

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**02M305**

**School Name:**

**URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW, THE**

**Principal:**

**ALISON BREEDY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Urban Assembly Academy of Government and Law School Number (DBN): 02M305  
Grades Served: 9,10,11,12 and SE  
School Address: 350 Grand Street, 3<sup>rd</sup> Floor, Manhattan, New York 10002  
Phone Number: 212-505-0745 Fax: 212-254-3163  
School Contact Person: Emily Woods Email Address: [Ewoods@uaagl.org](mailto:Ewoods@uaagl.org)  
Principal: Alison Breedy-Johnson  
UFT Chapter Leader: Stephanie Luzzi  
Parents' Association President: Kathleen Paul  
SLT Chairperson: Gladney Nose  
Title I Parent Representative (or Parent Advisory Council Chairperson): Kathleen Paul  
Student Representative(s): Napalya Dewar  
Genecis Rodriguez

**District Information**

District: 2 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, Room 708, New York, NY 10001  
Superintendent's Email Address: [Fwalsh@schools.nyc.gov](mailto:Fwalsh@schools.nyc.gov)  
Phone Number: 212-356-3754 Fax: 212-356-7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan (District 2) Director: Yuet M. Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, Manhattan, NY 10001  
Director's Email Address: [Ychu@schools.nyc.gov](mailto:Ychu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 212-356-7564

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alison Breedy-Johnson	*Principal or Designee	
Stephanie Luzzi	*UFT Chapter Leader or Designee	
Kathleen Paul	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Kathleen Paul	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Napalya Dewar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Genecis Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gladney Nose	Member/ UFT	
Michael Thayer	Member/ UFT	
Tiffiney Davis	Member/ Parent	
Tamara Dewar	Member/ Parent	
Patricia Williams	Member/ Parent	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

At The Urban Assembly Academy of Government and Law (AGL), we are preparing students to be successful in life beyond high school. As a college and career readiness high school, and a school that promotes social justice, we are committed to ensuring that all students are matched with a post-graduation opportunity. Whether students enter the world of higher education or the job market, we are equipping them with the academic and social skills needed to excel.

At AGL, we serve a very diverse population of learners and believe that all students can and will be successful if they are taught essential skills needed to be successful. We also believe that in order for students to excel in the world at large, they need to be able to communicate effectively, think critically to be able to solve a problem, collaborate with others, be resilient and be independent.

AGL has several partnerships with outside organizations that support us in realizing our vision. Our longest standing partner is Henry Street Settlement. Henry Street Settlement offers our 9th grade students a comprehensive bridge to high school program that provides targeted academic support (including small group instruction and academic counseling), social and emotional support, and extra curricular activities. The intense support that this bridge to high school program provides ensures that every 9th grade student receives one on one support that has led to the majority of our students being successful in their freshmen year of high school. In addition to the bridge to high school program, Henry Street also provides attendance support for chronically absent students in 9th and 10th grades through its Freshmen Success and Sophomore Scholars programs.

In addition to Henry Street Settlement, we also have partnerships with Street Law Inc., the law firm Seward and Kissel and the New York County District Attorney's Office. These partnerships provide our students with opportunities to learn more about the law field through participating in moot court and mock trial competitions, federal court and state court visits, and debate competitions about various topics. These enriching and real life experiences help to further develop our students' skills so that they are prepared for the larger world.

When students graduate from The Urban Assembly Academy of Government and Law, we want them to be able to say that they graduated from a school with high expectations for student achievement both academically and socially. We want them to also say that they were provided with the academic and social skills, through real life and hands-on experiences, needed for their next step in life, and, most importantly, that there was at least one person in the school who really knew them well and helped them plan for their transition.

At The Urban Assembly Academy of Government and Law, we are planting the seeds for future success.

During the 2014-2015 school year, we focused on the following goals:

1. Improving student literacy by increasing the number of students who are reading on grade level.
2. Designing a rigorous, common core aligned curriculum by having teachers create common core aligned units of study across all content areas.

