

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	18K642
School Name:	URBAN ACTION ACADEMY
Principal:	STEVE DORCELY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Action Academy High School School Number (DBN): 18K642
Grades Served: 9 - 12
School Address: 1600 Rockaway Parkway
718-290-8720 Phone Number: Fax: 718-290-8721
School Contact Person: Mrs. Farah Pierre Email Address: FPierre7@schools.nyc.gov
Principal: Steve A. Dorcely
Mark Satchell
UFT Chapter Leader: Jennifer Warrington
Parents' Association President: Steve A. Dorcely
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 18 Superintendent: Michael Prayor
Superintendent's Office Address: 1600 Rockaway Parkway
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 929-271-3608 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Team 6 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 617-212-4934 Fax: 718-630-1634

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)
Steve A. Dorcely	*Principal or Designee	
Mark Satchell	*UFT Chapter Leader or Designee	
Jennifer Warrington	*PA/PTA President or Designated Co-President	
Dawn White	DC 37 Representative (staff), if applicable	
Jennifer Warrington	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Oderi Duke Tracey Castillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Candice Fagan	Member/	
Mark Davis	Member/	
Colette Campbell	Member/	
Sr. David Austin	Member/	
Trevor Davis	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Urban Action Academy High School is a small school of approximately 315 students housed on the first floor of the Canarsie Education Complex. The school is in its 7th year and has a relatively new principal in his second year.

Cemented in our mission statement is the belief that at Urban Action Academy (UAA) High School, "[A]ll students will graduate equipped with the knowledge, skills, and personal choice to pursue college and/or professional careers in public service. Our UAA graduates will serve as public ambassadors propelled with a renewed sense of urgency to take action on a civic calling within their community, city, and nation."

As noted in the *Framework for Great Schools*, one of the key goal for SY 2015-16 is ensuring the social, physical and emotional needs of all students, including Students With Disabilities (SWDs) and English Language learners (ELLs) are met through the development and implementation of flexible and equitable programs of study that foster and allow each student to demonstrate intellectual mastery at or above the grade/performance level of the common core standards by the time of their high school graduation.

A key initiative for SY 2015-16 is the implementation of AVID as well as hiring a college advisor to support our school wide college and career readiness. We proudly announce that a team of 9 ADVID advisors have been identified and will attend training on AVID's use and functionality this summer in Philadelphia (July 27 – 29). It is our goal to offer AVID classes in all grades (9 – 12) as a college Preparedness elective course where students will be recruited and selected for the Spring 2015 SY.

Other program initiatives we hope to continue in school year 2015-16 includes, our strong partnership and affiliation with Brooklyn & John Jay College via their College Now program where students take college level courses afterschool and on the weekend. Long Island University (Brooklyn campus) Summer Bridge Program for our incoming Cohort U (freshmen students). In addition, students in all four-grade levels (9 – 12) participate in moot court via our Law Program and Justice Resource Center (JRC) at Fordham University. Our goal is to extend these offering to 80 students by 2017.

Key area of focus:

The instructional focus for SY 2015-16 are reading, writing, and vocabulary:

- Reading – determining the meaning of words & phrases used in texts
- Writing – five most common forms of writing (expository, descriptive, narrative, persuasive, creative, argumentative)
- Vocabulary – Tier 2 & 3 Words [**QR 1.2 a**]

These goals were chosen to:

- Align closely with the school's vision and mission to our core principles of instructional practice so that the work of every staff member in the school is supporting system-wide goals focused on increasing student achievement [**QR 1.2 b; 4.2 b, c**].

- Strengthen the leadership capacity within the school community so there is greater efficiency in the structure and process of faculty collaboration around student outcome [**QR 3.4 a, b, c**].

We have identified three (3) intended outcomes for SY 2015-16: First, to improve and strengthen our instructional and operational systems for tracking student progress and achievement. Second, to improve teaching and learning by regularly reflecting in a process of data gathering and analysis of student work. Third, to be able to quickly and effectively identify the areas that teachers need to “learn” and “teach” in order to support students’ mastery of the CCLS so students graduate college and career ready [**QR 1.1 c; 1.2 b; 2.2 b, c; 3.4 a, b, c; 4.2 c**]

18K642 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	312	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	10	# SETSS	1	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	1
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.1%	% Attendance Rate			84.5%
% Free Lunch	75.0%	% Reduced Lunch			5.1%
% Limited English Proficient	9.9%	% Students with Disabilities			18.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American			80.4%
% Hispanic or Latino	9.9%	% Asian or Native Hawaiian/Pacific Islander			2.9%
% White	4.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.37	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	54.8%	Mathematics Performance at levels 3 & 4			54.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.4%	% of 2nd year students who earned 10+ credits			72.9%
% of 3rd year students who earned 10+ credits	76.3%	4 Year Graduation Rate			61.4%
6 Year Graduation Rate	66.3%				
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			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 Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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.

Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards (1.1)

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 2015, 90% of teachers will develop a shared understanding of how to design rigorous tasks by using peer protocol to vet tasks and units for elements of rigor and CCLS alignment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In September, CITE will provide “Depth of Knowledge” workshop for full staff, and works with teacher teams on an ongoing basis.</p>	<p>All UAA teachers</p>	<p>August 2015 to June 2016</p>	<p>Principal Assistant Principals Teacher Leader</p>

			CITE Consulting
In October, principal will introduce the “Surfacing the Gap” protocol to staff to norm understanding of rigor, and to identify gaps between current tasks and the CCLS (The Protocol will be use regularly, 2x per week during content and grade team meetings.	Content Team Leaders	August 2015 to June 2016	Principal Assistant Principal Teacher Leadership Person CITE Consulting
AP Barnett will create a schedule to meet with professional development & instructional cabinet teams to review rigor of tasks and gather feedback to inform future PD.	Instructional Cabinet PD Team	August 2015 to June 2016	Principal Assistant Principals Teacher Leadership Person
The Principal will introduce the “Looking at Student Work” protocol and engage teachers in norming their evaluation of student work and scoring student output using the Tri-State Rubric.	All UAA teachers	September 2015 to January 2016	Principal Assistant Principals Teacher Leadership Person CITE Consulting

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.											
In order to achieve the aforementioned goal, we plan to create a common planning time (CPT) that provides program flexibility – where both grade and content team teachers meet three (3) times per week during period 6 (student lunch period). Common Plan Time (CPT) will commence on Mondays, Wednesdays, and Fridays.											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
CPT will be monitored weekly by each grade and content team leader submitting meeting minutes, agendas, and using the our (4) cycle process protocol anchored around tuning lessons/unit plans, assessments (test, quizzes, midterms, finals, and performance tasks), reviewing student work, and provide actionable feedback.
Additionally, teacher team leaders will use the Engage NY QR Rubric, CCLS, HEDI, and CIE as a tool to augment next steps. Each teacher in the grade team must come prepared to share any of the (a - d) items below. The Principal, Aps, and Teacher Leader Person (TLP) will be required to attend and participate in the meetings; however, the facilitators of the meetings are the grade and/or content team leaders.
Cycle of Grade Team a. Unit Plan b. Lesson Plan

- c. Assessment
- d. Student Work (or data)

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.

