

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M135

School Name:

THE URBAN ASSEMBLY SCHOOL FOR EMERGENCY MANAGEMENT

Principal:

RODOLFO ELIZONDO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Urban Assembly School for
Emergency Management School Number (DBN): 02M135

Grades Served: 9-11

School Address: 411 Pearl Street, New York NY 10038

Phone Number: 212-225-0998 Fax: 212-225-0996

School Contact Person: Janet Perosi Email Address: perosi@uasem.org

Principal: Rodolfo Elizondo

UFT Chapter Leader: Thaddeus Bower

Parents' Association President: Elaine Ventura

SLT Chairperson: Diane Francis

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Diane Francis

Student Representative(s): Cindy Charles
Gisselle Aguirre

District Information

District: 02 Superintendent: Fred Walsh

Superintendent's Office Address: 333 7th Ave, Room 708, New York , NY 10001

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

Phone Number: (212) 356 – 3754 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet M. Chu

Director's Office Address: 333 Seventh Ave., Manhattan, NY 10001

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

Phone Number: (646) 470-0721 Fax: (212) 356-7564

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)
Rodolfo Elizondo	*Principal or Designee	
Thaddeus Bower	*UFT Chapter Leader or Designee	
Elaine Ventura	*PA/PTA President or Designated Co-President	
Elizabeth Oliver	DC 37 Representative (staff), if applicable	
Diane Lewis Francis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Cindy Charles	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Gisselle Aguirre	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Diana Denis	Elected UFT	
Taina Torres	Elected UFT	
Robert Magliaro	Elected CSA	
Juana Mieses	Elected Parent	
Jacqueline Thomas	Elected Parent	
Juan Aguirre	Elected Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janet Perosi	Elected UFT	
Jennifer Moore	Elected UFT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Urban Assembly School for Emergency Management (UASEM) was founded 2013 and is currently serving grades 9 through 11 in the 2015-16 school year. The school was founded as a Career and Technical Education (CTE) high school and offers courses in Emergency Management in addition to the traditional high school curriculum. UASEM student body is comprised of 63% Hispanic, 28% Black, 6% Asian, 7% English Language Learner (ELL), and 20% Special Education. Approximately, 88% of students enter the school reading below grade level, and the majority of students are eligible for free or reduced lunch.

Our Mission: The Urban Assembly School for Emergency Management provides students with authentic learning experiences that empower them with the skills to succeed in college, career, and citizenship. Using Emergency Management to drive classroom, project, and work-based learning, students develop the confidence to pursue their dreams and the character to serve their communities.

UASEM has 4 stated goals and areas of focus for the 2015-16 school year. Our goals are continued from our in our 2013-14 and 2014-15 Comprehensive Education plan (CEP) and feedback from our School Quality Reviews (SQR).

Goal 1 – Supportive Environment: By the end of the 2013-2014 school year, students felt that our school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning. As a result we accomplished a 91% attendance rate for the school year, 97% of parents satisfied with the education that their child has received, 81% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria, and 100% of teachers would recommend this school to parents. In our first two years UASEM averaged 53 hours of work based learning activities per students. We have clearly establish a focus on developing quality instruction and a positive culture, however; given that we are still a relatively new school, our challenge will be to ensure we are able to continue to develop a systematic approach toward developing culture. In the 2015-2016 school year we will continue to measure growth of Goal 1 by tracking participating in extracurricular clubs, activities, events, and participation in systematic cultural annual events. Additionally, UASEM will be running several attendance and lateness workshops for students and their families to help improve attendance for our Long Term Absence (LTAs) population.

Goal 2 – Implementation of Effective School Wide Literacy Strategies: A minimum of 75% of students will improve at least one level for at least one trait identified on the NYC ELA Performance Task: Focus Position, Elaboration, Textual Analysis, Counter Claims, Reading, Organization, and Conventions. Baseline information was collected in September 2013 and growth will be measured in May 2014. The results when comparing our baseline ELA Performance Assessment to the Final Performance Assessment was a 93% or more average growth on each of the 7 traits measured. We will ensure a minimum of 75% of students in the 9th, 10th and 11th grade will demonstrate growth on at least 1 of the 6 traits for argumentative writing as measured by the 9th and 10th grade ELA Performance Assessment, respectively.

Goal 3 – Rigorous Instruction: According to our 2014-15 School Quality Review, UASEM ensures engaging and rigorous curricula in all courses and is an area of celebration. Additionally, there are clear systems that support the use of on-going, common core aligned assessments. However, an area of development is teacher pedagogy; specifically *Domain 3: Instruction* indicated in the Danielson Framework. Components include: Communicating with Students, Using Questioning and Discussion Techniques, and Engaging Students in Learning. This year our goal is to improve teacher practice in 3 of the 5 Danielson competencies in domain 3 as indicated by teacher observations in Advance.

Goal 4 - Collaborative Teachers. UASEM is focusing on the development of departments and teacher teams to meet the needs of students and improve teacher practice. Our focus is to add non-administrative capacity, in the form of an

instructional team comprised of highly effective teachers, to provide differentiated professional development for all instructional staff in support of UASEM's instructional priorities, namely: 1) Aligned Learning Targets, 2) Authentic learning Experiences, 3) Checks for Understanding, and 4) Literacy Strategies. Specifically, teachers will review student work for ELLs and SWDs in addition to our bottom third to identify modifications and scaffolds appropriate to support their ability to access content, read grade level texts, as indicated by Degrees of Reading Power (DRP), and develop their ability to write argumentative essays as indicated by ELA MOSL performance assessment. The cycle of reviewing work is one phase in a 3 part inquiry cycle where teachers will also be looking at assessments and lessons to improve access for these subgroups. Evidence for work will be visible in teacher's unit plans, instructional team interactions tracking spreadsheet, and Teachboost administrative tracking system for classroom observations used in conjunction with Advance, and credit accumulation among the specified subgroups.

02M135 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	193	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	10	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	8
School Composition (2013-14)					
% Title I Population		147.4%	% Attendance Rate		90.9%
% Free Lunch		73.3%	% Reduced Lunch		4.3%
% Limited English Proficient		6.9%	% Students with Disabilities		18.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		22.4%
% Hispanic or Latino		69.0%	% Asian or Native Hawaiian/Pacific Islander		4.3%
% White		2.6%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		11.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		4.11
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		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		83.5%	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			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		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
-
- School leaders pair teachers strategically and accurately capture strengths and challenges to articulate clear expectations for teacher practice, and ensure teacher observation data is used frequently and strategically to improve the equality of student work products and increase student achievement. (Source 2013-14 NSQR Indicator 4.2)
 - Growth in instructional goal as measured by the Danielson Framework (Source Teachboost Observation Tracking System)
 - Flexible program that allows highly effective teachers to coach peers and provide non-administrative support during common planning time, peer observations, peer debriefs, and professional development
 - Percentage of students in obtaining English Language Arts (ELA) and Global credits
 - Percentage of students passing the Algebra Common Core Regents

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 of 2016, 75% of students in grades 9 through 11 will obtain at least one credit in their ELA and Global courses and . Students will show improvement on their reading and writing abilities as measured by the Degrees of Reading Power (DRP) assessment and their NYC ELA Performance Measures of Student Learning (MOSL) Assessment to be completed during the 2015-16 school year. Additionally, we will see at least a 10% in passage rates for the Algebra Common Core Regents by June of 2016.