3. Improving overall attendance average by reducing the percentage of students who are severely chronically absent and chronically absent by 5% and increase the number of students who have satisfactory attendance by 5% by June 2015.

We made significant progress towards achieving our instructional goals. Last fall, we increased the amount of reading and writing that was happening across all classrooms by having students read non-fiction and informational texts and write for argument in all content areas. Additionally, we incorporated the use of literacy strategies across all classes to give students' access and to help them make meaning of the texts. Lastly, we implemented a web based reading intervention program to support our most struggling readers. We administered the Degrees of Reading Power (DRP) three times throughout the school year to measure the effectiveness of the literacy work that we embarked on. As a result of our literacy work, we increased the number of students reading on grade level by 23% and decreased the number of students reading below the 25 percentile nationwide by 14%.

In addition to our literacy focus, we set a goal of having 85% of teachers create common core aligned units of study that will culminate in a common core aligned assessment. We have achieved our goal of having our teachers create common core aligned units of study.

Based on the work that we did during the 2014-2015 school year, we will continue to make literacy a priority until we have 100% of our students reading on grade level and a logical next step to our common core work is to further develop and improve our formative assessment practices.

## 02M305 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	328	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	3	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.6%	% Attendance Rate			86.2%
% Free Lunch	75.8%	% Reduced Lunch			7.1%
% Limited English Proficient	4.9%	% Students with Disabilities			17.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			40.5%
% Hispanic or Latino	50.0%	% Asian or Native Hawaiian/Pacific Islander			6.1%
% White	3.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.3	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.24
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	62.9%	Mathematics Performance at levels 3 & 4			74.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			85.3%
% of 3rd year students who earned 10+ credits	79.5%	4 Year Graduation Rate			86.7%
6 Year Graduation Rate	85.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

### Part 1 – Needs Assessment

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

Over the last three years, AGL has been successful with getting students to accumulate credits, pass regents exams, graduate from high school and enroll in college as evidenced by our graduation rates. Our graduation rates for the last three years are:

- 2011-2012 - 78.3%
- 2012-2013 - 82.7%
- 2013-2014 – 86.7%

However, less than 50% of our students are meeting the college readiness metric in both English Language Arts and Math.

In addition to exposing students to a rigorous curriculum, it is equally important to create rigorous formative and summative assessments that assess essential content and skills and that require students to demonstrate their understanding of the content. These assessments will help to identify our students specific learning needs, further drive what teachers explicitly teach, and monitor students progress towards mastery.

### 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, 85% of all teachers will design and create formative and summative assessments that assess the essential content and skills for each course and grade level.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Department teams will meet to design a 4-year scope and sequence of the specific content and skills that an AGL student should master in each course. Grade teams will then meet to horizontally align specific themes, content, skills, and law themes that students should master at each grade level and upon graduation from AGL.</p>	<p>Lowest third, highest third, SWD, ELL</p>	<p>5/2015 – 9/2015</p>	<p>Department team leaders, grade team leaders, UA instructional coach principal and assistant principal.</p>
<p>Department leaders and grade team leaders will meet to make revisions to the current AGL Unit Plan Rubric to align with the new 4-year scope and sequence. Department teams will meet to revise unit plans to align with the new AGL 4-year scope and sequence. Grade teams will then meet to further revise unit plans to incorporate grade specific content, skills and themes.</p>	<p>Lowest third, SWD, ELL</p>	<p>8/2015 – 6/2016</p>	<p>Department team leaders, grade team leaders, department teams, grade teams, UA instructional coach, principal and assistant principal</p>
<p>Department and grade teams will meet to create formative and summative assessments that specifically assess and align with the content and skills for the course and the grade. Teams will also create grade specific rubrics that will be used to provide content and skill specific feedback to students.</p>	<p>SWD, ELL and students in the highest third</p>	<p>8/2015 – 6/2016</p>	<p>Department teams, grade teams, UA instructional coach, principal and assistant principal</p>
<p>The AGL 4-year course and grade scope and sequence will be communicated to both students and parents at the beginning of the school year so that they know what exactly a student must master to successfully complete a course and grade. It will be communicated to students on the first day of each semester and it will be communicated to parents at open school night in September. It will also be communicated via our online grading system so that parents and students can monitor their progress towards mastery.</p>	<p>Lowest third, highest third, SWD, ELL</p>	<p>8/2015 – 6/2016</p>	<p>All teachers, principal and assistant principal</p>

