guest speakers attend to discuss the most effective practices to help ELLs meet the needs of the Common Core. Additionally, both teachers regularly attend PDs that relate to the Common Core such as Beyond Academic Vocabulary: Academic Language (May 2015) and Collaboration and Coteaching: Integrated Service Delivery for English Language Learners (June 2015). For this upcoming school year, example PDs teachers have/are attended are the math teachers plan to attend Algebra: A Gateway to STEM (3 session - 10/22, 11/18, 12/19), Also, upcoming PDs include that Mr. Carroll is attending Language and Brain on November 6 and 7th. This year, Mr. Carroll has already attended a PD titled Supporting ELLs with On-Deamnd Writing for the ELA Regents on 10/21 and will attend the follow up on 11/5 for a full 8 hours.

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

UASCJ is a middle and high school, therefore we provide support to our staff to assist ELLs as they transition. Nearly, 98% of our middle school ELLs continue onto high school. As a result, Ms. Ortiz and Mr. Carroll hold a professional development workshop for content area teachers before the start of the school year. This workshop provides teachers with complied data of their incoming ELLs. This includes, home language, state exam scores and general background information about how long the student has been an ELL and whether or not they are identified as SIFE. We believe this provides teachers with an opportunity to get to know their students before the start of the school year. Also, Ms. Ortiz and Mr. Carroll use this dedicated time to discuss some of the transitional areas of support including organization and an adjustment period for the ELLs.

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.

As per the CR Part 154.2, our school ensures that 15% of total hours for all teachers and 50% of total hours for ENL teachers receive ELL specific professional development. Our school ensures that all teachers receive this during our mandated professional development

minutes. This occurs the 2nd Monday of each month throughout the academic school year. During this time, Ms. Ortiz and Mr. Carroll present an ELL related topic (some topics include language acquisition theory, academic vocabulary, SIFE, ELLs with SWD, and supporting native language in the classroom). These monthly PDs account for the 15% of total PD hours along with any additional outside PD support related to ELLs. Our ENL teachers receive 50% or more of their PD by participating in the ESL Professional Learning Community and attending outside PDs throughout the school. Additionally, the ENL teachers attend all borough-wide training sessions related to the administration and scoring of the NYISTELL AND NYSESLAT. Ms. Graham keeps record of the PDs and workshops to ensure our school is meeting the requirements.

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?

As of the 2015-2016 school year, parents will be provided with annual individual meetings to discuss the goals of the ENL program and their students results on the NYSESLAT, Regents exams, state exams, etc. We scheduled these meetings during our school-wide designated time for parent involvement, which takes place on Tuesdays from 8:00-8:45 am. If a parent is not able to attend during this designated time then an alternate time is rescheduled. We begin with the 6th grade parents and then advance through the grades. If language interpretation is needed, first we ask our school staff which includes speakers of Spanish, Urdu, Arabic, Bengali and French. If we need other language translations then we call the NYC DOE Language Interpretation Unit and use their phonenumber.

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.

In order to ensure that records are accurately kept, all annual individual meetings with ELL parents are stored on a Google Drive managed by Ms. Ortiz and Mr. Carroll. This includes the date of the interaction along with any important notes such as the rescheduling of the date or the date of a followup meeting. All hardcopy legal records are stored in individual student files held in the main office in room 425.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

ELL parents are encouraged to participate in all opportunities available for parent-school collaboration. One of the ways we ensure ELL parent involvement is by offering parents an opportunity to attend the Saturday Academy, which also serves as a platform to inform parents of their rights as parents of ELLs. Also, we invite members of our PTA to speak with the parents during Saturday Academy to encourage them to participate and join our school PTA. Our PTA President is the parent of a former-ELL so he strongly believes and promotes parents of ELLs partnership.

Throughout the school year, we host events to foster parental involvement. One example is the Thanksgiving Potluck. Parents and families of ELLs are invited to bring a cultural dish and have dinner with school staff and other ELL families. Also, we host a field trip every spring and invite both our ELL students and their parents or guardians. In April 2015, Ms. Ortiz and Mr. Carroll took ELL families to see The New York City Spring Spectacular show, which highlighted the cultural landmarks of NYC.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Currently, our school does not have any direct outside partnerships outside of our afterschool community organization NIA. NIA does hold workshops for parents with translators to discuss the importance of afterschool academic support and activities. It is important to note that our school regularly holds workshops for high school applications, summer programs, preparing for college and assistance with the college application process. School support staff is always requested to translate for the parents of ELLs.

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

We evaluate the needs of the parents based on their feedback. For example, at Saturday Academy we ask parents to fill out a survey and provide feedback on their experiences at the school. All school-based surveys are translated by school support staff to ensure parents have full access to evaluate our program. This includes surveys for workshops, such as College Application Night. Also, the school principal invites the parents of ELLs to participate in the monthly School Leadership Team, so that their input can be further heard.