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>All teachers will design aligned unit plans centered around authentic learning experiences and tasks with appropriate texts to drive content using a backwards design approach and a modified tri-state rubric to provide feedback on unit plans</p>	<p>All students and teachers</p>	<p>August 2015 - May 2016</p>	<p>Assistant Principal, Literacy Coach, and Department Facilitators</p>
<p>All teachers will Implement an annotation strategy, dynamic word walls , and accountable talk in their classrooms. Additionally, collect school wide predictive data to drive instruction with emphasis on student subgroups including students with disabilities and English language learners.</p>	<p>All students and teachers</p>	<p>August 2015 - May 2016</p>	<p>Principal, Assistant Principal, Literacy Coach</p>
<p>A team of teachers will develop an advisory curriculum to prepare for our school in order to prepare students for student led conferences, parent workshops, and data/credit analysis of progress toward graduation</p>	<p>Select Teachers, All students, and families</p>	<p>September 2015 - May 2016</p>	<p>Assistant Principal</p>
<p>Teacher will review predicative data on interim-assessment to adjust unit plans, and develop new strategies to support our bottom third of learners.</p>	<p>Students, Students with Disabilities, and English Language Learners, and teachers</p>	<p>October 2015 - May 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

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

- Weekly professional development meetings on Mondays
- One full-time literacy coach to support teachers' implementation of literacy strategies and to provide unit plan feedback
- Common Planning Time (CPT) 2 - 3 times a week per teacher, to plan with co-teachers and instructional team member.
- Summer Planning funds 14 days of advisory curriculum, unit plan and task development

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

By November of 2015 at least 50% of families will attend student led conference and generate action plans for student achievement. By January of 2016 teacher scholarships reports will show at least a 5% increase in student pass rates when compared to the first semester pass rates. By December of 2015 students will have at least a 2 point average increase on their DRP reading assessment.

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.
- All students and teachers hold by the core values promoted by the school leaders, which are meaningfully embedded in culture-building and in the structures for collaboration and trust, and as a result bolsters effective progress on school-wide academic and personal student behaviors (Source 2013-14 NSQR Indicator 1.4)
 - The collaborative partnerships and hiring practices are well executed and strategic for long-range school specific action plans, and allow for accountable collaborations in the staff and leadership, resulting in improved instruction that engages all students in challenging academic tasks (Source 2013-14 NSQR Indicator 1.3)
 - Full time partnership coordinator staffed to ensure students participate in enrichment after school activities. 100% of students participated in at least one work-based learning activity and students averaged a total of 54 hours of work-based learning interactions per student (Source: Urban Assembly Data Dashboard)
 - 91% attendance rate for the school year, 97% of parents satisfied with the education that their child has received, 81% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria, and 100% of teachers would recommend this school to parents.

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 the end of the 2015 - 2016 school year students and families will feel that school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning. The goal will be measured by an attendance rate of at least 90%, at least 50% parent/guardian turnout for Parent Night and Student Led Conferences, at least 70% of students feel safe and at least 80% of parents being satisfied with the education that their child has received according to the school environment survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students meet in advisory 2 to 3 times a week using the Circles of Power and Respect framework and will conduct advisory based on curriculum that targets college and career choices, emotional well-being, collaboration and community</p>	<p>All students</p>		<p>Administration All teachers Guidance Counselor Parent Coordinator Partnership Coordinator</p>
<p>Parent Workshops and Parent Association Meetings</p>	<p>Parents and Families</p>	<p>September 2015 - June 2016</p>	<p>Parent Coordinator Guidance Counselor Partnership Coordinator Administration</p>
<p>Tuesdays Parent Outreach Professional Development</p>	<p>Parent and Families All Students</p>	<p>September 2015 – June 2016</p>	<p>All Teachers Parent Coordinator Guidance Counselor Partnership Coordinator Administration</p>
<p>Grade Team Meetings on Tuesdays: Focus on Tier 2 and 3 intervention plans for students struggling academically and/or social/emotionally</p>	<p>Students in Lower Third Students with high number of referrals or incidents</p>	<p>September 2015 - June 2016</p>	<p>All Teachers Parent Coordinator Guidance Counselor Partnership Coordinator Administration</p>

Part 4 – Budget and Resource Alignment

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

- 24 hours of per-session to train new staff members on advisory protocols and student led conferences
- Curricular materials (student texts and supplies) to support advisory curriculum and planning
- Materials for parent workshops including mailing, flyers, tools, handouts, and student data reports
- 3 hours of per session a week for Grade team leaders to meet with school administration
- 1 hour of guidance per session per week to meet with school administration
- Jupitergrades online grade book system

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	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.

By November 2015 at least 50% of parents, families, and students will participate in Student Led Conferences. Impact of students being supportive will be evident by monthly grade book checks by school administration, student referrals, and logged parent communication on UASEM’s online grade book system.

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.
- Student data collected from multiple sources and used to design a framework to build teacher capacity specifically focused on curriculum development (Source DRP, NYC ELA Baseline Performance Assessment, Credit Accumulation STARS Reports)
 - 2014-15 School Quality Review identifies that UASEM has created a supportive and highly organized system of feedback for teachers.
 - 2014-15 School Quality Review states that the majority of teachers engage in structured inquiry- based grade level and content area professional collaborations that promote the implementation of Common Core Learning Standards, instructional shifts, and align practice to the school’s instructional goals.

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 of 2016, 100% of teachers will implement systems to effectively use data to drive instruction and improve student outcomes as evidenced by modifications made to lessons, unit plans, and as a result of reviewing and analyzing student work at department meetings and during common planning time.

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 teacher-parent collaborations to improve student achievement. 	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?
Establish consistent and cohesive best practices, build capacity in creating comprehensive unit plans, and establish a common set of beliefs about the learning and culture at UASEM through a teacher coaching model	Teachers Grade Team Leaders Department Leaders	September 2015 - June 2016	Administration Grade Team Leaders Department Leaders
Teachers will be provided with schedules that allow for common planning time 2 – 3 times a week every week to meet with co-teachers, departments, and teacher leaders to improve unit plan development, integrate literacy strategies into unit plans and lessons, review student work, and schedule debriefs with school administration or teacher leaders	Teachers All Students	September 2015 - June 2016	Department Leaders
Grade Team meetings will focus on tier 3 interventions for students academically struggling through the explicit creation of action plans using a Response to Intervention (RTI) framework.	Teachers Students in the Lowest Third	September 2015 June 2016	Grade Team Leaders Special Education Coordinator Guidance Counselor
Department Chairs will lead curriculum review feedback cycles for their respective departments	Teachers	September 2015 - June 2016	Administration Department Leaders

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.
<ul style="list-style-type: none"> • Literacy coach with a reduced teaching load to help implement and train teacher on a set of cohesive best practices and design rigorous units • Common Planning Time (CPT), 2 to 3 times per week per teacher to plan with co-teacher and/or literacy coach • 5 hours of per session to train our School Intervention Team (SIT) comprised of special education teachers, general education teachers, administration and guidance counselor to support tier 2 and 3 interventions.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

By December of 2015 departments and co-teachers will be self-driven and autonomous teams that will consistently provide each other with actionable feedback and implement protocols modified from Driven by Data by Bambrick-Santoyo and approaches for literacy outlined by Schmoker.

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.
 - All students and teachers hold by the core values promoted by the school leaders, which are meaningfully embedded in culture-building and in the structures for collaboration and trust, and as a result bolsters effective progress on school-wide academic and personal student behaviors (Source 2013-14 NSQR Indicator 1.4)
 - School Principal is rated Effective in 2014-2015 and 2013-2014 school year performance (Source 2013-2014 APPR)
 - Principal attends Instructional Rounds with 5 Urban Assembly Schools

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 of 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to use differentiated questioning and discussion techniques, entry points for English Language Learners, and Students with Disabilities led by department leaders, resulting in a 5% increase in credit accumulation from the previous year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Visit at least two other schools within the Urban Assembly affinity group to share best practices and participate in shared problems of practice related to school leadership in the 2015-2016 school year through the Instructional Rounds in Education framework developed by City, Elmore, Fiarman, and Teitel.</p>	<p>School Administration</p>	<p>Attend at 2 instructional rounds per semester. First</p>	<p>Principals from at least 5 Urban Assembly schools</p>
<p>Develop department leader teams with goals focused on alignment of curriculum and unit design, lesson study protocols focused on instructional strategies, text selections, and literacy strategies, and assessment reviews including the review and analysis of student work.</p>	<p>Department Leaders</p>	<p>September 2015 - June 2016</p>	<p>Principal Assistant Principal Literacy Coach</p>
<p>Literacy Coach, Special Education coordinator, and ELL coordinator will provide professional development in using multiple entry points to ensure all department leaders and teachers are well versed in strategies to better support students.</p>	<p>All Staff</p>	<p>September 2015 - June 2016</p>	<p>Administration Special Education Coordinator ELL Coordinator Literacy Coach</p>
<p>Parent workshops, and individual parent conferences will be conducted to familiarize parents with the work surrounding goals.</p>	<p>Parents</p>	<p>October 2015 - June 2016</p>	<p>Select Staff</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>Literacy coach, Special Education coordinator, ELL coordinator, Monday professional development and teacher coverage to allow teacher leaders opportunities to engage in professional learning.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By December of 2015 all departments will have engaged in at least 3 cycles of reviewing units, lesson plans, assessments, and looking at student work to make adjustments to their curriculum and impact on student learning.