**Part 4 – Budget and Resource Alignment**

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

- School will use TL Fair Student Funding to fund per session for teachers to attend summer retreat.
- TL Fair Student Funding will be used to fund program chair position who will create a schedule that will support meeting time for teachers to participate in and do this work.
- TL Fair Student Funding will be used to pay teacher per session for additional hours to complete this work.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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, teachers will have created daily, mid-unit and end of unit assessments for each unit of study that they have taught up until this point that aligns with the 4-year scope and sequence and that assesses the content and skills specific to each course and grade.

**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.

Since the school’s inception in 2005, AGL has struggled with maintaining high attendance. Although AGL has increased its average yearly attendance to between 86.2% and 87.3% over the last three years, we have yet to meet our ultimate goal of at least 90%. The school has incorporated several programs and systems and structures to increase student attendance. We work very closely with Henry Street Settlement, a community based organization that has worked very closely with our severely chronically absent and chronically absent students in both 9<sup>th</sup> and 10<sup>th</sup> grades. Additionally, we have a Student Support Team that meets weekly to review attendance data, targets small groups of students to provide supports to students and to identify interventions for our students who struggle both academically and socially.

During the 2014-2015 school year, we also had an 18% increase in the number of principal and superintendent suspensions that students received.

We believe that in order to further improve student attendance and decrease the number of school suspensions, students must feel vested in our school community. Our theory of action is, if we increase student engagement in our school community, then students will want to attend school and interact with our school community in a positive manner.

### **Part 2 – Annual Goal**

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

By June 2016, AGL will reduce the percentage of students who are severely chronically absent by 5% and increase the number of student who have satisfactory attendance by 5% by increasing student engagement in our school community.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Grade team leaders will create a 4-year advisory curriculum and weekly lessons that supports the social emotional development of our students in each grade. Grade teams will also identify specific community service activities and field trips for each grade level.</p>	<p>Lowest third, highest third, SWD, ELL</p>	<p>5/2015 – 6/2016</p>	<p>Grade team leaders, UA Director of Youth Development, assistant principal and principal.</p>
<p>School Culture Committee will implement a modified Positive Behavior Intervention Supports (PBIS) program that will focus on communicating effectively as a school community. The program will include explicitly taught lessons on effective communication, incentives and celebratory activities with students, staff and parents.</p>	<p>Lowest third, highest third, SWD, ELL</p>	<p>5/2015 – 6/2016</p>	<p>School Culture Committee, teachers, parents, assistant principal, and principal.</p>
<p>Principal and partnership coordinator will collaborate with our new law partner Seward and Kissel to plan a year long series of law themed activities and events including court visits, moot court, mock trial, workshops, etc.</p>	<p>Lowest third, highest third, SWD, ELL</p>	<p>5/2015 – 6/2016</p>	<p>Principal and partnership coordinator.</p>
<p>Work in collaboration with the Urban Assembly’s Student Opportunities Department to identify specific enrichment opportunities for our students.</p>	<p>Lowest third and SWD.</p>	<p>7/2015 – 6/2016</p>	<p>Principal and partnership coordinator.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• School will use TL Fair Student Funding to fund per session for teachers to attend summer retreat.</li> <li>• TL Fair Student Funding will be used to fund programmer chair and school culture committee positions.</li> <li>• TL Fair Student Funding will be used to pay teacher per session for additional hours worked to plan Positive Behavior Intervention Supports (PBIS) program, advisory curriculum and additional activities.</li> <li>• TL Fair Student Funding will be used to pay for incentives and after school activities for students.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>	<p><b>Title I TA</b></p>			<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>

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

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

By February 2016, we will reduce the percentage of students who are severely chronically absent by 2% and increase the number of student who have satisfactory attendance by 2%. At least 50% of our students will have engaged in at least one or more law themed activity, community service activity or other extra curricular school activity.