Continue to build a coherent set of instructional practices across grades and subject areas that emphasize high levels of student participation, thinking, and discussion so that a diversity of learners are engaged in rigorous habits and higher order thinking. (1.2)

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 2016, 80% of teachers will improve their pedagogy by expanding their repertoire for consistent and effective use of differentiation strategies that includes greater emphasis on rigor, multiple entry points, high quality questioning techniques and integration of technology.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All grade level teams will ID high leverage students who share similar needs and group them by need for AIS and afterschool tutoring, changing every 6 weeks and plan differentiated approaches in classroom instruction via intervisitations.</p>	<p>Students with IEPs, ELL, and Students scoring in the Lowest Third</p>	<p>September 2015- June 2016</p>	<p>Guidance Counselors, Peer Collaborative Teacher, Instructional Cabinet</p>

In addition, teachers will include 3 to 5 scripted questions in their lessons that reinforce Tier II vocabulary and include UDL principles & DI strategies to support ELLs and SWD students.			
A series of targeted PD will focus on HEDI domain 3, questioning and discussion techniques, ensuring all teachers will embed anticipatory and diagnostic questions in their lesson/unit plans by November 2015.	Students with IEPs	September 2015- June 2016	Guidance Counselor assigned to these students
At the school level, administration and collaboration with teacher team leaders will develop a system for identifying at-risk students, share best practice strategies and materials to support the unique needs of all students, including students with disabilities, English language learners and all at-risk students during the school day, before and/or after school, or on Saturdays. The AP & CITE coaches will work collaboratively with grade teams to train all teachers in the writing rigorous questions and writing Task using the Analysis Guide and Hess's Cognitive Rigor matrix to create more open ended questions and problem-solving tasks. Teachers will administer at least one such task weekly.	Students with IEP's, ELLs, and students scoring in the lowest third.	September 2015- June 2016	Guidance Counselors, Special Education Licensed Teachers, and ESL Licensed Teacher.
Parents will be regularly surveyed on topics related to school improvement and the education of their children and the survey results will be used to modify and adjust school practices.	Parents and Guardians	September 2015- June 2016	Parent Coordinator School Secretary Guidance Counselors

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.											
In order to achieve the aforementioned goal, we have planned to have dedicated periods for the respective subjects mentioned for the college readiness courses and have deliberately made them so that the classes will not exceed a 20:1 student to teacher ratio. In addition, we have also programmed the guidance team and their respective students to meet for a minimum of two periods a week during an advisory period. Finally, per session funds have been made available to allow for the guidance team and teachers to meet with parents after-school or during the weekend to discuss the progress of their children.											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Indicators of Interim Progress:

- By October 2015, 100% of teacher team leaders will use the four cycle protocol to facilitate common planning time Meetings.

- By December 2015, 40% of teachers will draft a minimum of three rigorous tasks, at least two fully graded using the Tri-State rubric and shared at CPT

- By February 2016, 60% of teachers will incorporate in their lesson/unit plans two to three entry points for all students, including students with disabilities and ELLs.

- By June 2016, 80% of teachers will improve their pedagogy repertoire, by incorporating seamlessly the effective use of UDL, DI, and entry point activities into their daily lesson in three to five classes.

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

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

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

Part 1 – Needs Assessment

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

Our current internal data shows that 58 out of 69 (84%) active cohort Q students have 39 or more credits. However, a closer look at the data shows that out of the 58 students who entered in Term 2 (February 2015) with 39 + credits, only 26 (41%) passed all five regents exams. To that end, it is our goal that students will be more likely to meet graduation expectation if teachers immerse them in rigorous instruction, including clear expectations and CCLS aligned tasks, resulting in 70% or more of our students will meet the graduation requirement by June/August 2016.

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/August 2016, **70%** or more students in the senior cohort (**R**) will graduate from Urban Action Academy High School with a Regents or Local Diploma.

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>Strict adherence to Grade Team inquiry protocols will ensure early identification of students with habits that may lead to lack of credit accumulation and regents passage.</p>	<p>Students receiving a grade of 55 or 65 for MP1</p>	<p>October 2015- March 2015</p>	<p>Grade Team Leaders</p>

Strict adherence to Content Team inquiry protocols will ensure support for struggling students.	Students with IEPs, ELLs, and students who score in the lowest third.	September 2015-June 2016	Content Team Leaders
Parent Outreach designated times will be strictly used for inviting parents to periodic meetings with teachers.	Parents and Guardians	September 2015-June 2016	All UAA 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.										
In order to achieve the aforementioned goals, we have planned to have dedicated periods for the respective subjects mentioned for the college readiness courses and have deliberately made them so that the classes will not exceed a 20:1 student to teacher ratio. In addition, we have also programmed the guidance team and their respective students to meet for a minimum of two periods a week during an advisory period. Finally, per session funds have been made available to allow for the guidance team and teachers to meet with parents after-school or during the weekend to discuss the progress of their children.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st 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.
<ul style="list-style-type: none"> • Review results of Mock Regents in Global and U.S. History. • Review Scholarship report of targeted students for Term 1 & 2. • Incorporate within the daily lessons opportunities for students to practice Regents and Testing based skills (three to four practice questions per lesson) • Infuse guided and testing strategies in Saturday Academy Program • Review Saturday Academy student attendance • End of Unit Test • Projects/Performance Tasks • Subject Exams • Marking Period Grades • Periodic Progress Reports • Inquiry Team Observations

- January/June 2015 Regents Scores

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.