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.
- According to the 2013-14 environment survey 97% of parents satisfied with the education that their child has received, 81% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria, and 100% of teachers would recommend this school to parents
 - According to the 2014-15 NYC School Survey, 89% of parents work closely with teachers to meet students' needs.
 - UASEM has cultivated over 12 industry and higher education partners and provide students with several opportunities for community service, internships, and civic responsibility.

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 of 2016 Effective systems will be in places to improve communication between home and school leading to increased parental involvement in school functions, volunteering events, PA meetings evidenced by increased PA meetings.

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>Invitations to celebrations of academic achievement; parent nights that provide information on academic programs to: arts, sports, and extracurricular events for students and families. Monthly Parent Association meetings and inclusion of family in cultural celebrations (for example, Thanksgiving Potluck celebration)</p>	<p>Parents and Students Parent Coordinator Partnership Coordinator</p>	<p>September 2015 - June 2016</p>	<p>Parent Coordinator</p>
<p>School Messenger System and online grade book email reminders will be utilized to provide school community with alerts on special events, important meeting dates, volunteer opportunities, parent workshops. All communications will be sent out in multiple languages to ensure equal access.</p>	<p>Parents</p>	<p>September 2015 - June 2016</p>	<p>Parent Coordinator Partnership Coordinator</p>
<p>Staff meets regularly and frequently to review parent outreach data and effective outreach strategies and teacher advisers prepare students for Student Led Conferences, and conduct targeted parent outreach every Tuesday during our parent engagement time.</p>	<p>Parents</p>	<p>September 2015 - June 2016</p>	<p>All Staff</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>											
<ul style="list-style-type: none"> • Time allotted every Tuesday for parent outreach during parent allocated engagement • Parent coordinator to help coordinate multiple events and manage mass messaging systems • Pitney-bow machine for mass mailing • Phone messenger 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By November of 2015 all parents/guardians have made contact with their respective child’s teacher adviser and at least 50% attendance by parents for Student Led Conferences.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Students are selected based on Degrees of Reading Power (DRP) performance, NYC ELA performance assessment baseline results, and interim assessment performance	ELA Intervention	Small group	During the school day
Mathematics	Students are selected based on DeltaMath (online assessment for basic foundational math skills) performance, and interim assessment performance	Math Intervention	Small group	During the school day
Science	Students are selected from weekly Jupitergrade reports, performance on interim assessment performance, and lab hour requirements for regents exams	Science Enrichment	Small group	During the school day and after school
Social Studies	Students are selected from weekly Jupitergrade reports for tutoring sessions and teacher recommendations. Additionally, credit recovery students are selected based on transcript reports pulled for STARS	Tutoring Credit Recovery	Small group	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor,	Students are selected based on Individualized Education Plan	Individual and group counseling with guidance counselor	One-to-one and small group	During the school day

<i>School Psychologist, Social Worker, etc.)</i>	(IEP's). Additionally, at-risk students are selected based on School Intervention Team (SIT) and grade team meeting recommendations.	and school social worker		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
Schoolwide Program (SWP)	X	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>In order to create a rigorous and sustainable process for identifying and selecting a teaching staff whose core values and instructional beliefs align to the educational philosophy the school, a new hiring process was developed. The process is comprised of a 5-phase process and conducted by a hiring committee of school leaders, teacher volunteers, Assistant Principal and the Principal</p> <p>For any given candidate the entire cycle would be completed in no more than 2 weeks; assuming the candidate started from resume phase and moved through the consensus phase. All resumes and steps along the process are tracked using a Google spreadsheet shared among the members of the hiring committee. The Google spreadsheet allows all members to comment on feedback, see each others' progress, and prevent the duplication of work.</p> <p>Additionally, teacher leaders are identified and trained in order to support a cohesive and collaborative environment. Teacher leader positions include literacy coaches, special education coordinator, ELL coordinator, department leaders, grade team leaders, etc. Teachers are also encourage to join outside learning communities and help develop and administer professional development.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>UASEM is focusing all professional development on 4 essential instructional elements for the 2015-2016 school year:</p>

1. Curriculum: Design aligned unit plans centered on authentic learning experiences and tasks with appropriate texts to drive content
2. Pedagogy: Set and improve on at least one pedagogical goal related to 3(b), 3(c) or 3(d) for the 2015-16 school year in addition to our instructional priorities
3. Pedagogy: Implement annotation strategies, dynamic word walls, and accountable talk in every classroom
4. Assessment: Design and implement course assessments including during the delivery of instruction.

The Urban Assembly School for Emergency Management utilizes weekly Monday professional development to implement our instructional priorities. In addition, UASEM has 3 highly effective teachers on staff that is designated as the instructional team to help support, coach, and plan with all teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

- Content teachers are teamed with special education teachers and an ELL coordinator to support all learners in all courses offered.
- Students requiring additional services are provided enrichment periods or SETTTS periods both of which take place in a small group setting to support students in their highest needs courses.

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).

- Teachers spend 2 weeks in the summer reviewing all student IEP's, ELL's proficiencies and other relevant and available data on student performance from the previous year.
- All teachers are required to incorporate modifications for students in unit plans and lesson plans without diminishing rigor or expected levels of performance.
- Students are pulled out of class only during non-credit bearing courses such as, advisory or during remediation/enrichment courses for additional support

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

The Urban Assembly School for Emergency Management, 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.

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 02	Borough Manhattan	School Number 135
School Name UA School for Emergency Management		

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 Rodolfo Elizondo	Assistant Principal Robert Magliaro
Coach Taina Torres	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ian LeBlanc	School Counselor Diana Denis
Teacher/Subject Area Diana Herrera/Special Ed	Parent Juan Aguirre
Teacher/Subject Area Gary Cruz/Math	Parent Coordinator Lisette Aguirre
Related-Service Provider Ian LeBlanc	Borough Field Support Center Staff Member Alexandra Anormaliza
Superintendent Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	262	Total number of ELLs	20	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 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	20	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	6
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	9

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	4	2	0	4	1	1	9		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
Bengali										1				0
French										1				0
SELECT ONE										11	4	2		0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
Bengali	1	0		0		0			0	0
French	1	0		0		0			0	0
SELECT ONE	11	1	4	1	3	2			0	0
TOTAL	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										11	4	2		0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Tagalog										1				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)										1				0
Emerging (Low Intermediate)										1				0
Transitioning (High Intermediate)										4	2			0
Expanding (Advanced)										7	1	1		0
Commanding (Proficient)										1	1	2		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											1	2		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											1	2		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	1	0	1	0
Integrated Algebra/CC Algebra	7	0	3	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>Algebra CC</u>	2	0	1	0
Chemistry				
Earth Science	2	1	1	0
Living Environment	2	1	2	1
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	5	0	2	0
Geography				
US History and Government				
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:

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

The Urban Assembly School for Emergency Management (02M135):

Degrees of Reading: The DRP is a group-administered assessment designed to determine a student's overall reading level for the purposes of selecting texts or identifying students who are substantially above or below grade level. It will be implemented three times per year to all students in order to track student reading levels over time, help students set goals to improve their reading, and evaluate the effectiveness of reading instruction and interventions. Skills assessed include knowledge of text structure and text genre, background knowledge about specific domains, differences between oral and silent reading comprehension, and student-reported comprehension strategies, as well as oral reading fluency and accuracy. Students with IEPs will also be tested annually as part of determining their present levels of performance and annual goals during the annual review process. Both assessments will assist teacher in appropriate modifications for text based learning connected to their courses. According to our data 82% of our students are reading below grade level, of those 100% of our ELL's are reading below grade level. DRP data has recommended that our school incorporate more reading and explicit instruction on how to teach reading to our students across all courses.