**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.

During the 2014-2015 school year, AGL revitalized and restructured its teacher team structure. We established both department teams and grade teams that met on a weekly basis to engage in professional development, unit planning, common core gap analysis of unit plans and analyzing student work products. Our teacher team model was an Area of Celebration during our 2014-2015 Quality Review. It was noted in the Quality Review report that "Teacher collaboration in structured inquiry supports the alignment of instruction with the school’s goals, and results in improved teacher practice and progress towards goals for groups of students."

In order to deepen teacher leadership and involvement in our school, we realized that we needed to have more teacher voice in the instructional decisions in our school and in the development of our professional development offerings. Previously, most of the professional development during the 2014-2015 school year was planned and led by school administration.

We realized that in order to meet the various individual professional development needs of our staff, we need to offer a variety of professional development offerings and include more teacher voice and involvement in the process.

### Part 2 – Annual Goal

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

By June 2016, teacher leaders will create and implement a professional development plan that builds teachers' capacity to implement effective assessment practices that will result in a 4% increase in teachers improving one performance level reflected in Danielson component 3d Using Assessment in Instruction.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>As a staff we will review observation data, responses from the End of Year Conferences Questionnaire, and OORS data to identify professional development needs of staff.</p>	<p>Teachers</p>	<p>6/2015 – 6/2016</p>	<p>Principal, assistant principal, teachers, out of classroom staff members.</p>
<p>School leaders will create a differentiated professional development plan in instructional cabinet and grade team leader meetings. Department and grade team meetings will be used to address the professional development needs of each member of the team.</p>	<p>Teachers</p>	<p>6/2015 – 6/2016</p>	<p>Teachers, principal, assistant principal.</p>
<p>Additional professional development opportunities will be provided to staff outside of teacher team meeting time and will include lunch and learns, learning walks, Urban Assembly professional development opportunities, coaching, and visits to other schools.</p>	<p>Teachers</p>	<p>6/2015 - 6/2016</p>	<p>School leaders</p>
<p>Staff members who have a best practice or who are interested in a specific topic will plan and facilitate the professional development session.</p>	<p>Teachers</p>	<p>6/2015 - 6/2016</p>	<p>School leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• School will use TL Fair Student Funding to fund per session/per diem for teachers to attend summer retreat and other professional development opportunities both during and outside of the school day.</li> </ul>											
<ul style="list-style-type: none"> <li>• TL Fair Student Funding will be used to fund per session for additional planning time for professional development.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, 2% increase in teachers improving one performance level reflected in Danielson component 3d Using Assessment in Instruction.

**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.

In order to achieve and meet our instructional and school culture goals that will improve student achievement, it is important to have key staff members who can be leaders of this work so that it can become embedded in our school community. We realized very early on that this would be a several year process. At the beginning of the 2014-2015 school year, we created an instructional cabinet consisting of all of the department leaders and school administration and a grade team leader team consisting of teacher leaders for each grade and school administration. The purpose of creating these two teams was to create a true distributive leadership model in which teachers became a part of the important day to day decision making around instruction and school culture.

The first year of this model was a great learning experience for our teacher leaders and allowed us to develop a common language and understanding of effective instruction, a positive school culture and the needs of our students. The vision and the foundation of this work was started by the principal and assistant principal in year one. As we move into our second year of this model, teacher leaders in collaboration with school leaders will revise our 3 year plan to fully realize our school’s vision and will identify the instructional and school culture goals for the 2015-2016 school year. In addition, we will look to further develop the leadership capacity of our teacher leaders.