Student Performance Trends: The principal has and will continue to form a MOSL Team which assists in decision making for the school’s use of MOSL. This team formation lies in one of the principal’s core beliefs, that since teachers work with students closely and for long periods of time, they should play a key role in shaping decision making, especially regarding assessments. After careful study of item analysis of the MOSL baseline, the principal attended many ELA Content meetings to ensure a shift in instruction. Therefore, ELA teachers were specifically instructed by the principal to add more claims and argument instruction, since 30% of students did not master traits 3 and 4 on the NYC Performance Task Rubric.

Teacher Performance: Nearly 50% of teachers received a rating of ‘Effective’ or ‘Ineffective’ in various components of Domain 3 of the DFFT. Therefore, the main shift the principal imparted to teachers was that strategies shared during Professional Development sessions should be evident in lesson planning.

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, the principal’s instructional cabinet will increase its leadership capacity by strengthen the systems for which it evaluate teacher teams and teacher development -- creating protocols for the administrative team to use, assess, and adjust school wide practices around teaching and learning.

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 parent leadership and engagement as a key lever for school improvement. 	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?
<p>Each instructional cabinet member will be assign to a teacher team and regularly facilitate/participate in CPT meetings, support team members in gathering and reviewing student work and data from teams.</p> <p>The principal’s instructional cabinet will meet twice a monthly to review mid/end of year goals/benchmarks and work products, evaluating the progress of each team and identifying next steps to support school wide instruction</p>	Instructional Cabinet Content & Grade Team	October 2015 to May 2016	Principal Assistant Principals Teacher Leadership Person
<p>The Assistant Principal, with CITE consulting support, will create a mentorship training program for the beginner, intermediate , and advance teaching experience in order to strengthen teacher support structure through bi-weekly conferencing and coaching.</p>	Instructional Cabinet Content & Grade Team	October 2015 to May 2016	Principal Assistant Principals Teacher Leadership Person

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.											
<p>In order to achieve the aforementioned goals, we have planned to have dedicated periods for the respective subjects mentioned for the college readiness courses and have deliberately made them so that the classes will not exceed a 20:1 student to teacher ratio. In addition, we have also programmed the guidance team and their respective students to meet for a minimum of two periods a week during an advisory period. Finally, per session funds have been made available to allow for the guidance team and teachers to meet with parents after-school or during the weekend to discuss the progress of their children.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
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

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.

Increase instructional support by extending and providing academic enrichment and tutoring services to all students afterschool Wednesdays – Fridays (2:30 pm 3:30 pm) and Tuesdays and Thursdays during 6 period lunch (12:15 pm – 12:54 pm).

- Using Common Planning Time (CPT) blocks on Mondays, Wednesdays, and Fridays to provide structured time for teachers to plan across grade levels and content areas by focusing on the effective use of data to drive instruction.
- The English and Social Studies teacher teams will create an interdisciplinary performance based project with which all grades 9 – 12 students must complete as an exit project for that grade.
- Utilize the co-teaching model to offer support for the Push-in/ Pull-out structure for small groups and individual one on one support
- Aligning the curriculum to the common core anchor standards in reading, writing, and vocabulary to ensure rigorous instruction in all subjects.
- Empowering teachers in utilizing powerful standards and strategies to engage all learners across different content areas.

Increased rigor in all core subjects for all students by ensuring higher order thinking skills and processes, such as: problem-solving, inquiry, research, decision-making, summarizing, structured note-taking, use of content specific vocabulary, and reflection/self-evaluation are evident in student tasks.

- Teachers will use the results of NYC ELA Performance Assessment, Regents and Mock Regents to modify scope and sequence, core curriculum materials, and curriculum maps to ensure scaffolding, spiraling and re-teaching of key reading, writing, and vocabulary skills.
- Through Common Planning Time, teachers will effectively collaborate to ensure adult actions target student needs
- In both content and grade teams, the principal, AP and lead teacher will introduce proven strategies to strengthen literacy across all levels of student understanding

Adjust academic program for all targeted at-risk students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration.

- Teachers will use data to modify scope and sequence and curriculum maps to ensure scaffolding, spiraling and re-teaching of key literacy skills within curricula
- The Data Specialist and administration will provide staff with professional development on the effective analysis of data and utilization to drive instruction
- Provide staff with targeted professional development within structured teacher teams around student performance data
- Provide staff with disaggregated data (NYS exam data, internal formative, benchmark, and summative assessment data) to assist with planning and making

informed decisions around grouping and provision of multiple entry points for students by content, process, and product

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.

Parent Outreach: Close study of periodic progress reports submitted through our interactive student records database, Daedalus, individual teacher call logs and anecdotes, as well as student attendance records, showed an increase in parent involvement. A trend that emerged was that students who had parents visit or contact the school, had a significant increase in grades from one marking period to the next.

Needs: We have identified as a school, a strategy that will keep this increase in student achievement at a steady climb. Parents will be invited to workshops specifically designed to introduce them to strategies to use to study and guide their children with assessments, projects, and text volume assessments.

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, there will be a **5%** increase in parent participation and involvement in school events/activities to support their child’s academic progress. This goal will be measured by the collection of monthly qualitative/quantitative reports/attendance sheets and a **15%** reduction (from 32 to 4.5%) in the number of parents responding “NEVER” to the NYC Environmental Survey question, “How often during the school year have you: attended a Parent Association/Parent Teacher Association PA/PTA)?

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <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>Parent trainings on how to play an active role in the community</p> <p>Parents will be given input on the selection of attendance activities</p> <p>Parent Coordinator will act as the conduit between parents and school staff.</p> <p>Parents will be trained on using the NYC schools account for families, in order to access key information regarding their students.</p>	<p>Parents and Guardian</p>	<p>August 2015 to June 2016</p>	<p>Principal</p> <p>Parent Coordinator</p> <p>Guidance Counselor</p> <p>Attendance Teacher</p>
<p>Resources will be provided for parents through school's online site.</p>	<p>Parents and Guardian</p>	<p>October 2015 to May 2016</p>	<p>Principal</p> <p>Parent Coordinator</p> <p>Guidance Counselor</p> <p>Attendance Teacher</p>
<p>ELL teacher will design training modules and host monthly Parent workshops and information session with parents. The workshop materials will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.</p>	<p>ELL parents and Guardian</p>	<p>October 2015 to June 2016</p>	<p>Principal</p> <p>Parent Coordinator</p> <p>Guidance Counselor</p> <p>Attendance Teacher</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>In order to achieve the aforementioned goals, we have planned to have dedicated periods for the respective subjects mentioned for the college readiness courses and have deliberately made them so that the classes will not exceed a 20:1 student to teacher ratio. In addition, we have also programmed the guidance team and their respective students</p>

to meet for a minimum of two periods a week during an advisory period. Finally, per session funds have been made available to allow for the guidance team and teachers to meet with parents after-school or during the weekend to discuss the progress of their children.