Regents Readiness Exams (RRE): Are administered twice a year. These assessments will inform teachers, students, and parents of Regents preparedness in relation to cumulative course skills and content. They will be developed to allow students multiple opportunities to demonstrate understanding and aligned to the percentage of content covered in the course. After each administration of the Regents Readiness Exams, teachers will meet their department head and principal to review the RRE results. Using a standard protocol for reviewing the data, teachers will work with their department head and principal to develop an action plan after each RRE and in 6-8 week cycles of reviewing student work in departments. In this plan teachers will outline a calendar of when and how specific skills will be spiraled into their coming lessons and/or reteach content altogether. Teachers and department heads will also identify students who will need additional after-school intervention and in school tutoring services. The information gathered from these assessments will be shared with students and parents along with next steps for improving performance, enabling students, parents, teachers, and administration to clearly work towards academic goals for each 6-8 cycle. Teachers will use this data to consistently adjust curriculum maps and modifications for our ELL students. Additionally, teachers

will use performance assessment data to target specific skills in accordance with NYC ELA Performance Assessment rubric. Teachers will use data to explicitly infuse skills into their lessons. We will engage in lesson studies, generate common practices for how to teach the skills, and track progress using the same set of rubrics. Students scored between a 0 - 1.5 on the following 7 traits: Focus Position, Elaboration, Textual Analysis, Counter Claims, Reading, Organization, and Conventions. Teachers will use this data to identify high leverage skills that will be integrated into all courses for developing reading comprehension and writing. A direct impact will be visible in teacher's lesson plans, scope and sequences, assessments, and feedback to students. Additionally, common literacy, writing, and reading strategies have been implemented across content areas.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Current practices at O2M135 show progress among our ELL student population. According to the 2014-15 NYSESLAT administration, 25% of our ELL population earned a English Proficiency Level of Commanding (Proficient) and 33% earned a English Proficiency Level of Expanding (Advanced). Currently, 17% of continuing students are considered Transitioning (Intermediate) and 17% are Emerging (Low Intermediate). Of our new 9th grade cohort of students, 10% are Commanding, 60% are Expanding, and 30% are Transitioning. Larger emphasis in all content areas will be placed on the reading and writing modalities. All three of our common assessments have indicated our ELL population to be struggling with these modalities. As a result classes will integrate common reading and writing strategies to support our ELL population. Students will be tracked on a 6 – 8 week basis to identify growth within each of the modalities, ELA traits, and mastery of content. Commonly used strategies include, but are not limited to, graphic organizers, reading strategies, common rubrics, visualizations, and language modifications.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

AMAO tool is used to determine student academic program for the following school and essential academic support courses for the current school year. For example if an ELL student is scored at a commanding level and has not yet taken the ELA regents exam, then they are provided with an ELA courses that terminates in a regents. For students who are transitioning, or expanding, they are provided with an ELA course that terminates in a regent along with a supplementary support class for ELA. The AMAO tools is crossed referenced with our Graduation Tracker, and students transcripts to determine the program available to support students in demonstrating growth and progress in all content area courses.

4. For each program, answer the following:
- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. According to our NYC ELA Performance Task data and our Degrees of Reading Power data, the majority of our ELL's are averaging a less than a 1.5 on the 7 NYC ELA Performance Assessment Traits. Additionally, ELL students are reading at a 4 to 5th grade level. Exam taken in native language indicate a similar level of performance on writing tasks and reading comprehension. School leadership, with the ELL coordinator, ELA teacher, and special education teacher, have designed a set of common instructional practices to increase students' literacy performance and reading comprehension.
- b. ELL population has been provided with an additional enrichment period twice or three times a week for minutes to support their understanding of content, and learning reading/writing strategies applicable to all content areas. Professional development time has been dedicated to reviewing student work and determining patterns in students misunderstanding and next steps for instruction and planning based on ELA Performance Task Traits.
- c. Our students are struggling with at grade level reading comprehension resulting in low performance on open ended written tasks.

In math, teachers provide language modifications to assist students understanding of content vocabulary. In English, Global and Science class students are supported by our ESL teacher providing push-in services, and translating when appropriate

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.](#)]

Core of Instruction: All curriculum maps and lesson plans require teachers to design instruction with our ELL population in mind. Teachers are required to input appropriate modifications and considerations for students at key activities, transitions, and vocabulary when appropriate.

Double Dose of Instruction: Beyond the core of instruction, our students have also been provided with an additional support periods twice to three times a week. The focus of this class is on language acquisition through the lens of the content areas students struggle and skill development and transcend all content areas.

Intensive Intervention: One on one services are provided during and after class when students demonstrate limited success or progress.

RtI Implementation and level of support are determined by our School Intervention Team (SIT). The team is comprised of administrators, general education teacher, ELL coordinator, Special Education coordinator, and guidance counselor. Sample student

work, referrals, and teacher anecdotes are reviewed by the SIT and they determine the content, support, metrics and timeline for additional one-on-one support.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Curriculum maps and lesson plans require teachers to actively think about and plan for our ELL populations. Several resources have been gathered to support our students including but not limited to, a full time ELL coordinator to support language acquisition during our support period. Allocated common planning time with our ELL coordinator, Global teacher, and Science teacher to ensure incorporation and execution of modifications for ELL students. Additionally, observations often focus on providing teachers with feedback on significant and meaningful checks for understanding to ensure all students are grasping content in real time as well as ensuring core instruction is high quality and accessible to all students. Determining competencies of an effective lesson are identified through the Danielson Framework. Informing the instructional decisions made by teachers are students' NYC ELA performance assessment data specifically connected to common trends among ELL's, and Degrees of Reading Power scores, and performance on content specific periodic assessments.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success of program will be determined through growth on the three common assessments identified above. Specifically growth on the Degrees of Reading Power (DRP: reading assessment), Regents Readiness Exams (RRE: content assessment), and NYC ELA Performance Assessment (reading and writing assessment). Current practices at O2M135 measure progress of our ELL student population according to the 2014-15 NYSESLAT administration. Currently, 25% of our ELL population earned a English Proficiency Level of Commanding (Proficient) and 33% earned a English Proficiency Level of Expanding (Advanced). Currently, 17% of continuing students are considered Transitioning (Intermediate) and 17% are Emerging (Low Intermediate). Of our new 9th grade cohort of students, 10% are Commanding, 60% are Expanding, and 30% are Transitioning. Larger emphasis in all content areas will be placed on the reading and writing modalities. All three of our common assessments have indicated our ELL population to be struggling with these modalities. As a result classes will integrate common reading and writing strategies to support our ELL population. Students will be tracked on a 6 – 8 week basis to identify growth within each of the modalities, ELA traits, and mastery of content.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.
ELL students participate in a free-standing ESL program. The parents complete the Parent/Guardian Home Language Identification Survey during the Spring and a New Student Orientation under the guidance of our ELL Coordinator and Guidance Counselor who obtains the information, or when they first get admitted to the school if it is during the school year. ELL coordinator, Ian LeBlanc, is a trained pedagogue who conducts HLIS and informal oral interviews in English, Spanish, and French. Translations services for parents who speak another language are provided by a staff member who speaks the native language of the parent, specifically Spanish or French, or the translation service provided by the DOE either in person or over the phone. The parents of students who are new admits to the New York City public school system are given the home language survey which helps us identify students who may have limited English proficiency. These students are interviewed by our ELL Coordinator, a licensed ESL teacher, who determines if they are eligible to take the NYSITELL. If necessary, we arrange for a translator to come in so that we can administer the NYSITELL during the first ten days of arrival. The results of the NYSITELL determine the current level of ESL. Depending on the student's NYSITELL score he/she will be placed in an our ESL support class. If a student arrives in our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know. We then place students in our freestanding ESL program. All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. The assistant principal prints out the RLER report on ATS to determine who is

eligible for the exam. A schedule is created by the ELL Coordinator to ensure all students are tested within the timeline. The ELL Coordinator administers all four components of the exam. The listening, writing and reading portions are administered in the ESL class. Once a component is administered, the ESL teacher lists those students that were absent during the administration. These students are either tested after school or during an advisory period.