### **Part 2 – Annual Goal**

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

By June 2016, 85% of teacher leaders, including department chairs and grade team leaders will plan differentiated team meetings based on the individual needs of their teams that aligns with the school's instructional priorities.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher leaders will participate in a leadership retreat in which we will reflect on the 2014-2015 school year, review the school's vision, school data and 3 year plan. Teacher leaders will make revisions to the three year plan, come up with next steps for fully realizing the school vision and set instructional and school culture goals for the 2015-2016 school year.</p>		<p>5/2015 – 6/2016</p>	<p>Principal</p>
<p>Teacher leaders will participate in weekly instructional cabinet and grade team meetings to create the professional development plan.</p>		<p>5/2015 – 6/2016</p>	<p>Principal and assistant principal</p>
<p>Teacher leaders will lead and facilitate weekly department and grade team meetings.</p>		<p>5/2015 – 6/2016</p>	<p>Teacher leaders, principal and assistant principal</p>
<p>Teacher leaders will plan, lead and facilitate professional development.</p>		<p>5/2015 – 6/2016</p>	<p>Teacher leaders, principal and assistant principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> <li>• School will use TL Fair Student Funding to fund per session for 9 teacher leader positions. This money is paid to compensate teachers for the numerous hours they devote to attending the two day leadership retreat, weekly instructional cabinet and grade team leader meetings and planning their team meetings and professional development outside of the school day.</li> </ul>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, teacher leaders will have lead 75% of the department and grade team meetings and at least one professional development session with the entire staff.</p>

**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.

At AGL, we have historically struggled with parental involvement in our school community. We typically have low attendance at parent teacher conferences, in our PTA and 19% parent participation on the Learning Environment Survey . We recognize that this is an area that we need to strengthen in order to fully realize the vision of our school.

In a strong effort to increase parental involvement in our school community and strengthen our relationships with parents, our next step is to work closely with community based organizations so that we are able to provide parents with additional resources to support their children.

### Part 2 – Annual Goal

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

By June 2016, there will be a 20% increase in the number of parents who participate in school activities such as PTA meetings, parent teacher conferences, and the learning environment survey.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
During parent teacher conferences in November 2015, parents will complete a survey to identify family needs and interests.	Parents	11/2015	Parent Coordinator, PTA president
Parent coordinator and PTA president will work in collaboration with our partner Henry Street Settlement to connect families to resources that were identified in the survey.	Parents	9/2015 - 6/2016	Parent Coordinator, PTA president, and director of Henry Street Settlement.
Parent Coordinator, Partnership Coordinator and School Social Worker will identify additional community based organizations that can provide resources that align with identified needs in survey and in family meetings.	Parents	9/2015 - 6/2016	Parent coordinator, partnership coordinator, school social worker, principal.

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• School will hire part-time partnership coordinator</li> <li>• Parent Coordinator will be paid overtime for additional hours worked beyond the school day.</li> <li>• Title I will be used to host workshops for parents.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
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By February, 2016 there will be a 10% increase in the number of parents that attend school 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.)
<b>English Language Arts (ELA)</b>	Students' 8 <sup>th</sup> grade ELA scores and DRP assessment administered in September.	<ul style="list-style-type: none"> <li>• Literacy strategies are being incorporated into daily classroom instruction to support struggling readers with making meaning of texts.</li> <li>• Reading Plus will be used for 9<sup>th</sup> and 10<sup>th</sup> grade students.</li> <li>• We will provide small class sizes with each class having 20-25 students.</li> <li>• ICT classrooms: small group, targeted instruction.</li> <li>• 9<sup>th</sup> period mandatory extended day program that includes tutoring, counseling and after school activities for all 9<sup>th</sup> graders</li> </ul>	Classroom instruction, small group instruction and tutoring.	During the regular school day and during 9 <sup>th</sup> period extended day program.
<b>Mathematics</b>	8 <sup>th</sup> grade math scores and a diagnostic exam will be administered in September.	<ul style="list-style-type: none"> <li>• Math Thinking Protocols are used during daily instruction to teach students how to think through how to solve a math problem.</li> </ul>	Classroom instruction, small group instruction and tutoring.	During the regular school day and during 9 <sup>th</sup> period extended day program.

