

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M157

School Name:

THE URBAN ASSEMBLY SCHOOL FOR GLOBAL COMMERCE

Principal:

ERIN GEHANT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Urban Assembly School for Global Commerce School Number (DBN): 05M157
Grades Served: 9-11
School Address: 2005 Madison Ave., New York, NY 10035
Phone Number: 212-831-5201 Fax: 212-831-5206
School Contact Person: Erin E. Gehant Email Address: gehant@uaglobalcommerce.org
Principal: Erin E. Gehant
UFT Chapter Leader: Nicole Mahool
Parents' Association President: Jason Jerez
SLT Chairperson: Erin Gehant and Jason Jerez
Title I Parent Representative (or Parent Advisory Council Chairperson): Jason Jerez
Student Representative(s): Darleane Torres
Julian Fandino

District Information

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

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston St. Room 606, Brooklyn, NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erin E. Gehant	*Principal or Designee	
Nicole Mahool	*UFT Chapter Leader or Designee	
Jason Jerez	*PA/PTA President or Designated Co-President	
Claudia Mendez	DC 37 Representative (staff), if applicable	
Jason Jerez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Darleane Torres	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Julian Fandino	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Esther-Racquel Fragosa	Member/UFT	
Eugenia Page	Member/Parent	
Shareen Silva	Member/UFT	
	Member/	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Urban Assembly School for Global Commerce is a Career and Technical Education school that was founded in 2013. In the 2014-2015 school year, we enrolled 165 students in the 9th and 10th Grade. We will grow to full capacity in the 2016-2017 school year, with students in 9th through 12th grades. Our student body is comprised of students from all city Boroughs, with the exception of Staten Island.

We are the country's first high school entirely dedicated to preparing students for careers in the industry of supply chain management and freight logistics, a growing and dynamic industry. We are a small school community and emphasize strong relationships among all members of the community. We are supported by many partnerships, both within our industry and within the community. These partnerships operate in service to our students and our school and are critical in providing opportunities for our students. Our industry partners include the Port Authority of New York and New Jersey, the New York City Economic Development Corporation, CSX Freight, the Metropolitan Transportation Council, Arizona State University's W.P. Carey School of Business, Maritime College (SUNY), SUNY Farmingdale, Rutgers University, AECOM, Big Brothers Big Sisters of New York City, the Apollo Theatre and many others in the industry and community. Through our partners, we have provided mentoring experiences, paid internships and many other work-based learning and enrichment opportunities.

UASGC is a community strongly grounded within its Core Values of Collaboration, Diligence and Respect. We embed these values into our daily instructional practice, professional work and into our community building. We have regular Town Halls with our students where we discuss and build a shared understanding of these values. We also conduct weekly Shout Out ceremonies where students are nominated for Core Value awards, where they have demonstrated the Core Value in action.

Additionally, we believe strongly in the importance of external fundraising to support enrichment programming at UASGC. Through the support of our Young Professional's Board, we have conducted significant fundraising to fund our growing arts programming. We believe that enrichment is a critical part of a students' development at UASGC and that external fundraising is central to ensuring access to opportunities beyond what NYCDOE schools would typically be able to provide to their students.

In the 2014-2015 school year, our instructional focus centered around improving students' reading, writing and speaking ability. We aligned our assessments to this focus, which allowed us to effectively evaluate our students' reading and writing growth. Based on our Degrees of Reading Progress (DRP) assessments, it was evident that over 80% of students showed significant growth on the reading scores. Additionally, both our 9th and 10th graders showed significant growth on their English Language Arts and Global History Measures of Student Learning, which we selected to align with our focus on writing.

As we move into the 2015-2016 school year, we will continue to work on embedding reading, writing and speaking into all classrooms. However, we will further narrow the focus of our professional work to refine students' ability to write and speak argumentatively. We will also align all school-wide assessments to this focus and continue to center professional work around this instructional focus.

We continue to believe that a student's reading, writing and speaking abilities are central to his or her academic success. We have grounded and will continue to ground our teachers' professional development planning, as well as teacher professional work, intervisitations and formal observations in our narrowed instructional focus.

We also continue to strongly value the importance of daily classroom instruction and have chosen to focus on improving teachers' practices, based on the Danielson Framework for Teaching. We believe that teachers have the most impact on student learning in the classroom and have oriented our teacher professional development and benchmark goal setting around improvement of teacher practice, according to the Danielson Framework.

There are currently 55 students with disabilities attending the Urban Assembly School for Global Commerce, comprising 29% of our total student population. The students are showing positive growth, as indicated by their growth in DRP reading scores, as a result of our Integrated Co-Teaching approaches as well as from the Special Education Teacher Support Services (SETSS), Speech and Language Therapy and Counseling.

UA Global Commerce services 20 English Language Learners (ELLs) of diverse backgrounds and English levels. Their home languages include Spanish, French, Arabic, Mandingo, and Fulani. This year, ELL services focused on pronunciation, vocabulary, morphosyntax, reading, and prosody. Programs such as Rosetta Stone and IXL- Language Arts were utilized for instruction. Students demonstrated significant growth in their English language skills by progressing from production of single words to simple sentences in basic syntactic form.

At UASGC, we value the elements of the Framework for Great Schools. First and foremost, much of the 2015-2016 school year was spent on building trustful relationships among adults, among students and between adults and students. One of our core beliefs is that building strong relationships is central to learning and central to our work as educators. From there, our principal consistently works to be reflective, seeks input from teachers and school staff and continually works to improve the school community. This approach helped the school earn nearly all Proficient ratings on this year's Quality Review.

Collaboration is one of the Core Values of UASGC and is something that we live each day. This value is visible each day as our teacher teams work together around a shared vision and problem of practice. Because of the strength of their collaboration, they have made a demonstrable impact on student achievement, indicated by their reading growth, measured by the Degrees of Reading Progress assessment, and their writing growth, based on both the results from the ELA and Global MOSLs. Collaborative teacher teams have also worked to positively shift school culture, which, based on internal, Learning Environment surveys, indicates a significant shift towards Agree/Strongly Disagree under the question, "Students treat adults with respect." The work of the school lives in our collaborative, teacher-led school teams. Through these collaborative teacher teams, the other elements of the Framework are realized, including supportive environment, rigorous instruction and student achievement.

We are further expanding the work of teacher teams for the 2015-2016 school year. The school-wide Culture Team will focus on sustaining and reinforcing positive school culture, positive student-to-student interactions and positive student-to-adult and adult-to-student interactions. Through this team, we will continue to hone our supportive environment, further improving our Advisory program, as well as school-wide cultural events. Through the work of our Grade Teams and Department Teams, we will closely focus on developing teachers' pedagogical abilities and the evaluation of student work, through the lens of our instructional focus on argumentative writing and response. Above all, our guiding question for adult team work for 2015-2016 is, "What is our impact on students? How do we know?" We are developing a school-wide focus on measuring and reflecting on our direct impact on students, which is directly aligned with the Framework for Great Schools.

Our areas of progress within this Framework are definitely in building a strong community of trust, developing a supportive environment, building out a collaborative culture among teachers and effective school leadership. As a result of our work in these key areas, we have started to make a positive impact on student achievement. For next year, however, we need to continue to work on building strong ties between families, the community and the school, as well as more closely evaluate the level of rigor in our instructional practice. We will do this through intentional work within our teacher teams (specifically within the Instructional Cabinet, the Department Teams and Grade Teams), as well as through the hiring of a Youth Development Worker and Parent Coordinator.

Overall, the way that teacher teams and the work of adults at UASGC has been organized and aligned directly to the Framework for Great Schools. We anticipate great success in adult team work impacting student achievement, as we continue to hone our strengths in these elements of the Framework.

05M157 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	164	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	4	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	3
School Composition (2013-14)					
% Title I Population		139.0%	% Attendance Rate		87.4%
% Free Lunch		82.9%	% Reduced Lunch		2.4%
% Limited English Proficient		8.5%	% Students with Disabilities		34.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.2%	% Black or African American		48.8%
% Hispanic or Latino		45.1%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White		1.2%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# 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)		38.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		4.5
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		78.5%	% 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.