Once these exams are scored, the results are reported to the school and the students placed in our ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient.

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).

Upon initial enrollment a SIFE questionnaire is conducted by our ELL Coordinator to identify designed to measure the home language literacy skills that the student brings with them when they enter our school. Information is then communicated with teachers in order to plan for instruction.

For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

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).

Our school obtains ELL status information from previous their school. If no information is available then NYSITELL is administered by ELL coordinator, Ian LeBlanc. Student SIFE status is also determined. If student has an IEP and Home Language is other than English then the Language Proficiency Team (LPT) comprised of Special Education coordinator, Jennifer Moore, along with ELL Coordination, Ian LeBlanc, school administrator, Rodolfo Elizondo, and general education teacher, Taina Torres reviews evidence of student English language. LPT recommends if students should take the NYSITELL. Special education coordinator and ELL coordinator meet in as an IEP team along with of our programmer, guidance counselor and a school administrator, determines a student's eligibility for special education services and ESL services. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. Placement and identification timeline occurs within one week of official student enrollment.

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

Entitlement and non-entitlement parent notification letters are backpacked and mailed home within 5 days of ELL determination. Additionally, 2 days after initial notification, parent phone calls are made home by our parent coordinator, Lissette Aguirre, to ensure delivery, and return of notification letters.

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

ELL coordinator is assigned to follow up with parents to inform them of their rights and services students receive in addition to communicating progress of language acquisition and performance in core content courses. One-on-one meetings are scheduled with parents or students 18+ years of age with ELL coordinator if the preferred language is English, Spanish, or French. Letters are sent home and phone calls made in the preferred home language for invitations to meetings to review rights. Information regarding the re-identification process is provided by ELL coordinator, Ian LeBlanc, Special Education coordinator, Jennifer Moore, and Parent coordinator, Lissette Aguirre. Files are maintained in ELL coordinator office, room B30A.

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.

New admits to the school community are given an overview of our existing ELL services and an overview of the other services and options available including, transitional bilingual, dual language, and freestanding ENL. Every effort is made to ensure parents complete the Parent Survey within 1 week of student entry, the majority of parents complete the survey during the initial welcoming phase. If a parent survey is not returned then we default to a transitional bilingual program. ELL coordinator, Ian LeBlanc, and our guidance counselor, Diana Thervil, plan and deliver program options orientations.

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.

An accepted students night is scheduled for all students before the start of the school year. Parents of ELLs are given an overview of language programs offered in New York City. Follow up meetings are scheduled with parents through our parent coordinator, Lissette Aguirre, and ELL coordinator, Ian LeBlanc, to explain the Parent Survey and Program Selection forms that are to be returned. Parent Survey and Program Selection Forms are maintained in office B30.

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

A spreadsheet maintained by our guidance counselor, Diana Thervil, is used to track the progress of completed surveys. Our parent coordinator, Lissette Aguirre, then reaches out to those parents who have not completed the surveys according to our internal system. Parent choices is also recorded in the ELPC screen. Our ELL coordinator, Ian LeBlanc, maintains records and surveys in office B30.

9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are backpacked and mailed home. Additionally, 2 days after initial notification, parent phone calls are made home by our parent coordinator to ensure delivery, position, and return of notification letters. Parent phone calls and mailings are made home by our parent coordinator, Lissette Aguirre. Guidance counselor, Diana Thervil provides home language survey results to the parent coordinator in order to ensure parents are provided with appropriate documentation in the appropriate language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation are kept in student's cumulative record and maintained by the ELL coordinator, Ian LeBlanc, school guidance counselor, Diana Thervil, and school secretary, Janet Perosi. Additionally, a digital folder, via our schools' google drive, are maintained by our ELL coordinator and Special Education coordinator of critical documents.
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.
Students are interviewed by our ELL Coordinator, Ian LeBlanc a licensed ESL teacher, who determines if they are eligible to take the NYSITELL. If necessary, we arrange for a translator to come in so that we can administer the NYSITELL during the first ten days of arrival. The results of the NYSITELL determine the current level of ESL.
Depending on the student's NYSITELL score he/she will be placed in an our ESL support class. If a student arrives in our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know. We then place students in our freestanding ESL program.
Spanish speaking ELLs are administered the Spanish LAB. All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. The assistant principal prints out the RLER report on ATS to determine who is eligible for the exam. A schedule is created by the ELL Coordinator to ensure all students are tested within the timeline. The ELL Coordinator administers all four components of the exam. The listening, writing and reading portions are administered in the ESL class. Once a component is administered, the ESL teacher lists those students that were absent during the administration. These students are either tested after school or during an advisory period.
Once these exams are scored, the results are reported to the school and the students placed in our ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are backpacked and mailed home. Additionally, 2 days after initial notification, parent phone calls are made home by our parent coordinator to ensure delivery, position, and return of notification letters. Parent phone calls and mailings are made home by our parent coordinator, Lissette Aguirre. Guidance counselor, Diana Thervil provides home language survey results to the parent coordinator in order to ensure parents are provided with appropriate documentation in the appropriate language.
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).
All parents who have completed Parent Survey and Program Selection forms have request a freestanding ENL program over the past 3 years. Our current program offerings support a free standing ENL program, ESL classes along with push-in and pull-out services are provided to students to meet their needs. Our ELL coordinator and ESL teacher host several orientation sessions in the Fall and in the Spring for the parents of bilingual students and ELL students. Parents have the opportunity to ask questions regarding placement and ESL services. Parents who cannot make the sessions can set up an appointment to meet and discuss the program. The parents will be informed on the State standards, assessments, school expectations, general requirements that govern the Bilingual and ESL programs, and the importance of parental involvement in the education of their children.

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 push-in (co-teaching). Due to our new school status we do not currently have the capacity or staff for Programatically our ELL students travel as a block. Students are not separated by proficiency level, but rather individualized attention and support is provided based on their proficiency level. The number of ESL periods per day a student is programmed for is dictated by the results of the NYSESLAT exam from the previous Spring. If a student is newly enrolled in NYC DOE and did not take the NYSESLAT exam the year before, they are programmed in a level based on the results of the NYSITELL exam. All students who score in the beginner proficiency level receive two periods of pull-out ESL instruction per day, 4 days a week, plus an additional pull-out period that meets twice a week. The 2 periods per day, 4 days a week is equivalent to 496 minutes per week, plus the 1 period a day twice a week is equivalent to 124 minutes per week five days a week, which totals 620 minutes per week. Students who score in the intermediate proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day, plus an additional pull-out period that meets twice a week for a total of 372 minutes per week. Students who score in the advanced proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day a pull-out period that meets twice a week for a total of 124 minutes per week and 248 minutes of ELA per week.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