		<ul style="list-style-type: none"> <li>• We provide small class sizes with each class having 20-25 students.</li> <li>• ICT classrooms: small group, targeted instruction.</li> <li>• 9<sup>th</sup> period mandatory extended day program that includes tutoring, counseling and after school activities for all 9<sup>th</sup> grade students.</li> </ul>		
<b>Science</b>	8 <sup>th</sup> grade science scores.	<ul style="list-style-type: none"> <li>• Literacy strategies are being incorporated into daily classroom instruction to support struggling readers with making meaning of texts.</li> <li>• Reading Plus will be used for 9<sup>th</sup> and 10<sup>th</sup> grade students.</li> <li>• We will provide small class sizes with each class having 20-25 students.</li> <li>• ICT classrooms: small group, targeted instruction.</li> <li>• 9<sup>th</sup> period mandatory extended day program that includes tutoring, counseling and after school activities for all 9<sup>th</sup> graders</li> </ul>	Classroom instruction, small group instruction and tutoring	During the regular school day and during 9 <sup>th</sup> period extended day program.
<b>Social Studies</b>	Students' 8 <sup>th</sup> grade ELA scores and DRP assessment administered in September	<ul style="list-style-type: none"> <li>• Literacy strategies are being incorporated into daily classroom instruction to support struggling</li> </ul>	Classroom instruction, small group instruction and tutoring	During the regular school day and during 9 <sup>th</sup> period extended day program.

		<p>readers with making meaning of texts.</p> <ul style="list-style-type: none"> <li>• Reading Plus will be used for 9<sup>th</sup> and 10<sup>th</sup> grade students.</li> <li>• We will provide small class sizes with each class having 20-25 students.</li> <li>• ICT classrooms: small group, targeted instruction.</li> <li>• 9<sup>th</sup> period mandatory extended day program that includes tutoring, counseling and after school activities for all 9<sup>th</sup> graders</li> </ul>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified in student support meetings and by school dean.</p>	<ul style="list-style-type: none"> <li>• Mandated, crisis and at risk counseling provided by school social worker, Henry Street social worker, and social worker interns.</li> <li>• School health center provides medical services and counseling to students as necessary.</li> <li>• The Door Inc., provides workshops for students on healthy relationships.</li> <li>• School social worker hosts a weekly girl's conflict group.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group counseling sessions.</li> <li>• Academic advisement.</li> <li>• Small group workshops such as healthy relationships group in collaboration with The Door and girl's conflict group.</li> <li>• One on one counseling sessions.</li> </ul>	<p>During the regular school day and during 9th period extended day program.</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<ul style="list-style-type: none"> <li>• The majority of UAAGL's staff is currently Highly Qualified, as defined by NCLB. Teachers who are not yet highly qualified are in programs such as the NYC Teaching Fellows and Teach For America programs that will prepare teachers to become highly qualified. Teachers</li>   <li>• To ensure that we recruit highly qualified teachers by attending job fairs such as the UA job fair, the citywide job fair, utilize the DOE's New Teacher Finder, select candidates from other programs such as NYC Teaching Fellows and Teach For America programs.</li> </ul> <p>Teachers are provided with opportunities for leadership roles in our school such as department leaders, grade team leaders, senior advisers, school culture committee members, etc.</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).
<ul style="list-style-type: none"> <li>• All UAAGL teachers, including those that are highly qualified, meet weekly in department and grade team meetings facilitated by instructional cabinet members and grade team leaders. Meeting topics align to the school's instructional goals around developing a four year scope and sequence, improving literacy, and deepening assessment practices</li>   <li>• Instructional cabinet members and grade team leaders participate in weekly meetings with school administrators that are aimed at developing their learning as educators and building their capacity as leaders.</li>   <li>• UAAGL teachers participate in professional development opportunities offered by The Urban Assembly Affinity Group, CUNY and NYC DOE professional developments such as the TLP program.</li> </ul>