Argumentative writing is our instructional focus for the 2015-2016 school year. In 2014-2015, we focused on building an instructional culture where students are reading, writing and speaking in all of their classes. We firmly believe that reading, writing and speaking abilities are central to our students’ success in post-secondary pathways, whether students move directly into colleges and universities or the workforce. In order for students’ to improve their reading, writing and speaking, it is essential that they practice in all classes, regardless of the content area. In reviewing our data for the 2014-2015 school year, 80% of students showed growth in their reading levels. In our most recent Quality Review, we were celebrated for our school culture. However, the feedback also stated that teacher pedagogy was an area of focus. Accordingly, we will be working with teachers to further develop their instruction in the classroom.

For the 2015-2016 school year, we want to further capitalize on our ability to improve student achievement, with a narrowed professional work focus on argumentative writing and response, while ensuring that teachers are provided with the professional development to improve their instructional ability in these areas. The rising demands of Common Core-aligned tests, coupled with rising demands placed on high school and college graduates means that students must be able to construct strong written and verbal arguments. We feel that it is important to continue with the success of our progress this year to further focus on making a positive impact on student achievement. Additionally, our students need to continue to improve their performance on Regents exams. Our pass rates for Global History Regents Exam were below our expectation. To support students' in improving performance on the Global History Regents Exam, we will continue to develop students' writing and critical reasoning skills through our overarching instructional focus.

In assessing our needs, we will need to provide targeted professional development to teachers around a common approach to teaching argumentative writing. We will also have to develop a common argumentative writing rubric, as well as provide teachers with targeted and continued professional development on providing students feedback, using these rubrics, to improve student writing.

Part 2 – Annual Goal

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

By June 2016, 80% of students, who attend school with 80% attendance or greater, will demonstrate growth in their performance on the ELA MOSL exam, with a baseline administered in September and a final assessment administered in May.

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>Professional development for teachers in pre-opening sessions on Week of 8/31/15, focusing on the use of the common argumentative rubric and how to effectively provide feedback to improve student writing.</p>	<p>All teachers</p>	<p>Week of 8/31/15</p>	<p>Principal, AP, Lead Teachers plan and facilitate</p>
<p>Grade Team and Department Team leaders work collaboratively with Principal and AP to develop action plans for team work, centered around this instructional focus</p>	<p>Teacher Team Leaders</p>	<p>Summer 2015</p>	<p>Principal, AP</p>
<p>Special Education Team conducts regular planning sessions with Grade Teams and Department teams to develop common scaffolds for writing for struggling students. Teachers lead evaluations of student work to evaluate impact of pedagogical practice on writing and make adjustments to practice and professional development within the Instructional Cabinet.</p>	<p>Teacher Teams</p>	<p>On-going throughout school year</p>	<p>Special Education team, Instructional Cabinet, Principal, AP</p>
<p>Instructional Cabinet collaborates with Parent Coordinator and Youth Development Leader to develop and deliver parent events focused on understanding the instructional focus and how to support students' progress in writing.</p>	<p>All parents</p>	<p>Fall Event and Spring Event</p>	<p>Principal, Instructional Cabinet, Youth Development Lead and Parent Coordinator</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>We will allocate the TL Vision for School Improvement money for this pre-opening PD session for 3 half day PD sessions, paying teachers 3.5 hours per session per day. Additionally, we will utilize our after school professional development time (built into the UFT contract) to conduct adult team work around this focus. Teacher leaders will meet once weekly with the Principal to discuss progress towards instructional goals.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

Within the ELA classes, teachers will collect student writing samples throughout the school year, beginning with baseline writing assessments in Fall that are aligned to the MOSL ELA assessment. Using a common rubric (that is also aligned to the ELA MOSL), we will evaluate student work samples on a monthly basis.

By February 2016, we will see that at least 80% of students show growth of at least 3 points in their argumentative writing, based on the common argumentative writing rubric.

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.

According to the Learning Environment Survey for 2014 – 2015 (the most recent data available):

1 How do your school's responses in the following categories compare to High Schools?:

 } Supportive Environment: 82% positive responses (compared to 83% city-wide)

We believe that building strong relationships and a strong sense of school culture and community are essential in helping students be successful in school. We also believe that a school is a place where students and families can get the socio-emotional resources they need. We will have a full team of supports for social and emotional development for 2015-2016, including a full time guidance counselor, college and career counselor, community partnership lead with Big Brothers and Big Sisters, a Youth Development Leader and a parent coordinator to provide the intensive social emotional support they need they will be more effective in their academic classes. We also have an advisory program with curriculum that is being designed by teachers, students, a guidance counselor and our CTE and UA liaison, to support student socio-emotional growth. Students need to be known holistically and well by at least one adult in the building. Therefore, with the above personnel and structures, students can have multiple advocates for them and liaisons to their parents/guardians. We believe in creating and establish norms with students for each class and using intervention work and mediations proactively to handle disciplinary issues.

Areas of Strength:

 } Attendance team meets weekly to conference about student attendance concerns.

 } Year-to-date attendance for the 2014-2015 school year was 89%.

 } We leverage our advisory program (which we call TA) to regularly monitor student attendance, providing weekly reports on the attendance rates of all students to advisors.

 } We communicate expectations for attendance to parents through the Jupiter Grades system and providing on-going communication about student progress through Jupiter Grades.

Our Advisory Program meets daily for 20 minutes in groups of 10-12 students to allow each student to develop a relationship with one adult in the building. Through this program, we conference with students about their daily attendance as well as provide bi-weekly progress reports to students from Jupiter Grades to allow students to monitor their own grades.

 } Advisory also serves as a place of building community within the school, as we provide targeted activities for culture and team building within the advisory program.

 We regularly survey staff and students, using a modified Learning Environment Survey to understand staff and students feelings about the school environment. Using this data, we develop next steps for improving school culture. These surveys are conducted every six weeks, with data used by the PD Committee to determine appropriate professional development.

Areas of Growth:

 As a new school, we are in the process of ensuring that our advisory program is very effective in improving relationships between adults and students, as well as among students. We want to further develop this system to ensure that it is a key structure within our school that best supports our students in feeling connected to the school community, as well as to feel that they are known well by at least one adult in the building.

o Developing advisory curriculum unique to UASGC

 Developing consistent discipline and intervention process that promotes positive school culture, relationship building between students, families and the school and ensures students are not missing instructional time

 Institutionalization of systems and structures that support positive school-wide culture

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.

 For the school year 2015-2016, our attendance rate will increase 1% from the previous year, meeting the goal of 90%.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Create a Culture Committee to maintain school vision, student achievement, and a culture for learning.	Students	On-going throughout school year	Assistant Principal, Youth Development Lead

<p>This committee is an opportunity to engage directly with the mission of UASGC in a concrete way. As a committee of adult learners, we will work with Urban Assembly and our CTE partnership coordinator to pinpoint the values that make UASGC unique, and wrestle with those ideas as they connect to our own lives. With an additional focus on staff development, we will take those ideas and develop ways to engage the staff community at large in discussion, and bring these ideas to our students in advisory, curriculum and through school-wide programming. Teachers should be interested in a combination of their own learning, in leadership development, and in focusing on the mission of UASGC. This committee will do this through:</p> <ul style="list-style-type: none"> } Consistent Vision and Core Values embedded in curriculum and instructional experiences throughout all classrooms } Staff Development } Revision of Current Advisory Curriculum } Community Service Opportunities } Create Common Culture Guide 			
<p>Key Staff members will engage in a week long summer professional development to research and implement a restorative justice program. We will use the following strategies to decide on implementation:</p> <ul style="list-style-type: none"> } Assess the need by using specific data from the 2014 – 2015 school year. } Engage the entire school community and all stake holders in the development through strong, collaborative conversations. } Designate a Restorative Justice Coordinator } Train Staff members through a series of professional development (to be determined after summer PD) } School wide implementation to be rolled out in October 2015 through advisory } Institute restorative discipline } Create a student committee } Evaluate the process through admin, student, staff and parent feedback 	Teachers, Students	Summer PD July 2015	Assistant Principal, Dean, Restorative Justice Coordinator
<p>The school will re-visit advisory curriculum and programming . Advisory is committed to challenging its students on many levels: to use their voices, work hard, think critically and participate</p>	Teachers, Students	On-going throughout school year	Assistant Principal Guidance Counselor

<p>within the school community as well as the larger world. In order for students to achieve success, the faculty at UASGC plans to provide a framework of support, maintain relationships with parents/guardians and stay on top of each student’s academic development. In advisory, students learn important social and academic skills and complete community service requirements. Our many goals for advisory group are:</p> <ul style="list-style-type: none"> } Build school community } Develop leadership skills in students } Help students navigate the confusing world of adolescence } Explore ethical and moral dilemmas in and outside of the school community } Increase student literacy } Provide academic support } Maintain relationships with parents/guardians } Guide students toward 11th and 12th grade portfolios } Help students plan for post-secondary options } Provide structured opportunities for community service 			

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.											
Teachers will use after school professional develop and professional work time to engage in this work and these meetings. Additionally, we will use Tax Levy and Title I money to support these efforts through per session opportunities for summer planning. We will also work with Central DOE to procure grant funding through participation in restorative practices training and develop individual teachers' ability in improving their community-building skills.											
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	X	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 September 2015, Restorative Justice will present process for feedback to instructional cabinet and staff, then will revise process for implementation by October 2015.