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	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Parent trainings on how to play an active role in the school community.
- Parent coordinator will act as the conduit between parents and school staff.
- Parents will be informed via newsletter regarding attendance statistics.
- Parents will be informed on the use of daily progress reports.
- Parents will be given input on the selection of attendance incentives.
- Guidance counselor will ensure parents have access to attendance reports upon request.

Parents will be trained on using the Department of Education Achievement Reporting and Innovation System on how to look up student attendance data.

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)	End of Unit Exams Regents Results Grade & Content Team recommendation Scored 1 or 2 ELA and Math Performance Assessment Decile score Lowest 3rd Score	Focus on command of evidence from text: paired passages; Use of evidence from sources to inform and make an argument through close reading; Building Academic Vocabulary, Development of Reading and Writing Skills	small group tutoring	Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy
Mathematics	End of Unit Exams Regents Results Grade & Content Team recommendation Scored 1 or 2 ELA and Math Performance Assessment Decile score Lowest 3rd Score	Developing a deep understanding of mathematical concepts through fluency and application	small group tutoring	Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy
Science	End of Unit Exams Regents Results Grade & Content Team	Use of evidence from sources to inform and make an argument through close reading	small group tutoring	Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy

	<p>recommendation</p> <p>Scored 1 or 2 ELA and Math Performance Assessment</p> <p>Decile score</p> <p>Lowest 3rd Score</p>			
Social Studies	<p>End of Unit Exams</p> <p>Regents Results</p> <p>Grade & Content Team</p> <p>recommendation</p> <p>Scored 1 or 2 ELA and Math Performance Assessment</p> <p>Decile score</p> <p>Lowest 3rd Score</p>	<p>Using Text Based Evidenced from sources to inform or make an argument</p>	<p>small group tutoring</p>	<p>Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>End of Unit Exams</p> <p>Regents Results</p> <p>Grade & Content Team</p> <p>recommendation</p> <p>Scored 1 or 2 ELA and Math Performance Assessment</p> <p>Decile score</p> <p>Lowest 3rd Score</p>	<p>Small group and individual counseling (before, during and after school), family counseling (before, during and after school)</p> <p>academic and career counseling (before, during and after</p>	<p>small group tutoring</p>	<p>Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy</p>

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.
<p>Preference will be given to individual teachers with interdisciplinary academic backgrounds, prior experience, or dual certification in the following combinations (other combinations are possible):</p> <p>1. Instructional Design/Delivery</p> <p>a) Demonstrated ability to apply current research and theory to instructional practice.</p> <p>b) Ability to assess student learning as evidenced by means of written, oral, visual, portfolio, etc.</p> <p>c) Knowledge of the ways in which data analysis informs a school's instructional programs.</p> <p>d) Knowledge of the ways in which data analysis informs individual course unit/lesson planning.</p> <p>e) Interest in and knowledge of the technology industry and willingness to organize instructional delivery in that Context.</p> <p>f) Demonstrated ability to plan and deliver lessons based on the Common Core Standards of Performance and on the individual needs and abilities of the students.</p> <p>g) Demonstrate the ability to use data to drive instruction</p> <p>2. Professionalism/Collegiality</p> <p>a) Demonstrated skill in oral and written communication and teamwork.</p> <p>b) Ability to attend a variety of Professional Development sessions/conferences and off-site meetings during and after school day</p>

c) Ability to work well in cooperation with all school partners (parents, teachers, administrators, and community and business leaders).

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).

Professional development and enrichment is constantly being offered to staff by our partnered organization CITE and through Common Planning Time (CPT). Each Content and Grade Team worked collaboratively in creating instructional structures and systems using the following methodologies:

Unit Plan, Lesson Plan, Assessment, UbD, Differentiated Instruction, Regent Item analysis, and Performance Series to ensure students meet State/Common Core Standards in all subjects.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	203,737.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,117,715.00		

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>URBAN ACTION ACADEMY</u>	DBN: <u>18K642</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>26</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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>2</u>
of certified ESL/Bilingual teachers: <u>01</u>
of content area teachers: <u>1</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: _____

RATIONALE: The after-school ESL PROGRAM at Urban Action Academy is designed to enhance English language learners' ability at all grade and proficiency levels to perform better in other subject areas, especially Global History and Social Studies. Data shows that ELLs struggle to pass their Global and Social Studies Regents exams due to their insufficient knowledge of content-related vocabulary. Thus, an ESL teacher and a licensed Social Studies teacher will partner up in order to enhance students' ability in reading, writing, as well as to improve their conceptual understanding in Global History and Social Studies. In order to ensure the effectiveness of the after-school program, time will be allocated for the ESL and Social Studies instructors to co-plan. The language of instruction is English and Haitian Creole, provided by our Haitian Creole speaking paraprofessional, who will be paid through other funding sources.

Our after-school program will:

- cater to ELLs at their own individual level and promote their growth through targeted activities. Grade levels range from 9th to 11th grade, as follows: 9th graders: 14 / 10th Graders: 08 / 11th graders: 04
- set high but reasonable expectations for individual students through varied instructional tasks
- accommodate to students' different learning styles
- deliver instruction in English and Haitian-Creole when needed

SCHEDULE

In order to better differentiate our instruction, our beginner, intermediate, and advanced ELLs will attend the program as follows:

The tentative start date is December 17th till June 15 2015. Sessions will take place on Wednesdays from 2:30 to 4:30 and on Fridays from 2:30 to 3:30 p.m., which will total a number of 45 sessions. The Wednesday sessions will be dedicated to beginners and low-intermediate students, while the Friday sessions will host the high-intermediate and advanced ELLs. There will be a total of 23 two-hour sessions on Wednesdays and 22 one-hour Friday sessions. The after-school program will be co-taught by our ESL teacher and a Social Studies teacher.

-

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MATERIALS

- Students will utilize the reading websites listed below, which can be assigned according to lexile level: www.newsela.com and www.tweentribune.com. Both websites, which are free of charge, can be customized to cater to students' different proficient levels. They offer the daily news sites for kids, tweens and teens where extremely compelling, relevant and interesting news can be found. Stories are selected by professional journalists, who work closely with students and teachers. Teens can post comments, with all comments moderated by their teachers before they are published. Since students' progress can be tracked individually, it is possible to monitor students activity as they move along. Both websites have been utilized by schools in various states and have produced excellent results. For additional information on tweentribune, please refer to <http://tweentribune.com/aboutus>.