### Part 3: TA Schools Only

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

N/A

**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.

The principal and assistant principal meet with the instructional cabinet made up of department leaders and grade team leaders on a weekly basis to discuss curriculum, instruction and school culture. Team leaders receive feedback from their instructional teams regarding assessments so that all teachers have input in the decision making process regarding the use of and selection of multiple assessment measures.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	183,223.00	X	5A, 5C, 5D, 5E, 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,971,117.00	X	5A, 5B, 5C, 5D, 5E, 6

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 Academy of Government and Law**, 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 Academy of Government and Law** 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 1<sup>st</sup> 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 Academy of Government and Law**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>305</b>
School Name <b>Urban Assembly Academy of Gov't and Law</b>		

### 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 <b>Alison Breedy</b>	Assistant Principal <b>Andrea Brand</b>
Coach <b>Marc Engel</b>	Coach <b>Maribel Nieves</b>
ENL (English as a New Language)/Bilingual Teacher <b>Natayla Tomskikh</b>	School Counselor <b>Maritza Samul</b>
Teacher/Subject Area	Parent <b>Kathleen Paul</b>
Teacher/Subject Area	Parent Coordinator <b>Emily Woods</b>
Related-Service Provider <b>Mona Davis</b>	Borough Field Support Center Staff Member <b>Jocelyn Santana</b>
Superintendent <b>Fred Walsh</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	334	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	14	<b>Newcomers</b> (ELLs receiving service 0-3 years)	5	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

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

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	0	0
Integrated Algebra/CC Algebra	1	1	0	1
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	3	1	1	1
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	1	0	1
Geography				
US History and Government	1	0	0	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We use the Degrees of Reading Power Assessment (DRP) to assess the literacy skills of our ELL students. We administer this assessment three times a year in September, December, and May. The assessment in September is used as a baseline assessment and the information gathered is used to identify students' reading levels and the results are used to determine the literacy skills that we will emphasize in instruction. This data provides us with insight about the literacy skills of our ELL students, which when combined with the NYSELAT and NYSITELL scores, provides us with a more holistic picture of our students' skill ability. Our most recent DRP scores (from September 2015) corroborate the NYSELAT scores, which show that 78% of our ELL students fall within the intermediate range and are reading below grade level on the DRP exam. In addition, 22% of our ELL students are advanced according to the NYSELAT exam and are reading on or above grade level on the DRP assessment. These assessments inform the instructional scope and sequence we provide our students. Currently, we provide all 9<sup>th</sup> and 10<sup>th</sup> grade students with two periods of reading and writing instruction. During one of these periods of ELA instruction, our ELLs work with an ESL-certified teacher to receive reading and writing support. In addition, all 9<sup>th</sup> and 10<sup>th</sup> grade students are utilizing Reading Plus, a web based reading intervention program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Our data shows that the majority of our students are intermediate, with only a small percentage who are advanced. There is also a noticeable discrepancy between students' listening/speaking skills and their reading/writing skills. Most of our students score significantly higher in listening/speaking than in reading/writing. There is a direct correlation between the students who are currently intermediate and their regents pass rate. Very small percentage of students who are intermediate have actually passed a regents exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 As mentioned above, we noticed that students did not do as well on the reading/writing section of the NYSELAT. As a result, we are emphasizing reading and writing instruction in all of our classes. Incorporating literacy across all content areas aligns with the common core learning standards. In terms of our AMAO's, we only have a small sample size of students. We only have 14 ELL

students which represent approximately 4% of our student population. However, the data reveals that most of our students are on track to meet our Annual Measurable Achievement Objectives.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

We have had a very small number of students who have taken a regents exam in their native language. Of the students who have taken the Integrated Algebra, Living Environment, and Global History regents exams in their native language, have passed those exams. Because of the very small sample size at our school, it is very difficult to identify any real patterns and trends in Regents exam data. In addition to Regents we administer the Degrees of Reading Power (DRP) three times a year. The data reveals that students still struggle with reading and writing.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
All of our teachers work to provide instruction that meets the various needs of our learners in the classroom. For example, at UAAGL, teachers use students reading levels to identify appropriate texts for students, incorporate various literacy strategies into instruction such as vocabulary rings, user guides and double entry journals to help provide students with access to texts, and use the workshop model of instruction that provides students with extended work time in small groups where students can either learn from each other or so the teacher can provide small group targeted instruction. Our ESL teacher co-plans with teachers to ensure that a child's second language development is considered in instructional decisions.