} Advisory curriculum will be presented in monthly professional development workshops.

} Culture committee will meet bi-weekly and present professional development three times a semester.

} Mock Learning Environment Survey administered at intervals throughout the school year to assess school culture. Baseline administered in Early October, midpoint survey administered in January, final administration is actual LE survey in Spring.

} Ongoing review of OORS reports (monthly) to assess incidents.

By February 2015, data will show progress towards the school-wide attendance goal of 91%. We will have identified and conducted interventions with all students below 90% attendance through individual interventions and Grade Team interventions.

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.

This is an area of strength at Global Commerce. We will continue developing this work. We have worked very hard on building a strong and collaborative culture among the adults at UASGC in the 2014-2015 school year. In the 2014 - 2015 Learning Environment Survey, 96% of UASGC teachers had positive responses, compared to 86% city-wide.

Areas of Strength:

-  We have identified Collaboration as one of our community’s Core Values and keep it at the center of our work in both classroom practice and interactions among adults in the school community.
-  We have adult teams that work collaboratively to guide the decision-making processes throughout the school for areas such as school culture, instructional practices and operational decisions and will continue to build the capacity of teacher-leaders to play an active role in leading these teacher teams.
-  The principal strongly values the importance of full-staff buy in and collaboration regarding instructional decision-making and will further this collaborative decision-making through the development of an Instructional Cabinet in the 2015-2016 school year.
-  We are continuing our participation within the Learning Partners program, looking to further align our Learning Partners work and instructional focus with the work of our Model Teachers.
-  We will further hone our intervisitation system to build all teachers’ capacity for improving their pedagogical practice and further impact student achievement.

Areas of Growth:

-  We were successful in building a staff culture rooted that values collaboration this year, with some development of teacher-leadership roles. For the 2015-2016 school year, we need to further develop teacher-leaders to become coaches for other teachers in improving pedagogical practice, as well as further their ability to facilitate teacher teams.
-  We also need to develop a firm understanding of expectations of roles and responsibilities for the teacher-leaders and team areas of responsibility. While we are developing a strong staff culture of collaboration, we need to institutionalize these expectations to ensure that this culture is maintained as the school grows to full capacity.
-  Overall, we need to continue to improve teacher pedagogical practice. This was identified as our focus area in the Quality Review. By building teacher-leader capacity, as well as through targeted observation and feedback by school leaders and an aligned professional development plan created by the Instructional Cabinet, we will improve teacher practice to meet our Annual Goal.

Part 2 – Annual Goal

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

By June 2016, all teachers will show growth in their teaching practice, specifically within Component 3b: Using Questioning and Discussion and within Component 3d: Using Assessment in Instruction, according to the Danielson Rubric and engage in bi-weekly peer intervisitations to contribute to collaborative improvement of all teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <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>Facilitator training for teacher team leaders, conducted by AP and coaching training conducted by Principal. Then, development of plan of work for teacher teams for the school year.</p>	<p>Teacher team leaders</p>	<p>Late July, early August 2015</p>	<p>Principal, AP</p>
<p>Develop calendar of intervisitations and teacher team work to engage all teachers in intervisitation and coaching</p>	<p>All teachers</p>	<p>Early Fall 2015</p>	<p>Teacher Team leaders with support from Principal and AP</p>
<p>Formal and informal observations by Principal and AP and debriefing with concrete action plans that can be put into effect immediately. Unit plan submission with targeted feedback on literacy skills and the development of argumentative writing, as well as best practices in instruction and assessment. Support provided by teacher team leaders through coaching.</p>	<p>All teachers</p>	<p>On going, Sep. 2015- Jun 2016</p>	<p>Principal, AP</p>
<p>At PD meetings, grade level teams will analyze student work and discuss how to align instruction to meet the goals and ELA criteria and effectively implement instruction in their content areas.</p>	<p>All Teachers</p>	<p>On going, Sep. 2015- Jun 2016</p>	<p>Teacher team leaders</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.

- All teachers must have a copy of the Danielson Rubric
- Instructional Cabinet evaluates data and creates a calendar that will meet the needs of the teachers and reinforce best practices.
- Ongoing Professional Development in best practices for providing feedback on argumentative writing and response, using the common rubric
- Implementation of professional development through Grade and Department Teams to discuss and debrief intervisitations and peer feedback
- Work to be completed during after-school professional development time, outlined in the teacher's contract.
- Peer intervisitations to be conducted during Common Planning Time periods, allocated for Department planning time

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.

The principal and AP will develop and utilize an online tracking system, TeachBoost, to monitor teacher progress towards Danielson Practice benchmarks and teacher implementation of intervisitations. By February 2016, 75% of teachers will be evaluated as Effective in practice in 3b: Using Questioning and Discussion Techniques and 50% of teachers will be evaluated as Effective in practice in 3d: Using Assessment in Instruction. Additionally, by February 2016, teachers will have completed 5 intervisitations each and logged them into the TeachBoost 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

The principal developed the school proposal, crafted the school vision and mission and has worked to align all elements of the school community to this vision over the past two years. As the school grows into its third year, the Principal has brought on an Assistant Principal with a complimentary skill set that will expand the positive impact of school leadership on the development of UASGC both instructionally and culturally.

From the initial development of the school proposal, we identified three Core Values that drive all of the work within the school, from the Principal’s approach to leadership to interactions adults and students – Collaboration, Respect and Diligence.

In service of the Core Value of Collaboration, school leaders have actively worked to develop teacher and staff teams that meet regularly and have clear, established buckets of work on which to focus. Teams are critical to the functioning of the school and drive the work around instruction, student interventions and support, attendance, operations and post-secondary preparation. The principal has also prioritized hiring and built a strong team of collaborative professionals who believe that team work is central to the success of all students at UASGC.

We currently have the following teams in operation at the school:

- } Grade Teams
- } Department Teams
- } Attendance Team
- } Special Education Team
- } School Leadership Team
- } Operations Team
- } Post-Secondary Readiness Team
- } Student Intervention Team
- } Instructional Cabinet
- } Culture Team

School leaders are regular participants on all of these teams and works to foster teacher leadership on these teams. In the 2015-2016 school year, school leadership will work with greater focus on the development of teacher-leaders to engage in more leadership work within team Teacher voice is critical in informing decisions around instructional initiatives.

Our Areas of Strength:

-  Development of a variety of teams, in which all the work of the school lives; Weekly meetings with clearly defined agendas and an emphasis on distributive leadership, with teachers and staff members taking on leadership roles
-  Teacher-leader training around facilitation skills and coaching skills
-  System of frequent observation and feedback, aligned to the Danielson Rubric, with focus on progress towards individual teacher goals, identified at the beginning of the school year, and differentiated feedback, aligned to individual teacher needs, with demonstrated impact on improving teacher practice
-  Development of intervisitation tool and procedure that focuses on the implementation of instructional practices aligned to the instructional focus of reading, writing and speaking
-  Active outreach by school leadership and organization of resources to allow additional student opportunities, such as afterschool programming and enrichment activities
-  Continued development of industry partnerships and other post-secondary partnerships to provide access to post-secondary opportunities for all UASGC students
-  Strategic hiring by the Principal, based on a deep understanding of the needs of our students and rigorous hiring process to evaluate teachers' capacity for meeting the needs of all UASGC students
-  Provision of frequent opportunities for teacher and staff feedback, aligned to the Learning Environment Survey, with analysis of the data by PD Committee.
-  Strategic fundraising to supplement enrichment programming for students, resulting in over \$100,000 donated to the school within the 2014-2015 school year, for technology and arts programming.