The number of ESL periods per day a student is programmed for is dictated by the results of the NYSESLAT exam from the previous Spring. If a student is newly enrolled in NYC DOE and did not take the NYSESLAT exam the year before, they are programmed in a level based on the results of the NYSITELL exam. All students who score in the beginner proficiency level receive two periods of pull-out ESL instruction per day, 4 days a week, plus an additional pull-out period that meets twice a week. The 2 periods per day, 4 days a week is equivalent to 496 minutes per week, plus the 1 period a day twice a week is equivalent to 124 minutes per week five days a week, which totals 620 minutes per week. Students who score in the intermediate proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day, plus an additional pull-out period that meets twice a week for a total of 372 minutes per week. Students who score in the advanced proficiency level are programmed for two periods of pull-out ESL instruction per day, 4 days per week, which equals 248 minutes per day a pull-out period that meets twice a week for a total of 124 minutes per week and 248 minutes of ELA per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ELL Coordinator plans with our English Department, Science Department, and Social Studies Department twice a week. At these meetings, the teachers collaborate to ensure consistency and share best practices. The co-planning time is crucial to ensure that the ELL students are receiving the same level of instruction as their native English speaking peers with additional supports in their native language. Language Arts is taught using ESL and ELA instructional strategies. Specific area content and skill sets needed from other subject areas is supported by activities done within the ESL class and by helping ELL students to focus on trouble spots during enrichment and support periods. These areas are identified by the classroom teacher and relayed to the ESL teacher during teacher team meetings. Additionally, the ELL students are taught test-taking skills, studying skills, reading for meaning and reading strategies, test question vocabulary, listening for details and pacing, graphic organizers for writing, reading strategies such

as chunking, stop and summarize, teacher created glossary using language dictionaries, use of video and images for dense or difficult content, use of listening stations, and translations tools. Based on the discussions at the grade level teams, the teachers collaborate and share units they will be starting. The ESL teacher then uses reading about those topics in his ESL classes to teach various reading strategies. It is for this purpose that the team meeting time is so valuable

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

Students will be given assessments in their preferred language. For smaller assessments, formative assessment and classroom tasks, translation services are provided when applicable.

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

All four modalities are explicitly taught, reinforced, and assessed via our three common assessments, and common rubrics described above. Common assessments include: the Degrees of Reading Power (administered 3 times throughout the year to measure reading comprehension), NYC ELA Performance Assessment (administered 2 times a year to measure writing and reading of informational text), Content specific interim assessments (administered 4 times a year to measure content mastery).

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

All students receive services and modifications described above. SIFE students and newcomers are provided additional one-on-one support during push-in services in addition to all other services described earlier. Students in the range of 4 – 6+ and former ELLs

are specifically struggling with reading and writing modalities; hence, their services and enrichment/remediation services center on

providing strategies to practice these skills and apply across all content areas. Testing accommodations are provided for ELL students and ELL students with IEPs, in addition to provided accommodations for FELLs two years after they demonstrate proficiency.

Our ELL Coordinator makes use of QTEL training that is specially geared towards assisting ELL students in mastering skills requisite to

the ELA Regents examinations. For our ELLs receiving service 4-6 years the focus is on reading strategies, such as, text marking,

summarizing, skimming and scanning, making text to text and text to self connections. In addition, there will be more emphasis on

vocabulary development. For ELLs with 6+ years, various interventions are used in the areas of reading and writing. In reading they

work on summarizing techniques, reading comprehensions strategies and vocabulary development. In writing they focus on paragraphing, use of transition words and staying on topic. They also work on tasks to ensure that they are successful in their Regents exams.

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.

Based on the recommendation of qualified personnel and consultation with the parent/guardian and school Principal believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student, and if appropriate, reverse the determination within the 6 to 12 month period. Qualified personnel consists of ELL coordinator, Ian LeBlanc, special education coordinator, Jennifer Moore, guidance counselor, Diana Thervil, and school Principal.

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?

ELL students are taught test-taking skills, studying skills, reading for meaning and reading strategies, test question vocabulary, listening for details and pacing, graphic organizers for writing, reading strategies such as chunking, stop and summarize, teacher created glossary using language dictionaries, use of video and images for dense or difficult content, use of listening stations, and translations tools. Based on the discussions at the grade level teams, the teachers collaborate and share units they will be starting.

The ESL teacher then uses reading about those topics in his ESL classes to teach various reading strategies. It is for this purpose

Chart

that the team meeting time is so valuable. Technology includes ipads with translations apps, digital translators with English to preferred language translation support, English to spanish dictionaries, and laptops that are enabled with google apps in order to provide additional videos, readings, lessons, etc. that support language acquisition.

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?

All teachers are provided with at least 2 period per week of common planning time to meet with their co-teacher and/or departments including ELL coordinator and special education teachers to review unit plans, conduct lesson studies, and review student work with emphasis on making appropriate modifications to support ELLs and SWDs.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	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 DUALY 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(u) of this Title. All programs must be provided during the school day.					

Chart

*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.

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 DUALY 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.

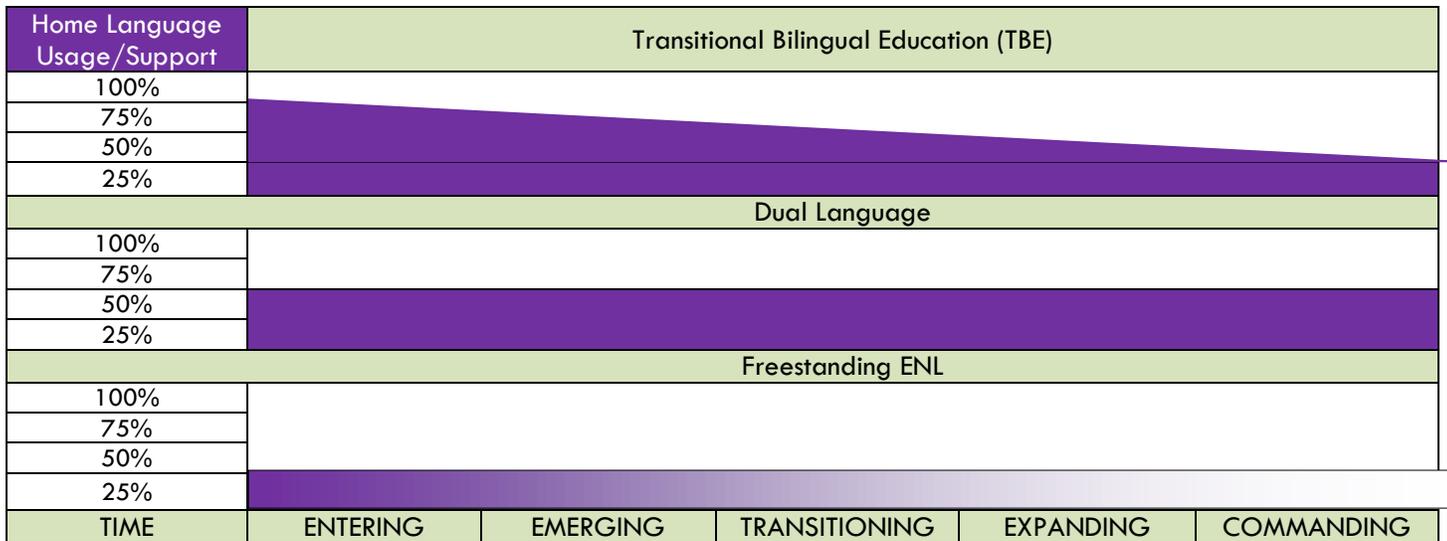


*Note: “other approved services” does not apply to New York City at this time.