- Licensing purchase for the literacy website www.starfall.com, to be used with SIFE students.

- Global history and Social Studies content that will be created by both participating teachers.

-

Part C: Professional Development

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

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

Begin description here: _

TOPIC 01 - STRATEGIES FOR ELL INSTRUCTION

Date: 9/12/14

Time: 12:00 PM to 3:00 PM LOCATION: 8201 Rockaway Blvd, Room 307, Ozone Park, NY 11236.

Provider: Dr. Fougere (NETWORK)

Audience: ESL teachers, coordinators, administrators

TOPIC 02 - IDENTIFYING AND ADDRESSING THE ACADEMIC NEEDS OF ELLS

Date: 10/06/14

Time: 2:40 to 3:20

Provider: Mr. F. Zaike

Audience: All UAA teachers

Mr. Zaike presented different teaching strategies, such as grouping students according to skill level and language background, as well as the application of graphic organizers to scaffold instruction. He also shared various data pertaining ELLs concerning the following aspects:

- grade level

- language proficiency level

- SIFEs

- Regents status.

TOPIC 03 - DIFFERENTIATED INSTRUCTION FOR ELLS:

Date: 12/3/14

Time: 2:40 to 3:40

Provider: Fernando Zaike

Audience: UAA content area teachers

Rationale: Participants will analyze different teaching scaffolding strategies for ELLs. This session will focus on the MIND MIRROR ACTIVITY. Mind mirrors as teaching tools targets all students since it provides ELLs at all levels to participate. They can be great projects that culminate the end of a unit. Even though mind mirrors work best with literary works, they can also be applied in a Social Study and History class as well. Since "identifying a point of view can be a complex task in any language. By analyzing what characters say, think, and do throughout a story, readers can observe how points of view tend to change over time. Easier said than done, this ability to climb inside the mind of a character can help students as they analyze person-alities found in literature, history, and the world around them." (Matthew M. Tully)

A mind mirror project helps students synthesize key story elements to create a visual representation of the character's perspective, and whose goal is to lead students to develop critical thinking skills. They also enable students to become self-aware, confident, and autonomous critical thinkers through an activity that is differentiated and also fun to do.

Please see the following link for additional information on how a Mind Mirros Project works:

http://www.au.af.mil/au/awc/awcgate/state/mind_mirror_projects.pdf

TOPIC 04 - SCAFFOLDING FOR ELLS - PART 2

DATE: TBA

Part C: Professional Development

Name of provider: F. Zaike

Audience: UAA subject-area teachers

TOPIC 05; COMPLIANCE and INSTRUCTION for ELLs

Date: Friday, December 19, 2014 from 12:00 P.M. to 3:00 P.M. (NETWORK)

Provider: Dr.

Fougere

This session will

address both compliance and instruction for ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs will to be informed of any important activities taking place at UAA during the entire school year. Flyers or any type of notices are sent to parents in the target language as well as by phone in their native languages. In addition, workshops will also be run by our bilingual Parent Coordinator. Topics and dates, which may be subject to change, are as follows:

-
TOPIC: TITLE III: Information Session for Parents

Rationale: Parents will be informed about the goals, structure, and purpose of the Title III Program for their child.

Provider: ESL Teacher and bilingual staff

Date: 01/09/2015

Audience: Parents of ESL students

-
TOPIC: Meeting High School Graduation Requirements

Rationale: Parents will learn about requirements students need to meet in order to graduate from high school, as well as about the DOE and its various services. Also, they will learn how to read a transcript.

Provider: ESL teacher and bilingual staff

Date: 01/23/15 - 5:30 to 7:00

Audience: Parents of ESL students

-
TOPIC: NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations

Provider: ESL teacher and bilingual staff

Date: 03/06/15 - 5:30 - 7:00

Audience: Parents of ESL students

-
TOPIC: Self-Empowerment through the WEB

Rationale: Parents will familiarize themselves with the Internet and its vast resources, with special emphasis on language learning for their children and themselves as well as city services.

Provider: ESL teacher and bilingual staff

Date: 03/29/15 - 5:30 to 7:00

Audience: Parents of ESL students

TOPIC: Immigrants and their Rights

Rationale: Parents will receive information about resources available for immigrants in New York City. Our parent

Part D: Parental Engagement Activities

coordinator, Ms. Farah Pierre, is in the process of contacting New York Immigrant Coalition, an institution that works with schools in order to provide various types of support to immigrants. Please see more at <http://www.thenyic.org>
 Provider: ESL teacher and bilingual staff
 Date: 06/15/15 - 5:30 - 7:00
 Audience: Parents of ESL students

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 18	Borough Brooklyn	School Number 642
School Name Urban Action Academy		

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 Steve Dorcely	Assistant Principal Jordan Barnett
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Allison Burlingame	School Counselor Marsha Desroches
Teacher/Subject Area Stephanie Kaltsas/Literacy	Parent type here
Teacher/Subject Area Margaret Fequiere	Parent Coordinator Farah Pierre
Related-Service Provider Christopher Manning	Borough Field Support Center Staff Member Sourette Fougere
Superintendent Michael Prayor	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	309	Total number of ELLs	29	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <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	29	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	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	23	1	1	3			4			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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: _____
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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										0	2	1	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										4	3	3	2	0
Haitian										2	3	7	1	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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	1	1	1	0
Emerging (Low Intermediate)										0	2	5	1	0
Transitioning (High Intermediate)										0	2	2	1	0
Expanding (Advanced)										2	3	2	1	0
Commanding (Proficient)										0	2	1	0	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										0	0	1	0	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										0	2	1	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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									0
7									0
8									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									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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	15		0	
Geography				
US History and Government	5		1	
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.
Newly admitted ELLs are administered the NYSITELL, which assesses their ENL skills. Once results are analyzed, students are then properly placed within the adequate amount of time, i.e. 180, 360, or 540 minutes per week according to their skill level, basic, intermediate, or advanced respectively. We currently do not utilize any of the a/m methods to assess the early literary skills of ELLs besides NYSITELL.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSESLAT and NYSITELL data show that the ELLs are making incremental gains on the assessment since they are progressing to the next level in order to become proficient in English. ELLs who are in the beginning level as per the NYSESLAT scores are, with the exception of three students, newcomers. Please note that the few students who were classified as beginners last year and who currently remain as such have missed a considerable number of classes throughout the school year and also have poor work habits, which is an issue the school counselor and myself are addressing by contacting parents and having those students stay for Title III program after school with some success. In addition, another student who was classified as a beginner last year and has not shown substantial progress has an IEP and has been classified as having severe cognitive impairment.