Areas of Growth:

We are a small school with a single administrator. As such, we need to continue to increase approaches to distributed leadership that will allow more members of the UASGC, including teachers, staff and parents, to play significant roles in the school's development as we grow to full capacity in 2016-2017.

Teacher pedagogy is an area of growth, as indicated by Quality Review feedback. UASGC's school leadership must work to continually improve teacher practice through improved processes of observation and feedback, using the Danielson Framework to guide the feedback process.

Ensuring that professional development is aligned and even further differentiated to meet individual teachers' needs, as indicated through Advance observations.

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.

In the 2015-2016 school year, school leaders will develop and implement a system of observation and feedback for teachers that results in improved teacher practice, which in turn improves student performance on the ELA MOSL exam, with 80% of students showing improvement in their performance from the September 2015 baseline assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Principal and AP continue to collaborate with the Instructional Cabinet to develop and continually revise PD plan, set Grade and Department Team meeting agendas, based on observations, intervisitations and direct teacher feedback, aligned to the instructional focus and MOSL expectations.	All teachers	On going, Sep. 2015-Jun 2016	Principal, AP, Instructional Cabinet
Development of Goals for Teacher Practice and Student Achievement, aligned to the Danielson Framework and the UASGC Professional Development plan, and bench-marked in six week cycles. Goals and benchmarks developed collaboratively between the school leadership and Instructional Cabinet.	All teachers	On going, Sep. 2015-Jun 2016	Principal, AP, Instructional Cabinet
Frequent intervisitations led by Teacher Team Leaders to assess the implementation of instructional practices, aligned to common instructional expectations. Results discussed in Instructional Cabinet and teacher team meetings. Action plans for adjustment of instruction developed by teacher teams and Instructional Cabinet.	Teacher Teams	On going, Sep. 2015-Jun 2016	Principal, AP, Instructional Cabinet
Targeted professional development for teachers on how to best serve students with disabilities, English language learners, and low-level readers, provided by network and internal teacher leaders, aligned with the Danielson Component 3c: Engaging Students in Learning	All teachers	Early Fall	AP, Instructional Cabinet, Special Education Team

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.											
Afterschool professional development time, afterschool professional work time, teacher prep periods, afterschool per session planning activities. Additional Professional Development outside of school. Opportunities for regular conversations about instruction and face-to-face feedback sessions, in addition to frequent written feedback. Examining student work professional development opportunities will take place during afterschool professional development time.											
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	X	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 February 2016, we will see an improvement in teacher pedagogical practice, as indicated by the Danielson Rubric, as well as improvement in student performance, as indicated by the midpoint ELA MOSL assessment administered by teachers.										
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 NYC School Survey Parent Response to Engagement: How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc):

} 5 or more times: 26

} 3-4 times: 37

} 1-2 times: 17

} Never: 20

We have many resources/partnerships at the school to support student and family social and emotional health, including a guidance counselor, a Big Brothers Big Sisters site coordinator, CTE Partnership Coordinator a Youth Development Leader and our arts partnership with The Apollo Theater. We also have a school-wide grading policy and use Jupiter Grades so parents can log in and see grades and email teachers at their convenience.

However, we feel that before we add additional partnerships, our first priority is to engage parents/guardians in our school community. We need to know about our students families before we can figure out what services to provide and additional partnerships to add. Our focus for this year is to strengthen our outreach to parents and to best use the additional constructional hours for parent outreach to build stronger relationships with our parents.

Our Areas of Strength:

} Systems of home-school communication include text blasts and phone blasts.

} Events planned for Parent Engagement, including Summer BBQ, Thanksgiving Potluck, Breakfast with the Principal and others.

} Monthly parent outreach events planned and executed, in addition to Open School Night and Curriculum night.

} Allocation of resources to provide for a Partnership Coordinator who develops and maintains relationships with partners, including Community-Based organizations and industry partners, to provide enrichment experiences for our students.

} Partnership with and support from the Urban Assembly to build strong network of enrichment supports for our students.

} Industry partnerships that have allowed students to participate in paid summer internships.

} Strong work-based learning program that allows students to learn about the supply chain management and freight logistics industry in and around the New York City community.

} Monthly parent newsletter mailed home, featuring enrichment opportunities for our students.

} Partnership with Big Brothers Big Sisters to provide one-to-one mentoring for 80 students in the 9th and 10th Grades.

Areas of Growth:

} Increase the number of parents participating and the range of ability to participate. A few parents participate regularly; we need to increase the number of parents who are participating in events.

} Increase the number of enrichment opportunities available for our students, especially in the areas of visual and performing arts.

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.

Between September 2015 and June 2016, we will implement at least 6 parent involvement events and ensure that at least 70% of UASGC parents attend at least one parent event.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Administrative Team will work with SLT/PTA to determine processes in order to communicate more effectively with parents and encourage greater family and community engagement. We will utilize “familiesinshool.org,” “sparkaction.org,” and “boostup.org” to provide some initial entry point to our work and provide us with the ideas about how we can increase and improve our communications with</p>	<p>Parents</p>	<p>September 2015 and on going throughout the year.</p>	<p>SLT, Principal, Assistant Principal</p>

families and parents. The SLT/PTA will meet monthly with a focus on increase parent/community involvement and communication. They will help to create strategies and assist in the implementation of these strategies. The SLT/PTA will lead a Freshman parent orientation and curriculum night in September			
<p>The school will host four parent/teacher nights per year (two more than the mandated DOE parent/teacher nights) when our mid-cycle grade reports are released to communicate with parents how students can pass the cycle. Mid and end cycle progress reports will be mailed home six times a year. The administrative team will use an online grading system (Jupiter Grades) that allows parents and students to access all grades for all classes. The school will host parent workshops on the following topics during the year.</p> <ul style="list-style-type: none"> • Using Jupiter Grades and the UASGC website • College application process and financial aid (Juniors) • Our CTE and Internship Program <p>A workshop series for parents hosted by Big Brothers Big Sisters and our Parent Coordinator</p>	Parents	September 2015 June 2016	Principal, Assistant Principal, Parent Coordinator, CTE Partnership Coordinator
Big Brothers and Big Sisters will work with our Parent Coordinator to help support a series of workshops for parents on community, literacy and leadership. Student government/clubs and arts studios will work to host shows or events that parents will be invited to.	Parents	September 2015 June 2016	Big Brothers Big Sisters, Parent Coordinator, Principal and Assistant Principal

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>Members of the SLT/PTA will meet monthly</p> <p>School Partnerships will support the above goal with the following supports</p> <ul style="list-style-type: none"> o Host two school-wide Exhibits throughout the year to showcase student art created around themes from advisory curriculum. o Support parent coordinator in creation and implementation of parent workshop series o Host shows for the after school programming <p>Per session for teachers for additional parent/teacher nights</p> <p>Supplies needed for meetings: reams of paper, ink/toner, envelopes</p>
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Translation of school handbook, mailings and key school documents or programs for families into Spanish

Postage for mailing

Two ride metro cards for parents who attend school for conferences or events.

Additionally, we will use the allocated TL money to hire a Parent Coordinator, in addition to our strong team of social and emotional supports for our students.