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.
- ELA: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for ELA happens in conjunction with an ELA/ELL expert, special education teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their ELA class.
- Global: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Global History happens in conjunction with a Global History content teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their Global History class.
- Science: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Science happens in conjunction with a Living Environment content teacher, and our ELL coordinator. Additionally, our ELL students are supported by two teachers in their Science class.
- Math: Students receive activities, task, visuals, technological support, and other modifications to ensure equal access to all content. Each lesson requires specific mention of modifications. Planning for Math happens in conjunction with a Math content teacher, and special education teacher. Additionally, our ELL students are supported by two teachers in their Math class. Our ELL students receive an additional 126 minutes a week of support via an enrichment class. Students work with our ELL Coordinator to develop reading, writing, speaking and listening skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Regents Predictives:
Are administered twice a year. These assessments will inform teachers, students, and parents of Regents preparedness in relation to cumulative course skills and content. They will be developed to allow students multiple opportunities to demonstrate understanding and aligned to the percentage of content covered in the course. After each administration of the Regents Readiness Exams, teachers will meet their department head and principal to review the RRE results. Using a standard protocol for reviewing the data, teachers will work with their department head and principal to develop an action plan after each RRE and in 6-8 week cycles of reviewing student work in departments. In this plan teachers will outline a calendar of when and how specific skills will be spiraled into their coming lessons and/or reteach content altogether. Teachers and department heads will also identify students who will need additional after-school intervention and in school tutoring services. The information gathered from these assessments will be shared with students and parents along with next steps for improving performance, enabling students, parents, teachers, and administration to clearly work towards academic goals for each 6-8 cycle. Teachers will use this data to consistently adjust curriculum maps and modifications for our ELL students.
- ELA Performance Assessment:
Additionally, teachers will use performance assessment data to target specific skills in accordance with NYC ELA Performance Assessment rubric. Teachers will use data to explicitly infuse skills into their lessons. We will engage in lesson studies, generate common practices for how to teach the skills, and track progress using the same set of rubrics. Students scored between a 0 - 1.5 on the following 7 traits: Focus Position, Elaboration, Textual Analysis, Counter Claims, Reading, Organization, and Conventions. Teachers will use this data to identify high leverage skills that will be integrated into all courses for developing reading comprehension and writing. A direct impact will be visible in teacher's lesson plans, scope and sequences, assessments, and feedback to students. Additionally, common literacy, writing, and reading strategies have been implemented across content areas.
- Current writing assessments using a subset of the NYC ELA Performance task rubric demonstrate our students are making gains on school focused traits; namely, Focus Position and Textual Analysis.
- Degrees of Reading: The DRP is a group-administered assessment designed to determine a student's overall reading level for the purposes of selecting texts or identifying students who are substantially above or below grade level. It will be implemented three times per year to all students in order to track student reading levels over time, help students set goals to improve their reading, and evaluate the effectiveness of reading instruction and interventions. Skills assessed include knowledge of text structure and text genre, background knowledge about specific domains, differences between oral and silent reading comprehension, and student-reported comprehension strategies, as well as oral reading fluency and accuracy. Students with IEPs will also be tested annually as part of determining their present levels of performance and annual goals during the annual review process. Both assessments will assist teacher in appropriate modifications for text based learning connected to their courses. According to our data 82% of our students are reading below grade level, of those 100% of our ELL's are reading below grade level. DRP data has recommended that our school incorporate more reading and explicit instruction on how to teach reading to our students across all courses. The next DRP assessment will be administered in January, along with the next Regents Readiness Assessments. Current practices at O2M135 show progress among our ELL student population. According to the 2014-15 NYSESLAT administration, 25% of our ELL population earned a English Proficiency Level of Commanding (Proficient) and 33% earned a English Proficiency Level of

Expanding (Advanced). Currently, 17% of continuing students are considered Transitioning (Intermediate) and 17% are Emerging (Low Intermediate).

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

The school is considering educational software achieve 3000 to support literacy development for our ELL students and to more frequently collect information on their progress.

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

None

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

UASEM has a full time staff member, our partnership coordinator, dedicated to securing enrichment opportunities for all students. Our goal is to ensure all students participate in extracurricular activities in and out of the school. Students' complete surveys and intake interviews to ensure appropriate interest and fit. Students are continually exposed to new opportunities on a weekly basis and for programs requiring an application process students meet individually or in small groups with our partnership coordinator for support. Extracurricular programs are divided into 5 categories at UASEM: 1) Sports, 2) Arts and Theater, 3) Technology, 4) Teacher-Led Clubs, 5) Other. Programs are recommended to individual students through out partnership coordinator, Elizabeth Oliver, and advertised in multiple language representative of our school community.

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.

Technology and materials used to support our ELL population include: iPads with translation capabilities, listening stations, Laptops to support literacy software such as achieve 3000 and currently used Google Drive to share glossary and support material in real time, Multilanguage dictionaries, word walls in English and Spanish, and common literacy graphic organizers to assist students in breaking down difficult texts. Technology includes ipads with translations apps, digital translators with English to preferred language translation support, English to spanish dictionaries, and laptops that are enabled with google apps in order to provide additional videos, readings, lessons, etc. that support language acquisition.

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

Native language support is provided to our students through the use of peer translators in the classes as well as access to digital translators via iPads, listening stations for presentations in their native language, and, if necessary, assessments in their native language. The native language is used to assist vocabulary development.

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

All services described above correspond to supporting our students' development in their reading and writing modalities. Our school provides students and their families with individual meeting opportunities with ELL coordinator, for academic support and goal settings, Parent coordinator for home support and additional services outside of the school, partnership coordinator for enrichment and extra-curricular opportunities. Interest surveys are also conducted by each member of the school community to ensure equal access for all ELL students.

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).

Students entering our school are assigned an advisor. If possible, the advisor is semi-fluent/fluent in the student's native language. The advisory group meets 4 days a week using a structure called "Circles of Power and Respect CPR)". The purpose of the advisory circles is to acculturate students to the UASEM environment, develop a strong bond between the other 12 students in the advisory, and to connect the students to a teacher advocate.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

Paste response to question here:

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.)
Our ELL Coordinator, guidance counselor, special education coordinator and administration attends most professional development sessions offered by the New York City Department of Education as well as those offered by our Affinity Group. Workshops include Data Analysis and Instructional Planning, Insights into the Journey of Unaccompanied Migrants, and Academic Language Development Across Content Areas. We also take advantage of professional development opportunities offered by Office of ELL's. Some of the professional development sessions that our ELL Coordinator has attended building academic vocabulary, scaffolding and assessment. During staff development sessions, we often focus on best practices with ESL students so they can be implemented into content area classes. During each Chancellor's Professional Development Day, time is set aside to develop the entire staff's ELL knowledge with a focus on how to provide content area support to ELL students. In addition, during several monthly faculty conferences throughout the year time is allocated to staff ELL concerns as well as on approaches that will benefit our ESL population. UASEM has a professional development period built into our teacher's schedules. Teachers meet once a week to ensure our instructional priorities are met and developed. Below is a breakdown of our professional development by Semester, including the Literacy pieces that directly corresponds to our ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The school has an established Monday professional development day where teachers review assessments, student work, and lesson plan with a focus on our ELL and SwD population. Student progress is tracked and appropriate modifications to planning and support are made. Teachers plan with ELL and special education coordinators to incorporate multiple entry points, and UDL best practices, and turn key information gathered from their respective professional development sessions outside of the school building in order to support teachers in planning process.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Students entering our school are assigned an advisor. If possible, the advisor is semi-fluent/fluent in the student's native language. The advisory group meets 4 days a week using a structure called "Circles of Power and Respect CPR)". The purpose of the advisory circles is to acculturate students to the UASEM environment, develop a strong bond between the other 12 students in the advisory, and to connect the students to a teacher advocate. For our guidance counselor, The Office of ELLs (OELL) provides professional development opportunities for working with English Language Learners.
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.
ELL Coordinator and administration attends most professional development sessions offered by the New York City Department of Education as well as those offered by our Affinity Group. We also take advantage of professional development opportunities offered by Office of ELL's. Some of the professional development sessions that our ELL Coordinator has attended building academic vocabulary, scaffolding and assessment. During staff development sessions, we often focus on best practices with ESL students so they can be implemented into content area classes. During each Chancellor's Professional Development Day, time is set aside to develop the entire staff's ELL knowledge with a focus on how to provide content area support to ELL students. In addition, during several monthly faculty conferences throughout the year time is allocated to staff ELL concerns as well as on approaches that will benefit our ESL population. UASEM has a professional development period built into our teacher's schedules. Teachers meet once a week to ensure our instructional priorities are met and developed. Below is a breakdown of our professional development by Semester, including the Literacy pieces that directly corresponds to our ELL population. Agenda and next steps are kept on school's online google drive folder. Physical records are maintained in office B30.

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?