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

Through parent conversation, our school has noted that nearly all parents of ELLs feel very overwhelmed by the college application process. In order to meet these needs, our school designates two Saturdays that parents can attend to work on college

related applications with their daughter with the help of the guidance counselor and other teachers. Translations services are always provided.

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: Urban Assembly School for Crim

School DBN: 20K609

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)
Mariela Graham	Principal		11/4/15
Nathalie Jufer	Assistant Principal		11/4/15
Cristina Bonet	Parent Coordinator		11/4/15
Michelle Ortiz	ENL/Bilingual Teacher		11/4/15
Viviana Perez	Parent		11/4/15
Lauren Escobar/ELA	Teacher/Subject Area		11/4/15
John Carroll/ENL	Teacher/Subject Area		11/4/15
Mackenzie Rossi	Coach		11/4/15
	Coach		
Natalie Cazeau	School Counselor		11/4/15
Fred Walsh	Superintendent		11/4/15
Jocelyn Santana	Borough Field Support Center Staff Member _____		11/4/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K609**

School Name: **Urban Assembly School for Criminal**
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.

At UASCJ, we use home language data from the ATS (RHLA Report) to determine the home languages of our ELLs, former ELLs and students that are not identified as ELLs but speak another language at home with their parents/guardians. Upon examining the data from the ATS report, we noted the trends that our highest percentages of home languages are Urdu, Spanish, Bangla and Arabic. For new ELL admits, we use the Home Language Survey and Emergency Blue Cards to gain access to their home language. Based on this data, we are able to determine our translation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. This data provides us with information for our areas of need in translation and interpretation. Prior to the start of the school, we have a Parental Orientation, which includes all parents of ELLs. We use this meeting and Parent/Teacher Conferences to ensure that our language data is accurate and that we have the most up-to-date information about our students, which includes who they are living with and the correct home language of their parent/guardian. We also note if one of the parents or adults in the family are able to communicate in English for our records. We ensure that our language preferences for the parent community are accurate through various sources of data.

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.

At UASCJ, our parent's preferred languages for written and oral communication include the following, Urdu (29%), Bengali (24%), Spanish (19%), Arabic (16%), Russian (4%), Uzbek (2%), Hungarian (2%), Haitian Creole (2%) and Pashto (2%).

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.)

Our school provides numerous documents that require translations to meet the needs our students and parents that speak another language other than English. All written documents are translated using the DOE resources into our primary native languages for required documents. This includes formal documents such as registration, handbooks, parent-teacher conferences, academic performance, conduct and discipline, special education and services related to health, safety and parent workshops. Additionally, our school provides students and parents with a Weekly Parent Blast that gives information about upcoming test dates and school related activities such as events held by the Student Council.

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.

Our school provides oral language interpretation for formal face-to-face meetings, such as parent-teacher conferences, back to school night, curriculum night and parent workshops that meet for college applications. Informal interactions may occur for students regarding behavior, homework, classwork and school grades. The informal interactions may take place in person or over the phone.

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.

As indicated in Part B, our school provides written translation services to meet the needs our students and parents that speak another language other than English. All written documents are translated into our primary native languages for required documents. This is based on the data provided,

as mentioned in Part A. If the document is translated already by the DOE, we use such documents and obtain them from the main DOE website. If the document is informal, then we request our in-house translators by school staff or parent volunteers. We ensure this happens by providing them with two weeks to translate the document. At UASCJ, we have multiple staff members that translate documents into Spanish, including the principal and two guidance counselors. We have three staff members that translate our documents in Urdu. Also, we have one staff member that can translate documents into Bangla and another for Arabic. For general templates for school holidays, parent-teacher conferences and other DOE notices, our school uses the Translation and Interpretation Unit's intranet site.

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.

Oral interpretation for our primary native languages are available through full time staff or outside services. As previously mentioned, we have various speakers of other languages on staff who will provide interpretation services in person or over the phone. If a staff member is unavailable, our staff is informed by the ESL Coordinator about the Translation and Interpretation Unit. School staff and teachers are comfortable using this hotline and do so regularly. Only during Regents exams, has our school used on-site interpreters provided by an outside vendor to translate.

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.)

In September 2015, ENL Coordinator, Michelle Ortiz will provide a professional development session regarding translation services. This will include how to use the Translation and Interpretation Unit hotline as well as the palm cards during times such as Parent-Teacher Conferences and Open School nights.

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

Our school has the Welcome Poster hung up outside of the main office and there is a language ID guide as well. Additionally, at the front security desk there is both. The Parents' Bill of Rights and Guide to Language Access is hanging in the main office by the desk of the Parent Coordinator, Cristina Bonet.

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)

ENL Coordinator, Michelle Ortiz monitors a Google Drive to ensure all Language and Interpretation services are up-to-date. Additionally, a parent survey is provided in the home language to gather feedback formally at the end of the year. Informally, parents are invited to discuss the quality of services at events hosted by the PTA.