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

Part 5 – Progress Monitoring

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

By February 2016, the school's SLT will examine progress towards the goal, which will show the implementation of three separate parent events and that at least 40% of UASGC parents have attended one of the three events.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We gather data from the following sources:</p> <p>Degrees of Reading Power (DRP) Assessments and ELA MOSLs. These students are then targeted for individualized reading interventions with a trained literacy specialist.</p>	<p>Literacy Intervention Period – Three times a week for 50 min using Hampton Brown’s The Edge .</p>	<p>One-to-one and small group instruction.</p>	<p>Period during the day</p> <p>- 3 times a week</p> <p>- 50 minutes</p>
Mathematics	<p>UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We use the following criteria for math interventions: (1) Students who have not yet met course CCSS expectations. (2) Repeating students enrolled in regents.</p>	<p>Tutoring in after school using IXL online math program and targeted teacher intervention.</p>	<p>One-to-one and small group instruction.</p>	<p>After School and Saturdays.</p>
Science	<p>UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We</p>	<p>Targeted teacher tutoring using modified, Regents-aligned curricula and assessments.</p>	<p>One-to-one and small group instruction.</p>	<p>After School and during lunch once a week.</p>

	use the following criteria for Science interventions: (1) Students who have not yet met course CCSS expectations. (2) Repeater students enrolled in regents.			
Social Studies	UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We use the following criteria for Social Studies interventions: (1) Students who have not yet met course CCSS expectations. (2) Repeater students enrolled in Regents.	Targeted teacher tutoring using modified, Regents-aligned curricula and assessments	One-to-one and small group instruction.	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk students who do not have mandated counseling on their IEP, and students who are in crisis.	Group counseling and one-to-one counseling	Small group delivery and one-to-one	During the day

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>UASGC has a hiring committee that operates to develop and refine hiring practices for the school. We have developed a rigorous rubric for evaluating teacher candidates that is aligned to our core values and beliefs about children and how they learn best. The hiring committee begins work in February of each year to identify and begin the recruitment process for teachers at UASGC. All teachers must complete a demonstration lesson with at least one group of students at the school, during the regular school day, prior to being considered for a position.</p> <p>We determine needed qualifications for teachers in the early stages of the hiring committee and identify potential candidates based on their demonstrated qualifications. Teachers are assigned specifically based on their license area and in accordance with the needs of the department. We hire specifically to pair newer teachers with more experienced teachers.</p> <p>We have weekly professional development sessions that are collaboratively planned by the Instructional Cabinet. This committee consists of the Principal, AP, UFT Chapter Chair and Teacher Team Leaders and teachers from each instructional department to ensure that all voices from the teaching staff are heard within these meetings. We evaluate the impact of professional development by conducting regular intervisitations with members of the Instructional Cabinet.</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>PD is collaboratively developed by the PD Committee, which includes members of all teaching departments as well as the UFT Chapter Chair and the Principal. To ensure that we are aligning our work to the rigorous demands of the Common Core, we have identified a high leverage Common Core standard, aligned to our instructional focus of reading, writing and speaking, to continually study and evaluate student work and its alignment to this standard. We focus our study of student work as well as intervisitations around this focus standard.</p> <p>Additionally, we regularly provide feedback to teachers around the implementation of the Common Core standards identified in teacher-developed unit plans. Additionally, we provided pre-opening professional development during the summer that allowed teachers to engage with the expectations of the standards and bring them into their regular planning practices.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

We use the Targeted Assistance Funding to support our struggling students within our Literacy Program. We have identified our highest need students and provided them with AIS through our literacy program. With the use of these funds, we have purchased a reading program that is targeted specifically to support our struggling readers. We used the DRP, as well as Title I eligibility, to identify the lowest level, highest need readers to provide them with this targeted remediation support.

We also used these funds to provide resources for our other Title I students through the literacy program. We provided expanded reading libraries for our students, based on their individual interests, to engage more students in reading silently during the school day. This is intended to support our readers in all content areas, as we believe that raising the level of student reading is central to a student's overall academic success. Additionally, this money is used to partially fund a teacher to provide targeted reading support to students during the school day.

We have also allocated 1% towards parent involvement activities to increase the overall participation of parents in the school programming. We believe that partnerships with families will help improve students' academic progress.

We also use this funding to support an after school tutoring program to pay per session to teachers to work with students in small groups after school.

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).

All students in the school participate in the reading program. Because we value reading, we ensure that all students participate in a sustained silent reading period. We identify our highest need, lowest level readers to participate in targeted interventions during this time, which is a part of the regular school day.

Teachers also provide after school tutoring sessions to provide work time for small groups of students with the teachers. Because these after school sessions are with the students' regular content teachers, there is complete continuity between the school day and these small group sessions.

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 Global Commerce, 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 Global Commerce** 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 Global Commerce, 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](#).

A. School Information

District 05	Borough Manhattan	School Number 157
School Name UA School for Global Commerce		

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 Erin Gehant	Assistant Principal Jeffery Galaise
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Laura Lentin Christie Lilliard	School Counselor Sierra Jerez
Teacher/Subject Area type here	Parent Jewel Gilbert
Teacher/Subject Area Esther-Racquel Fragosa Math/ TESOL	Parent Coordinator Natalie Page
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Fredrick 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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1

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

Total number of students in school (excluding pre-K)	210	Total number of ELLs	20	ELLs as share of total student population (%)	10%
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This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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A. ELL Programs

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	5
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	8

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

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0		0	0			00
DL	0			0			0			00
ENL	8	1	1	2		0	8		4	18
Total	8	01	01	2	00	0	8	00	04	18

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													
	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish													00
French													00
Fulani													00
Arabic													00
Mandingo													00
TOTAL	00												

Dual Language (ELLs/EPs*) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
																				00	00
TOTAL	00																				

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL

	ELL	EP								
<u>Spanish</u>									00	00
<u>French</u>									00	00
<u>Arabic</u>									00	00
<u>Fulani</u>									00	00
<u>Mandingo</u>									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	4	2	0	12
Chinese										0	0	0	0	
Russian										0	0	0	0	
Bengali										0	0	0	0	
Urdu										0	0	0	0	
Arabic										0	1	0	0	1
Haitian										0	0	0	0	
French										0	2	1	0	3
Korean										0	0	0	0	
Punjabi										0	0	0	0	
Polish										0	0	0	0	
Albanian										0	0	0	0	
Other										1	0	1	0	2
TOTAL	00	00	00	00	00	00	00	00	00	07	07	04	00	18

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1	5	1	0	07
Emerging (Low Intermediate)										3	0	0	0	03
Transitioning (High Intermediate)										1	0	1	0	02
Expanding (Advanced)										3	2	1	0	06
Commanding (Proficient)										0	0	0	0	00
Total	00	8	7	3	0	18								

FORMER ELLS BASED ON REVISED EXITING CRITERIA
 GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											0	0		00

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											3	1		04

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6									00
7									00

8									00
NYSAA									00

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4	N/A	0	N/A
Algebra I Common Core	14	12	3	3
Geometry	4	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry	0	0	0	0
Earth Science	9	6	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	9	6	1	0
US History and Foreign Language	4	3	0	0
Government	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (DL only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Degrees of Reading Power (DRP) Exams, Department created reading, writing, and speaking CCLS aligned assessments, and Measure of Student Learning (MOSL) exams.
The insight of the data has shown that in general ELL students perform lower in reading assessments than the other school populations. This information is used to develop school-wide literacy programs and classes, and ENL teachers provided targeted instruction through push-in and pull-out. This is reflected in our school schedule. We will continue to gather data around language acquisition through regularly scheduled DRP assessments that will help us see growth and target instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The majority of our ELL students are in the 9th and 10th grades. Based on test results and grades, ELL students that are not commanding two-year courses in Math and Science, that allow them to learn material at a slower pace.
We also noticed that the most of our students received scores of Entering and Expanding. This allows the school staff and teachers to use instructional strategies that can support student acquisition of language and content.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Data show more than 25% of ELLs identified as long-term ELLs (LTE) during the 2014-15 SY

Reasoning: The reason for the high percentage of Long Term ELLs in our school is due to the fact that half of them are also special education students. The combination of English Language Learner and Special Education has presented difficulty in ensuring that the students are meeting their language goals. Students also struggle with reading longer texts and passages, and they performed below grade level (as proven by their MOSL and DRP scores).

Action Plan: In order to combat this situation, we have provided:

- Professional Development opportunities for the general education and special education teachers in order for them to provide the needed services for the ELL students.
- Two more ESL teachers
- Many additional resources for the students to use, such as IXL and Rosetta Stone.
- Teachers incorporate more graphic organizers and integrate literacy and metacognition into their lesson plans and practices.
- More pull out time to work with students in small groups.
- Home language development whenever possible.
- Support from a specific teacher that can support their reading and writing skills.
- Integration into the general education classes without sacrificing their unique needs and supports (including but not limited to: multi-lingual word walls, document translation, text modification, iPad usage for personal translation use, interpreters, modified assessments, modified instructional materials.)
- Instruction aligned with schools schools instructional focus-reading, writing, and speaking, as well as argumentative writing.

- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

ELLs typically prefer to take tests in English rather than their home language, with the exception of our entering level ELLs, for which tests are not offered in their home language (i.e., Arabic, French, Fulani). This tells us that they are becoming increasingly more comfortable with language acquisition and value the need to increase their English Language skill level.

b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

ELL assessment results are used by school leadership and teachers to establish baseline for classroom expectations and required scaffolding and differentiation techniques. In the 2015 - 2016 school year the leadership team decided to hire two additional ELL teachers based on the needs of the student population.