After reviewing the NYSESLAT data, the patterns revealed are:

- ELLs tend to develop their speaking and listening skills faster than they do reading and writing, which are skills that take longer to master.
- Most ELLs tend to progress from basic to intermediate levels faster than they do from intermediate to advanced; however, once they reach the advanced level, a significant number tends to take longer to test as proficient, which is not surprising, since Second Language Acquisition research shows that it can take many years until proficiency is achieved. In fact, two students who have been scored advanced for two years are on the verge of becoming proficient.

As far as grades are concerned, the majority of our students have been passing their core-subject classes. Students who have failed classes have been taking turns during AIS to attend the subjects they need help with.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT results. Based on those results, we will continue to target language development across the content areas, creating opportunities for active meaningful engagement; and provide instruction during the Title III extended day , which meet from Monday through Friday, in order to meet students' needs at their respective academic levels.
- The implications for the LAP in English are to continue to have highly qualified teachers providing instruction; foster continued collaboration between the ELA, Global History, US History and ENL teachers; analyze of English language data to become well informed about each ELL; provide professional development for all teachers in ENL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in their respective content areas. ELL students who are performing below grade level will attend the after school program.
- The implications for the LAP in math are to continue to have highly qualified teachers providing instruction; promote continued collaboration between the math teacher and ENL teacher; analyze the math data to become well informed about each ELL; provide professional development for math teachers in ENL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in the content area. ELL students who are performing below grade level will attend AIS two times a week.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- After reviewing the NYSESLAT data, the patterns revealed are:
- Speaking and Listening are in line with the general abilities for the majority of the students. Reading and Writing skills demonstrate show consistent progress for students who are in higher grades , i.e. 11th and 12th grades. Since our ELLs do not take tests in their native language, we cannot compare result between native language and English.
 - ELL periodic assessment results have shown us weak areas students need assistance with. Thus, we have implemented additional help for students after school, as well as peer help, i.e., more proficient bilingual students who help ELLs, especially beginners, to bridge the gap.
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?
- Emerging ELLs are given support through scaffolding, targeted grouping when they work in groups, and after school. Once we analyze students proficiency levels on the NYSESLAT as well as on State Reports, we discuss best teaching strategies during grade level meetings, which meet twice a week, such as pairing of less proficient ELLs with more advanced ones so that the latter can help the former in a cooperative fashion. Also, we devise strategies for vocabulary acquisition, such as graphic organizers, which are then shared with all teachers.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - 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).
- We measure the success of our ENL program based ELLs' performance on the NYSESLAT, REGENTS exams, as well as on their core subject classes.

Part IV: ELL Identification Process

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

- 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.

High School enrollment requires that parents complete a Home Language Survey (HLIS) to identify the child language spoken at home. If the child is identified as an eligible candidate for ELL instructional services, the NYSITELL is given to identify the student's English proficiency within 10 days. Also, there are staff members who can interview students and parents in their native languages. Initial screening is performed by Ms. Allison Burlingame, the licensed ENL teacher. In addition, Ms. Pierre, the parent coordinator, is assisted by other staff members when translation is needed. Newly identified potential ELLs then take a Language Assessment test, the NYSITELL, so that they can be placed adequately regarding the required weekly number of ENL instruction. If additional help is needed, we rely on the DOE's Translation & Interpretation Unit.

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).

Parents are informed that Urban Action Academy offers a discreet ENL program only at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment. We collect home language surveys for every student enrolled at Urban Action Academy and evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision, such as an orientation session that describes various programs for ELL within the DOE. Parents also view a parent information video where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages on the DOE website. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Urban Action Academy offers Discrete English as a Second Language classes to conform to the parental choice selections. Because URBAN ACTION ACADEMY is a small school, parents are informed that Transitional Bilingual Education (TBE) or Dual Language programs are not available, but that they will be informed should that change.

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

The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. LPT includes: ENL teacher, Allison Burlingame, IEP Teacher, Keiya Smith, Parent, parent coordinator, Farah Pierre, Assistant Principal, Jordan Barnett. If the LPT recommends it, the student take the NYSITELL. If not, the LPT's recommendation is sent to the principal for review and determination.

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.

Parents are informed that Urban Action Academy offers an ENL program only at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment. Most importantly, we create an individual file with the Parent Survey and Program Selection forms, and home surveys for every student enrolled at Urban Action Academy, which are then evaluated to determine the student's needs. Such files are kept securely in the students' cumulative file in the main office.

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

Parents are informed of their right to appeal ELL status and program placement during the registration process through our guidance counselor, Ms. Desroches.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision, such as the ones mentioned in questions 2 and 3 above. Since Urban Action Academy only offers Discreet Freestanding English as a Second Language, we tell parents that they will be notified should our school offer a Transitional Transitional Bilingual Education (TBE) or Dual Language program.

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

Program selection forms are provided and completed by parents during the initial registration process.

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

To ensure that families are aware of the program we offer, our parent coordinator, Ms. Pierre, who meets individually with incoming students and their parents, reviews all three services that are common within the board of education (Trans B, Dual Lang and Freestanding) During this meeting, which happens within during the first three days of school or whenever new ELLs are admitted, the three programs are explained in detail; what the program entails, how similar or how different they are. In addition, we utilize the brochure that is published by the ELL Office and that can be found within the high school handbook. Additionally, families and students are shown a video, a vailable at insideschools.org, the different ELL/ENL programs that are offered by the DOE. To finalize the meeting, a table of organization is reviewed with each family member explaining the titles and certifications of all staff members includign ELL/ENL staff. All parents choose the discreet ENL program once informed of the choices they have. They are also told that

because we are a small school, we will most likely not offer other ENL programs besides the one we currently do. However, they are also told they will be informed should that change.

9. Describe how your school ensures that placement parent notification letters are distributed.
Forms are pre-placed in the our registrations packets by our parent coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation is retained in each students' cumulative in the main office.
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.
Campus ENL teachers and administration meet to plan and align schedules for each section of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are backpacked by ENL teacher during class and mailed home.
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).
We are a small school with a free standing ENL program.