Meetings are scheduled with ELL coordinator, advisor, and student. Students prepare a binder of exemplary and struggling work to present to parents. ELL coordinator reviews student progress as it relates to language acquisition and progress towards scoring a level of Commanding. The advisor helps facilitate student presentation of work to the parent. ELL coordinator and Parent coordinator provide translation services if needed. Parent phone calls and mailings are made home by our parent coordinator, Lissette Aguirre. Guidance counselor, Diana Thervil provides home language survey results to the parent coordinator in order to ensure parents are provided with appropriate documentation in the appropriate language.

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 here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents of students who are enrolled are invited to attend monthly Parent Association meetings. These meetings are facilitated by the PA President and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to our school such as, dress code, uniform policy, grading policy, etc, the parents brainstorm additional parent meeting topics. Jupiter Grades, the online gradebook we use. Additionally, there have been workshops on keeping track of their child's progress. Translators are made available for all such events. Parent phone calls and mailings are made home by our parent coordinator, Lissette Aguirre. Guidance counselor, Diana Thervil provides home language survey results to the parent coordinator in order to ensure parents are provided with appropriate documentation in the appropriate language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? UASEM has a full time partnership coordinator who acts as the liaison between our partners and families. Our partners include FEMA, Homeland Security, The American Red Cross, NYPD, FDNY, Parsons, Adelphi University, and Columbia University. Translation services in the form of phone calls, forms, flyers, and events are printed and/or distributed to parents with the assistance of staff who can speak the language or NYC DOE Translation services.
5. How do you evaluate the needs of the parents? Our guidance counselor distributes surveys and blue cards to our families to determine the interests of the parents and home information. The surveys help us to gather information about what workshops would be interesting and helpful to our families so we can provide them with the support they need to ensure their children are successful in our school. Additionally, all teacher advisors contact families' home within the first month of school to gather additional student information on an individual basis. Information varies from language preference to history of successful learning strategies. This helps to strengthen our school community and the relationships formed benefit our students. Surveys are created via google forms or paper copies for parents who are not computer literate. Additionally, if parents request, survey are administered orally and information is gathered by our ELL coordinator, guidance counselor, parent coordinator, special education coordinator, or partnership coordinator.
6. How do your parental involvement activities address the needs of the parents? Based on parent meetings, the results of the surveys and phone conversations with advisors, we are able to meet the needs of our parents. This includes one-on-one conversations with parents to discuss student's progress, workshops where parents can come and learn how to track progress and access resources at home. We also have parent translators available at all parent meetings so all feel welcome and are able to communicate with one another.

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:

Part VI: LAP Assurances

School Name: **UA School for Emergency Mngt**

School DBN: **02M135**

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)
Rodolfo Elizondo	Principal		10/29/15
Robert Magliaro	Assistant Principal		10/29/15
Lisette Aguirre	Parent Coordinator		10/29/15
Ian LeBlanc	ENL/Bilingual Teacher		10/29/15
Juan Aguirre	Parent		10/29/15
Diana Herrera	Teacher/Subject Area		10/29/15
Gary Cruz	Teacher/Subject Area		10/29/15
Taina Torres	Coach		10/29/15
	Coach		1/1/01
Diana Denis	School Counselor		10/29/15
Fred Walsh	Superintendent		10/29/15
Alexandra Anormaliza	Borough Field Support Center Staff Member _____		10/29/15
	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: **02M135**

School Name: **UA School for Emergency Management**
Superintendent: **Fred Walsh**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.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.

Letter is sent home requesting parent to fill out home language survey. Parent fills out home language survey, assistance from a pedagogue is provided if necessary. Parents are provided with the ELL Coordinator and Parent Coordinator contact information to assist in explaining any initial documents to be completed. If further assistance is required then parents are directed to our ELL coordinator, Parent Coordinator, or Guidance Counselor for additional information on translation services. Initial translation services are provided to all parents based on historical data we have from our home language survey results from previous years. Parents are invited to the school before the start of the school year at our annual Accepted Students Night to collect initial translation and language preferences. Student emergency blue cards are filled out at this event, for parents who are not able to attend, an appointment is scheduled for them to meet critical members of our school community over the summer or a home visit is scheduled to gather initial information. ATS Report indicating home language along with surveys conducted by ELL coordinator, Special Education coordinator, Parent coordinator, and Partnership coordinator are aggregated to determine the method and form of communication as well as preferred home language. Parent coordinator maintains Emergency Blue Card information and updates information onto our online grade book system to quickly share preferred home language and method of communication with the entire school staff.

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.

Albanian 4
Bengali 6
Chinese 4
English 140
French 2
Fulani 1
Mandarin 4
Tagalog 1
Spanish 96
Tibetan 1
Urdu 2
Vietnamese 1

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.)

Provide 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.

Provide documents that involve parents in the planning process to review, evaluate and improve the existing Title I programs and Parent Involvement Policies.

Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information including but not limited to: Reading Assessments, Writing Assessments, Progress Reports, and Regents Predictive Assessments.

Provide weekly newsletters to parents to update parents on school functions, special events, student shout-outs, volunteering and educational opportunities, and field trips. When appropriate and available, notices that are created by DOE are pulled from the intranet at http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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.

Workshops

Ongoing - 3 per semester. Workshops are scheduled for parents based on needs identified during Parent Association meetings. Meetings range from Attendance and Lateness Intervention to Emergency

Preparedness.

Parent Association Meetings

Parent Association and School Leadership Team meetings are held once a month on the third Wednesday of every month.

Parent Meetings

Parent meetings are schedule with advisors, content teachers, guidance counselors, and school administration to discuss concerns, trends, and/or develop action plans for individual students on a regular basis.

IEP/Annual Growth Meetings

Annual meetings are scheduled with parents to discuss Individualized Education Plan goals, progress, services, and potential amendments to IEPs. Annual meetings are also scheduled for English Language Learners to discuss their progress, services, and goals.

Student-Led Conferences/Parent Teacher Conferences

Four student-led conferences are held during the school year as an alternative to the traditional parent-teacher conferences on November 19th, 20th and March 10th, and 11th. An additional Parent-Teacher conference is held on May 10th.

Special Events/Open School Nights

Family night is held on September 30th along with ongoing volunteering and field trip opportunities and annual traditions.

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.

We ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents during designated pre-scheduled meetings and events.

We notify parents of the procedures to arrange an appointment with their child's teacher or other school staff member in order to ensure access to translation services and documents. Most translations required are in Spanish which are handled by our parent coordinator. For families requiring other translation services we contact central offices for translation support through the Translation and Interpretation Unit.

Our school arranges opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities with access to translated documents and a translator when events are scheduled through the school and not an outside CBO or organization that is partnered with our school.

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.

We ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents during designated pre-scheduled meetings and events. We notify parents of the procedures to arrange an appointment with their child's teacher or other school staff member in order to ensure access to translation services and documents. Most translations required are in Spanish which are handled by our parent coordinator. For families requiring other translation services we contact central offices for translation support through the Translation and Interpretation Unit. Our school arranges opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities with access to translated documents and a translator when events are scheduled through the school and not an outside CBO or organization that is partnered with our school.

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.)

Parent coordinator is assigned to administer training and information for all translation services to our staff. She reminds staff of translation opportunities, and events that will require translation in our daily memo to staff and through our shared events calendar. A workshop is scheduled, planned and run with parent coordinator and school administration on the first reporting day of staff, September 8th 2015 to ensure teachers are fluent with the translation services available to them.

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

Parent coordinator is responsible for providing each parent with an understanding of the language assistance services and a copy of the Bill of Parent Rights and Responsibilities at Parent Association meetings and through mailing. Additionally, in our parent handbook and posted in main office are the different language offerings for various school documents. Home language survey is reviewed by all office staff to ensure appropriate preferred home language identification for families of our students. When appropriate and available, notices that are created by DOE are pulled from the intranet at http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

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

Parent surveys are conducted quarterly by our parent coordinator to determine the effectiveness along with the annual learning environment survey. Surveys are scheduled in tandem with our school's student led conferences to ensure a representative cross section of all families who are part of our school community.