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

Home language is used to scaffold and differentiate curriculum; periodic assessments reveal the student's growth, acculturation, and assimilation. Through the MOSL exams, we are able to gather information of ELL's ability to build sentence structure, topic sentences, and use evidence in cohesive manner. Our ELL's struggle in these specific skills, in addition to language acquisition.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL students get priority programming; teachers differentiate classroom materials according to students' second language development and via scaffolding with the home language.

7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

N/A:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Students' performance on classroom activities, Regents exams, Degrees of Reading Power (DRP) scores, NYSESLAT scores

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.
Within the first 10 days, ELL status is requested from the students' previous schools. When parents first come to the school, they go through an interview process with the principal and ENL teachers. At this point, the ELL Coordinator and guidance counselor will identify the parent's native language and look for a translator. In the case the school does not have one, then an interpreter from the DOE will be requested. The Home Language Identification Survey is administered to the parents with the support of ELL providers. These providers are the certified ENL teachers that will support the students and parents directly through the enrollment process. Parents fill out the Blue Cards indicating their native language. The school is also provided with the parent's native language in ATS. Teachers and parents help us with the school's written and oral translation and interpretation. The ELL service providers will hold an informal interview with parents to gather demographic information for ELL students, and help make additional phone calls in the parents' native language.

We will follow the following process as outlined by the ELL policy and reference guide:

1. Step 1: Administer the home language identification survey
2. Step 2: Determination of NYSITELL Eligibility
 - a. 1. Interview the student in both English and the home language
 - b. 2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners

3. Step 3: Administration of the NYSITELL within 5 days of ELL determination we will inform the parents through the NYCDOE Standard notification letter.
 4. Step 4: Administering the Spanish LAB within 10 days.
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).
Enrollment interview with the parents to identify language and academic background information with the questionnaire, administer the Literacy Evaluations for Newcomer SIFE (LENS), results from Degree of Reading Power (DRP) tests, and student work provided by the teachers.

SIFE Identification Process (All within the first 30 days)

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

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

We will use the SIFE Bridges curriculum that is listed on the DOE website:

<https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/SIFE.htm>

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

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

The LPT team comprises of a school administrator, secretary, guidance counselor, certified teacher with bilingual extension, special education coordinator, and the parent of the student.

Newly enrolled students with IEPs attend a conference to determine most appropriate setting for the student. They also receive preference for programming to include their mandates.

An IEP team (at UASGC, the Special Education Coordinator, an ELL Service provider, Guidance Counselor, advisor, at least one content teacher, and for initial referrals, the school psychologist and social worker) determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation are described in the Standard Operating Procedures Manual of the NYC Department of Education. ELLs with disabilities must receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.

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

The ELL Liaison prepares and sends home the letter to parents and follows up with a phone call.

As a part of Step 3 in the identification of ELL's process above, Within 5 school days of ELL determination, UASGC will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download on the DOE Website.

- Entitlement Letter
- Non-Entitlement Letter

Continued Entitlement Letter If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters must be retained in the student's cumulative folder.

We will also use the ELL Brochure that is listed on the DOE website. http://schools.nyc.gov/NR/rdonlyres/531E96D3-4223-4DC5-813E-ABCB0064BD29/0/ELL_HS_MS_brochure_2015_ENGLISH.pdf

- 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).
When the ELL Liaison calls parents to confirm that they have received the entitlement or non-entitlement letter, he/she also inform parents of the right to appeal the ELL status.
All parents will be informed via written letter (entitlement or non-entitlement signed by the school leader (within 4 school days) .
We will schedule a parent orientation meeting facilitated by the ELL coordinator.

Parents have the right to appeal but must put this appeal in writing within 45 days of enrollment.
- What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified time frame? Describe the process, outreach plan, and timelines.
While all program options will be explained to parents, at the current moment, our school only offers the freestanding ENL program. All parents will be given the parent survey and program selection form in their home language. If it so happens that they request a program we are unable to provide, we will reach out to the affinity group field support center to support placement. If surveys are not returned, we will follow up with a phone call and letter once a week. All parent survey information collected will be entered into an excel sheet and then submitted into the appropriate ATS allocation. All correspondence will be in the parent's preferred language.
- Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
N/A - Only free standing ENL is provided. Parents complete the survey/ program selection form at the orientation. If parents take the form home, they are reminded to return it within 5 school calendar days with a follow-up phone call.
If surveys are not returned, we will follow up with a phone call and letter once a week. All parent survey information collected will be entered into an excel sheet and then submitted into the appropriate ATS allocation. All correspondence will be in the parent's preferred language.
- Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A reminder letter will be sent home if the selection form has not been returned within 5 school calendar days. A spreadsheet will be created to monitor letters that have been sent and returned, as well as contacts made with parents. All parent survey information collected will be entered into an excel sheet and then submitted into the appropriate ATS allocation. All correspondence will be in the parent's preferred language. Additionally we will offer a parent breakfast to make sure all of the forms are submitted to create incentive for parents.
- Describe how your school ensures that placement parent notification letters are distributed.
The ELL Liaison prepares and sends home the letter to parents and follows up with a phone call. All correspondence will be in the parent's preferred language
- Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ELL Coordinator will submit student files to the school secretary who will archive student files from middle school with ELL documentation. New files are created for new-coming students. She also enters the information into ATS and the ELL Coordinator will refers students for the NYSITELL exam.
- 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.

After reviewing the ATS reports at the beginning of each new semester and school year to determine which students need the NYSESLAT, teachers receive professional development for training to administer the test. NYSESLAT exams are ordered by the school test coordinator according to the amount of ELL students enrolled in the school. Students are given three days of the week to complete their NYSESLAT exams, each day completing a separate session booklet. Additional make-up days are provided to accommodate absences. Teachers also use professional time to complete the speaking portion of the NYSESLAT. ATS reports will determine eligibility.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL Liaison prepares and sends home the letter to parents and follows up with a phone call. The secretary maintains a spreadsheet with updated information regarding contact made with parents. All correspondence will be done in the parent's preferred 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).

We are currently providing the services needed based on the parent surveys and program selection forms that they have completed over the last two years. Being a new school we have serious budget and space issues, but we have hired two ELL service providers to support the programs that we currently list.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Instruction for ELLs is provided in homogeneous groups, by relative proficiency level. Content and lesson plans are structured and tailored according to the students' levels
Stand Alone Model: 1 unit of study for 180 minutes for entering students and .5 unit of study in ENL for 90 minutes
Integrated ENL model 1 unit of study in ENL/ELA for 180 minutes and 1 unit of study in ENL/ELA for 180 minutes
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ELL students receive different amount of instructional minutes based on their proficiency level. ELL students will have an alternate schedule where they can receive ENL class in place of literacy class. Students with lower proficiency levels who require a greater number of instructional minutes also take part of a blended online module that includes additional speaking, reading, and writing practice and exposure through programs such as Rosetta Stone and IXL-Language Arts.
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. Teachers are responsible for translating documents as well as providing scaffolded activities and questions. Google Translate is also utilized to meet the needs of ELL students with monolingual staff. Students are provided with ipads or laptops to facilitate their inclusion and participation in classroom discussions and activities.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Informal assessment of home language by bilingual teachers; analysis of classwork collected in the home language; additional protocol to be established to evaluate students' home language
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Periodic-practice NYSESLAT sessions in all four modalities; informal assessment by classroom teachers of class and homework submitted by ELL students. This will specifically happen in September, January, March and June. Each of these data collection periods will be monitored using a rubric created by our ELL department.

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

Create material to meet students at their level of understanding including pictures, graphic organizers, multimodal materials, technology that supplements language acquisition, and use home language to build their vocabulary.

- b. Newcomer -

Scaffold instruction using home language to build their academic vocabulary, translate documents, and use of multilingual word walls.

- c. Developing-

Assessments are provided in their home language as well as English so that students can translate the academic content. We also provide bilingual glossaries. Students are also provided with modifications on assignments, as well as additional support by meeting with their content and ESL teachers to improve their craft.