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 organizational model is discrete. Students have daily ESL classes according to their proficiency levels, i.e. 540 minutes/week for entering, 360 minutes/week for emerging, and 180 minutes/week for transitioning and expanding, and 90 minutes/week for commanding level ELLs
Classes are ungraded and heterogeneous, i.e. levels are divided into: beginners and low intermediate; high intermediate and advanced. Also, a Global History class is taught within a co teaching and push-in model
Both ESL classes, i.e. low-intermediate and intermediate-advanced, are ungraded and heterogeneous.
 - 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)?
Students receive from 180+ to 540+ minutes a week of discrete ESL classes. They also receive support in Global History through both collaborative teaching, and push- in taught by Ms. Burlingame, our licensed ESL teacher. In fact, since our classes last about 47 minutes and meet five times a week, ELLs are scheduled to receive weekly instruction as follows:
 - Entering students receive 540 minutes of ESL instruction
 - Emerging- 360 minutes/week
 - Transitioning- 180 minutes weekly of ESL instruction
 - Expanding- 180 minutes weekly ESL instruction
 - Commanding-90 minutes of weekly ESL instruction

Students receive mandated units for the duration of the entire 2015-16 school year. Our program contains 29 students from three

grades, and they range from beginners to advanced.

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

The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry model, scaffolded instruction with the support of technology in the teaching and learning of ELLs. Since the school offers a discrete ESL program, students receive ESL instruction during their ESL classes and push-in to global studies classes from Monday through Friday. Urban Action Academy has been implementing the rigor of the Common Core Learning Standards since the 2012-2013 school year across subjects, with focus on College Readiness.

Collaborative planning between ESL and other subject areas also occur during content team and grade team level meetings, during discussions on the following topics take place:

§ Scaffolding is an essential part of the instructional delivery, such as modeling and bridging, schema building, contextualization, text representative and metacognition.

§ Assisting ELLs during class periods through buddy, conferencing with students in and out of class, informal assessments, and running records.

§ Additional small-group AIS sessions for students for classwork and homework assistance as well as Regents review with a focus on literacy and academic language as per CCLS.

Beyond ESL instruction with emphasis on literary and informational texts covering different subject areas, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

§ Content area teachers monitor the understanding of linguistically challenging material and use a variety of vocabulary support such as use of picture and bilingual dictionaries to clarify meaning.

§ Math teachers devote extra class time to untangle difficult word problems, and require students to make written and oral explanations of the problems they work on.

§ Social Studies, Science, and ELA teachers scaffold their instruction with visual aids such as graphs, video clips, Internet, maps, atlases, and meaningful illustrations to increase comprehension

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

Students are evaluated by taking the LAB-B when they are first admitted. Since the LAB-R is offered in English and Spanish, speakers of other languages take the LAB-R in English. They are not evaluated in their native languages during the academic year.

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

ELLs are taught and tested for the four skills throughout the year. Students receive timely feedback and are constantly coached by their ESL teacher. They are also introduced to the NYSESLAT testing standards by practicing NYSESLAT appropriate materials that prepare students for their annual assessment test.

Students present work on small-group projects, which they present to their peers, who provide constructive feedback through the use of rubrics. The ESL teacher has been gradually implementing the CCLS standards for speaking in order to measure their progress in reading, writing, listening, and speaking.

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

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

A) Plan for SIFE students

The SIFE population has remained stable in the 2015-16 school year. In order to provide the services they need, SIFE students see Ms. Burlingame during his AIS classes for additional support. Each SIFE has an individualized AIS plan based on a needs assessment that focuses on literacy and numeracy. Teachers will continue to be trained in differentiation methods and strategies. We also rely on the assistance of a paraprofessional.

B) Plan for Newcomers

When a new student registers at Urban Action Academy, we provide the following resources to facilitate the transition:
- an informal student orientation

- buddy system: we have assigned advanced and former ELLs to help beginner ELLs as part of their community service hours

C) Plan for ELLs receiving service 4 to 6 years

The plan for our ELLs receiving service four to six years is to target reading and writing instruction during their AIS sessions as well as their ESL and/or Global History and ELA classes. The school has also acquired the reading program Achieve 300 to foster students' reading and writing skills.

D) Plan for Long Term ELLs

The plan for our four long term ELLs is to target reading and writing instruction; provide AIS opportunities; monitor the progress of students in all content areas; provide professional development on teaching and learning strategies for long term ELLs.

Former ELLs receive additional help during their Global studies classes, which is co-taught by Ms. Burlingam, the ESL instructor, and Ms. Fequiere, the Global studies teacher. They also receive additional support during AIS.

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.

Paste response to questions here:

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The emphasis given to teach ELLs are:

literacy needs of ELLs

differentiated instruction

inquiry model

scaffolded instruction with the support of technology in the teaching and learning of ELLs.

Since the school offers a discrete ESL program, students receive ESL support during their ESL classes as well as their Academic Intervention Services classes. Each of those classes takes place five times a week.

MATERIALS:

Oxford Picture Dictionaries

Milestones Textbooks

Both Achieve 3000 and TWENTRIBUNE are aligned to CCLS

Age-appropriate novels and short stories to foster literary reading

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?

ELLs and SWDs interact with other general education students in various settings such as content area classes, AIS, gym, lunch, field trips, and after-school activities such as tutoring, sports practice and championships, and the law club, which meets weekly both in school and outside, when they visit law firms, congressmen offices, etc.

ELLs enhance their reading and writing skills by using the online reading programs Achieve 3000 and TweenTribune. Both programs are aligned to CCLS.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



*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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