- d. Long Term-

We use school-wide focus on reading, writing, and speaking skills to develop meta cognition and meta-linguistic skills

- e. Former ELLs up to two years after exiting ELL status-

All previous strategies are available if needed, and will be used depending on student need to understand the content..

Additional support in grammatical and morpho-syntax.

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.

Students are programmed in homogeneous groups for ELL courses so that ELL status does not affect their full program.

Changes would be reflected in elective courses, such as literacy -vs- ENL.

The Re-identification Process consists of the following steps: 1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). 2. School reviews all documents related to the initial or re-entry identification process detailed above. 3. School reviews the student's work in English and in the home language. 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. 5. School consults with parent or guardian. 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. 11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2 Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the

superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Teachers use bilingual glossaries, google translate for oral and written activities, multilingual word walls, and create scaffolded assignments with focus on whole language development.

Below is a supporting document that is staff is given.

Below are some of the accommodations it is their **right** to receive:

- *All ELLs get extended time (time and a half) on major projects and assignments. This includes major project deadlines as well as in-class tests/quizzes. ELLs should also get extended time when answering any oral assessment content questions.*
- *All ELLs are entitled to a bilingual/English dictionary on major tests and assignments, including the Regents Examinations Please note that they are **not** entitled to an English-only dictionary*
- *When doing oral examinations, ELLs should be read the questions/passages aloud multiple times, as in the Regents*

Below are some accommodations that we **recommend**:

- *Many ELLs struggle with English grammar and punctuation. Allow ELLs to complete extra drafts and give them explicit grammar corrections so that their ideas are not marred by their language skills.*
- *Sit ELLs next to bilingual peers or have bilingual peers sit in on their presentations, if possible. Allow these peers to translate questions/assignments for low-level ELLs.*
- *Modify assignments for low-level ELLs. For example, if the class is writing a 4 page essay and you have a beginner ELL who is struggling with English, their assignment could be to write one, strong paragraph in English. If you are doing a Science experiment and they need to do a several-page write-up, allow beginner ELLs to demonstrate their understanding in a different way, and modify the length expectations of the write-up.*

Below are some accommodations you should **avoid**:

- **Do not allow ELLs to translate huge passages of their work via an online translator.** *This often results in a nonsensical text and is not helping them learn English. Instead, allow them to use online translators to translate individual words, when they are at a level at which they can provide some words in English themselves*
- **Do not allow ELLs to copy from their peers.** *Often beginner ELLs will attempt to do this in groupwork. Instead, encourage ELLs to write whatever they can in whatever language, and then have their peers (or you) help to translate and revise it.*
- **Do not set low-expectations for ELLs.** *They should be working hard in your class. Give alternative assignments instead of simply cutting assignments. If you have modified the length of an assignment, make sure they are putting in a similar amount of work as their peers by requiring multiple drafts and deep thinking in their work. Call home when they are not participating, just as you would for any other ELL. Bilingual office staff and Team 5 teachers can help make these phone calls. You can also use the DOE's translation hotline: 718-752-7373 ext. 4.*

Special Accommodations for Beginner Level ELLs

Every spring, all ELLs are given the NYSESLAT exam, which determines their official level of English proficiency.

Newcomers (students who came to this country less than a year ago) and beginner level ELLs (as determined by the NYSESLAT) are allowed special modifications at FHS:

- Beginner ELLs are allowed to complete 9th and 10th grade portfolios in their native language and/or a mix of their native language and English. If possible, they should be put in groups with facilitators and peers who speak their native language
- Beginner ELLs are allowed to complete the work presented and content knowledge section of their panels in their native language, with a facilitator who speaks their native language. They should still be writing their papers and cover letters in English, for all subjects.
- It is important to recognize that beginner ELLs will have a different role in your classroom than other students. You need to modify assignments for them to be successful. This does not mean that you need to translate all assignments into their native language. Instead, you should play around with some of the following ideas:
 - Sit them in heterogeneous groups with higher-level bilingual students

- Allow them to use dictionaries and online translators to access the material
- Modify the length of written assignments to fit what each student is capable of
- Give lists of sentence starters to help students begin the writing process in English
- Allow peers to translate written and verbal instructions for them
- Try to include multiple intelligences in your lessons – don't just rely on verbal and written skills. (For example, many ELLs feel most successful when completing math projects, hands-on science experiments, or activities that involve music or visuals)
- Put Spanish subtitles on any movies you show
- Give ELLs a preview of the material the day before, through pictures or their native language, so that they can participate fully despite the language gap in the following day's lesson

REMEMBER!!!

*****Many ELLs also receive Special Education services. Make sure you are also adhering to the modifications they are guaranteed on their IEPs.**

*****Beginner ELLs often go through what is called a “silent period.” This period can last up to a year and is usually marked by a reluctance on the part of ELLs to speak in English, aside from several short phrases. This is normal and does not mean that ELLs are not learning English! Be patient, and most students will begin to speak gradually and will surprise you by how much they have picked up.**

*****Over-the-phone translation services are available for free from the Department of Education. Call their translation hotline at 718-752-7373 ext. 4.**

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?

As a community, UASGC values an inclusion model, but we also recognize that students might struggle as a part of this process, especially several of our students come from a school environment that is called “Special Class” or “Self Contained” meaning they are in a small class with the same group of kids and the same teacher all day. Although there are benefits to this experience as it pertains to skills, it is not suppose to be a place where students stay forever. Remember a student can't BE special ed because special education is a service, they receive special education services with the goal and intentions of entering the least restrictive environment for their needs. Scheduling allows students to have multiple program settings in one IEP, for example, they may need Pull out/Push in for Math, but ICT for English. In Science, the young person may need no support at all.

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

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

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

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

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

NYSED.gov

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

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CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

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

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

NYSED.gov

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

Chart 5.3

Home Language Usage and Supports

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

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

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELL students use the IXL application to meet CC Learning Standard needs for Math and ELA. Global History and Science CC standards are met through the use of google documents and Google Translate to communicate in oral and written forms.
The ELL department will support the grade teams in understanding and knowing how best to support the students in their classes.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students receiving ENL instruction have shown significant growth throughout the year, as evidenced by class and homework submitted to classroom teachers and the specific assessments. Grammaticality, sentence structure, and pronunciation have improved and vocabulary size has grown. The ENL Program in our school is at its initial stages. As we continue to grow into a full high school, we will have more resources for teachers and students to be successful.
12. What new programs or improvements will be considered for the upcoming school year?
IXL in Math and Language Arts, and Hampton Brown- The Edge for literacy
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students have the opportunity to sign up for the Big Brothers Big Sisters mentoring program, sports teams, variety of enrichment activities after school, Saturday Academy activities, and special focus to allow students to participate in field day activities. ELL students are provided interpretation/translation of all documents regarding any enrichment opportunities.
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.
Rosetta Stone and IXL are used to provide supplemental practice to help students develop their reading, speaking, and writing skills. In addition, students carry ipads and laptops to support their learning and communication with their teachers. Bilingual dictionaries are provided for each student.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language is utilized to build students' academic vocabularies. Materials provided to students are provided in their home language. Home language is also used to scaffold instruction. Documents are translated, and multilingual word walls are utilized. Assessments are provided in their home language as well as English so that students can translate the academic content. We also provide bilingual glossaries. Students are also provided with modifications on assignments, as well as additional support by meeting with their content and ESL teachers to improve their craft.

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

The school utilizes the students' home-language academic level as well as their NYSITELL, NYSESLAT, and DRP exams to establish the grade level (in English) at which students are functioning, and use scaffolds as necessary to ensure the growth of these students.

From our Grading Policy Intervention Document, students can request the following accommodations:

Homework:

- Depending on the assignment and their workload in all classes, some special education students may not have the stamina to complete an assignment at the same level as their peers. They can be given an opportunity to revise their assignment if they wish to earn a higher grade.

Formative Assessments:

- Quizzes: Students need to mark at the top of the paper that they did not have time to complete it and then come after school or during lunch. You can also allow them to multi task during the next part of the lesson if that works for what you are teaching, without announcing it to the class. Just give the student a "look" saying, "Keep working, you're doing good"
- Oral Presentations: Never rush them to complete the presentation. If they are struggling due to being nervous, you can ask them to videotape it or complete it in a smaller group setting at a later time.
- Reading and Writing: They may require additional time after school or during lunch to finish the assignment.
- Revision: The majority of our students require two to three drafts of a paper to get a passing score. With ELL students, it may take them 5 or 6. If they choose, they can continue to revise (even for a formative assessment)
- Please note: STUDENTS ARE REQUIRED TO TURN IN DRAFTS EVEN IF THEY ARE NOT COMPLETE. (in other words, they can't just "do nothing" and then say "I get extended time" and expect that to happen. The Drafts serve as benchmarks to EARN extended time to get to the next round.

Summative Assessments

- In Class Essay: They may require additional time after school or during lunch to finish the assignment.
- Test: Some need a separate location or additional time. They must get this in order to be in compliance with their IEP.
- Project/Paper: Revision: The majority of our students require two to three drafts of a paper to get a passing score. With ELL students, it may take them 5 or 6. If they choose, they can continue to revise (even for a formative assessment)
- Please note: STUDENTS ARE REQUIRED TO TURN IN DRAFTS EVEN IF THEY ARE NOT COMPLETE. (in other words, they can't just "do nothing" and then say "I get extended time" and expect that to happen. The drafts serve as benchmarks to EARN extended time to get to the next round.

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).

When students first enter the school a multidisciplinary team meets with the student. The school administrator, guidance counselor, secretary, and ESL/ENL teacher meet with the new student and provide orientation in a small group setting designed specifically for ELL newcomers. The new student is paired up with another student who speaks the native language/dialect. This student will help the newcomer assimilate into the school community. Staff uses technology such as Google Translate to inform the student regarding rules, regulations, and every-day procedures of the school. If no one who speaks the native language is available, an interpreter is hired for the day. New-coming ELL students are given pictorial props to express basic needs, such as using the bathroom. I pads and laptops are also provided for students to aid and foster communication.

19. What language electives are offered to ELLs?

French and Spanish

20. For schools with dual language programs:

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

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 Select teachers will be sent to DOE for PD and will then be expected to share the training with the rest of the school staff (inclusive of Admin, guidance counselor and office staff; we do not have a parent coordinator or paraprofessionals at this time)

Instructional Focus:

Developing students' capacity for writing argumentatively and responding argumentatively, while ensure that students have the opportunity to read, write and speak consistently within daily classroom instruction.

Theory of Action:

- ✓ Instructional practice impacts student learning
- ✓ When we, as a school community, focus on students' reading, reading, writing and speaking, student reading levels improve, as measured by the DRP assessment
- ✓ Students need to write and speak daily to improve their writing and response
- ✓ Adult team work impacts student achievement

By June 2016, we will see the instructional focus in action through...

- ✓ All teachers' practice will be rated Effective or Highly Effective in Components 2a, 2d, 3b, 3c and 3d in all classroom observations and intervisitations
 - ✓ Reading, writing and speaking will be consistently evident across all classrooms in all observations and intervisitations and also be reflected in out-of-classroom experiences for students, including Town Halls, Open Mic events, professional networking and other work-based learning experiences
 - ✓ Student work in notebooks, on bulletin boards and observed in classrooms will evidence the instructional focus of developing students' capacity for argumentative writing and response. Teacher feedback on all posted student work and provided to students in observations will be aligned to common rubrics to evaluate student argumentative writing and response.
 - ✓ Analysis of student work will show marked progress for the majority of students in their capacity for argumentative writing and response, based on the UASGC common rubric for argumentative writing
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?
 UFT provides workshops for teachers of bilingual students; Urban Assembly Network workshops, and DOE workshops
 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

State exams scores and NYSESLAT results; Student file pertinent to language (Home Language Identification Services)

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.

The PD committee will establish professional development opportunities within the school and ENL teachers will be sent out to receive additional PD. This will be focused on how to engage our ELLs in argumentative discussions and improve their writing.

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?

Grade-team meetings and parent-teacher conference meetings are provided throughout the year. Bilingual Spanish teachers interpret during conferences, and for other languages we use DOE translators.

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.

A summary of parent outreach will be logged into Jupiter Grades. This includes logs of phone calls, person meetings, letters, and emails. This will be completed by our Jupiter Grades Coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Translate documents and communication, Thanksgiving Pot luck, talent shows to promote cultural diversity, offered to chaperone on trips, teacher availability during parent outreach to discuss student progress. We don't currently have a parent coordinator, so this work will be shared by the Admin team. We will use the DOE translation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is currently working on building a program where we can provide workshops and services to parents. Bilingual translators or interpreters will be available at parent workshops. Resources will also be available in parents native language. We don't currently have a parent coordinator, so this work will be shared by the Admin team. We will use the DOE translation services.

How do you evaluate the needs of the parents?

Parent Surveys created by the school and through one-to-one conversation between parent-school staff. We don't currently have a parent coordinator, so this work will be shared by the Admin team. We will use the DOE translation services.

5. How do your parental involvement activities address the needs of the parents? The parents would choose and suggest areas of need for additional support at home, and teacher recommendations according to student progress in their content. We don't currently have a parent coordinator, so this work will be shared by the Admin team. We will use the DOE translation services.

D. Additional Information

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

School Name: The Urban Assembly School for Global Commerce **School DBN:** 05M157

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)
Erin E. Gehant	Principal		12/17/15
Jeffrey Galaise	Assistant Principal		12/17/15
None	Parent Coordinator		12/17/15
Esther Fragosa	ENL/Bilingual Teacher		12/17/15
	Parent		12/17/15
	Teacher/Subject Area		12/17/15
	Teacher/Subject Area		12/17/15
	Coach		12/17/15
	Coach		12/17/15
Sierra Jerez	School Counselor		12/17/15
	Superintendent		12/17/15
	Borough Field Support Center Staff Member		12/17/15
	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: 05M157 School Name: The Urban Assembly School for Global Commerce
Superintendent: Fredrick 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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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.

When parents first come to the school, they go through an interview process with the Secretary, ENL Teacher, and the ENL Teacher will identify the parents' native language and secretary find translator if needed. In the case the school does not have a translator, then we hire one from the DOE.

Parents fill out the Blue Cards with their native language.

The school is also provided with the parent's native language in ATS.

We have teachers and parents that help us with the school's written and oral interpretation.

We also have staff members that speak to parents and help make phone calls in the parents' native language.

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

Spanish, Arabic, Fulani, French, Mandingo, Haitian Creole

Part B: Creating a Communications Calendar

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

Beginning of the Year:

Calendars, after-school program information, conference announcements, general overview of student curriculum,

Ongoing:

Principal newsletters, invitations to school functions and field trips, parent-teacher conference, Saturday Regents Pre information, New York State testing dates, letters from teachers, Partnership Coordinator, and College and Career

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.

Beginning of Year:

Initial Enrollment Interview, Teacher- Advisory (TA) nights, curriculum nights,

Ongoing throughout the Year:

Parent-teacher conferences, Special Education meetings to discuss IEP's, meetings with school grade teams (round school leaders/ guidance counselor.

Informal Interactions:

Attendance Team and Attendance teacher calls home to inform parents that their child was late to school. In the case of chronic attendance issues, parents are then called to school.

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.

Permission forms and other official DOE documents are printed in parents' language, as long as they are provided by the school. If they are not, they are then given to someone else to be translated.

At the current moment we use human resources (staff and parents) to help us translate.

Google Translate and Microsoft Office Translators are also a resource used by the staff.

When students first enter the school they are given a package with the Bill of Parents' Rights and Responsibilities, In Safety Plan Procedures, General School Information, and Student Contracts in their language.

School documents along with their translated versions are prepared before meeting with parents throughout the year.

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

Interpretation is usually provided through school staff and parent volunteers. If needed, we would hire an outside vendor through the Translation and Interpretation Unit. During parent meetings, a bilingual staff member will sit in to interpret.

In the case of a counseling session, the Guidance Counselor will interpret the session in Spanish or a DOE interpreter will interpret the session.

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.)

Professional Development will be provided by the ELL Committee and information will be provided to the staff about and procedures. This includes: Interpreter contact list, use of the NYC DOE website to find translated documents (p curriculum info), use of Google translate application for parents and during instruction.

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

Parents Bill of Rights, interpretation notice signs and safety plan procedures are all given to the parents when they first visit the school and go through the interview process with the ENL teacher. If translation services are needed, an additional staff member can provide support. Translation will typically be provided by the school's guidance counselor. These are the same resources used throughout the year to communicate with parents via telephone.

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 and informal interviews