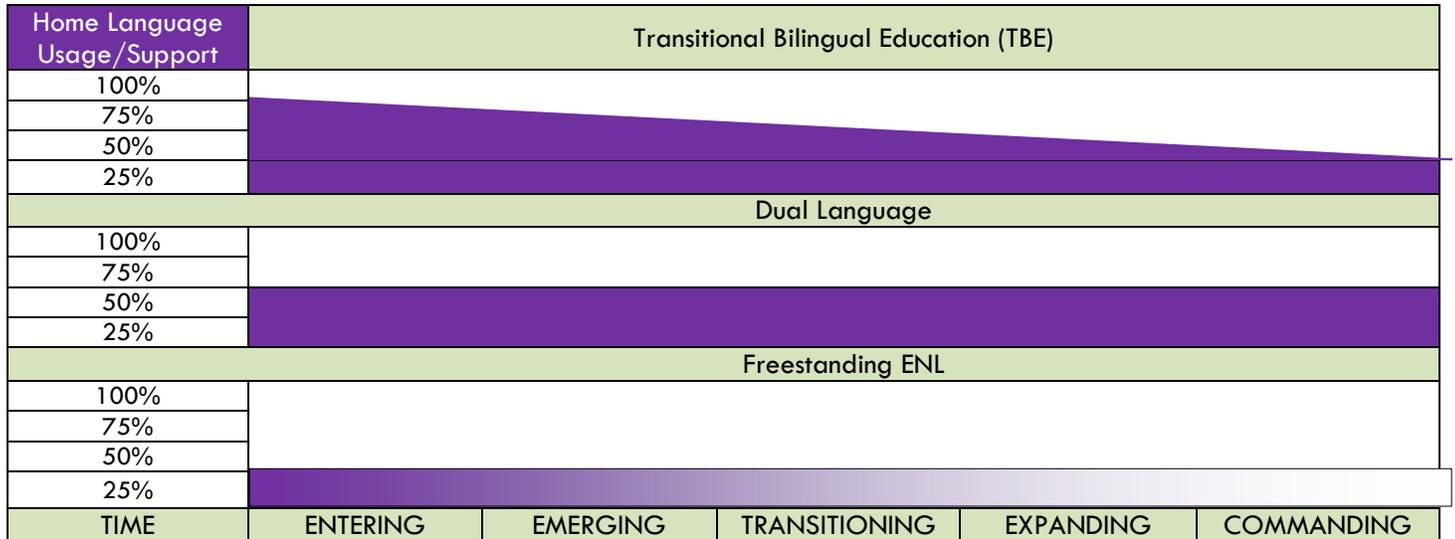


*Note “other approved services” does not apply to New York City at this time.

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. ELLs receive additional support during AIS classes. Also, content area teachers meet with the ESL teacher weekly to ensure various strategies are used to target the ELL population. All groups are addressed depending on what their needs are. Services are offered in English as well as in their native language thanks to the support from former ELLs or students who speak the same language as the target group. Said students receive community service credit hours for helping their peers. :
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current UAA ESL program has met students needs since the NYSESLAT report of the current ELL population shows that students are gradually developing their reading, writing, listening, and speaking skills. Through the myriad of activities ELLs perform, such as small-group projects, online reading, and literature study, they have been developing both and language development.
12. What new programs or improvements will be considered for the upcoming school year?
The use of the reading website www.twentribune.com, which features topics about animals, fashion, entertainment, school, science, technology, national and world news written by kids and professional journalists will be implemented during the current school year.
13. What programs/services for ELLs will be discontinued and why?
There are no plans to discontinue any present programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have the same access to programs as non ELLs. We currently offer ELLs AIS, law club participation, and after-school sports programs. Students are notified by teachers, the parent coordinator, and social worker about such activities. Students who show interest are invited to participate in a/m activities if they are not already part of their regular schedule. Once students sign up, they fully participate in the activities that are offered.
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.
The UAA ESL program uses a variety of textbooks, novels, bilingual and picture dictionaries, authentic materials such as newspaper articles, and the Internet. When studying for the NYSESLAT, students utilize the textbook prep as follows:
MATERIALS:
Continental's NEW YORK ELLs
Milestones Textbook
Oxford Picture Dictionaries
Achieve3000 (teenbiz.com) to foster reading of informational texts
TWEENTRIBUNE (www.twentribune.com) to foster reading of informational texts
Both Achieve 3000 and TWENNTRIBUNE are aligned to CCLS
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We do not offer native language except when advanced or former ELLs help beginners with their classwork or homework during both class time or after-school AIS
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Both reading programs Milestones and TWEENTRIBUNE cater to students' needs individually since the level of difficulty progresses as students move along. As students do the online activities, their score results adjust the reading level to which they are exposed. Also, class assignments are differentiated. Beginners, intermediate, and advanced students are challenged to perform according to their skill and grade level as much as possible.
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).
Before the beginning of the school year, new ELLs are invited to participate in our freshman introductory sessions offered in June and August. New ELLs attend AIS four times a week with their ESL teacher, a Spanish, and a Haitian-Creole speaking paraprofessional.
19. What language electives are offered to ELLs?
No language electives are offered at this time except for Spanish.
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.)

1. Professional development at Urban Action Academy is provided by the following staff to all teachers:

- The Principal
- The Assistant Principals
- The content area coaches
- Subject area teachers
- Network coach

The PD sessions take place twice a week during content and grade level team meetings.

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?

DOE training staff as well as a network leader provide professional development regarding the implementation of Common Core Learning Standards. Also, UAA teachers provide PD's during their PD hours every Thursday during lunch time. Content-area teachers are sent to Pds dedicated to the implementation of CCLS at various times during the school year.

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

Middle school students participate in two introductory sessions into high school: one at the end of June and another at the beginning of the school year. Also, they are scheduled to attend Academic Intervention Services four times a week in all subject areas.

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.

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

§ Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

§ Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations of the problems they work on.

§ Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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?

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

§ Translation and Interpretation Services: These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

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.

Paste response to question here:

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

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory

committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 18k642 School Name: Urban Action Academy
Superintendent: Michael Prayor

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.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

We assess for language preference using the HLIS and parent language preference form, completed by parents upon registration.

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.

English
Haitian Creole

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.)

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at Urban Action Academy. Then we evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. Once that has taken place, we keep the collected information in students' cumulative file in the main office.

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

Curriculum Night - September 30
High school Parent Teacher Conferences
Awards Night - February 2016
Monthly PTA Meetings

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.

Written translation services will be provided by the translation and interpretation unit.

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

As to oral translation, should a parent visit the school, the following systems are in place: Mr. Paradis, PE teacher, Ms. Razak, ELA teacher and Ms. Desroches, guidance counselor respectively, are available to translate from Spanish, Arabic and Haitian Creole. We rely on Mr. alton, our assistant principal of security, for translations from French and Haitian Creole.

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.)

Staff members are provided with Translation and Interpretation Services unit information prior to curriculum night in September as well as the day of parent teacher conferences.

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

Notices sent home will be provided in parent's selected language. Notices in school will be posted in all languages represented in our community, Haitian-creole, Spanish, Arabic.

Part F: Monitoring and Quality Control

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

Parent survey, PTA meetings and the Tuesdays which are reserved for parent outreach and engagement.