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).  
We evaluate the success of our programs for ELL students based on a few key data indicators: ELL students earning the credits they need to be promoted and to graduate, ELLs passing the regents exams they need to graduate, and we also measure the effectiveness of our programs based on students' progress on the DRP and NYSELAT exams.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.

Most of our students are already identified prior to enrolling at UAAGL. All students who are new to UAAGL are required to complete a home language survey as part of our school's orientation package. Maribel Nieves, a certified ESL teacher reviews all of the home language identification surveys to identify any students who are required to take the NYSITELL exam. Ms. Nieves administers the exam to students within 10 days of arriving to our school. Students who are new to the NYC Department of Education, are required to complete a home language survey by a certified ESL teacher, Maribel Nieves who then reviews the surveys and if necessary students are required to take the NYSITELL exam within the 10 day period. Ms. Nieves also conducts informal oral interviews in English and in the native language (for Spanish). For other languages we use other pedagogues in our school when necessary.

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).

During the first couple of weeks of school, our school administers the DRP assessment and the NYC ELA Performance Assessment. Teachers review the data from these assessments and identify students of concern who may be SIFE. We currently do not have any SIFE students in our school.

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).

When a student is newly enrolled and they are not from another NYC DOE school, Maribel Nieves, a certified ESL teacher and our program chair interviews the student's parent and/or legal guardian and the student. One of the questions that is asked is whether or not they have an IEP or have received special education services at their previous school. If the student received special education services, the student is referred to Katherine Cifuentes, a certified special education teacher and our special education coordinator. Ms. Cifuentes reviews the student's IEP and coordinates appropriate classroom placement and all related services. Students that are from a school outside of the NYC DOE (that have IEPs) must have an initial evaluation. The special education coordinator initiates the evaluation process. At the conclusion of the evaluation process, Ms. Cifuentes (certified special education teacher) and Ms. Nieves (certified ESL teacher) along with the assistant principal, Andrea Brand meet with the parent to communicate the LPT recommendation for the student. The parent is notified that they have 20 days to accept or decline the recommendation. If a parent does not speak English or Spanish, we utilize other pedagogues in the school building to provide translation services for the parent. Once a student has been identified as being eligible for ESL services, students begin receiving services immediately. The entire process usually takes about 10 school days.

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

Maribel Nieves, a certified ESL teacher and our testing coordinator, prepares entitlement and non-entitlement letters in the parent's preferred language once she informs the parent coordinator when the NYSITELL exam is scanned and scored. Once the scores are known, the parent coordinator distributes the parent notification letter.

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

The testing coordinator who is also ESL certified notifies the parent coordinator once the student has completed the NYSITELL exam and has received the actual score. Upon receiving the score, the parent coordinator ensures that the parent receives an entitlement letter which includes notification that the parent has the right to appeal their child's ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a student enrolls at UAAGL, parents attend an orientation session in June of the preceding year to learn about the school and the ELL services that we offer. In June (or after if they do not attend the orientation session), parents receive an orientation packet that describes the ELL program choices, course offerings and support that UAAGL provides each ELL student in the preferred language of the parent. Maribel Nieves, a certified ESL teacher, conducts individual outreach to ELL families to explain program choices and ensures that they understand the different program choices. We expect that parents will have selected an ESL program by the time the student starts classes, or within the first month of school if there are reasons for delay. Maribel Nieves, a certified ESL teacher, communicates with parents through parent letters, phone outreach and parents meetings throughout the identification and selection process. In the event that a parent survey is not returned, students are placed in a default placement that is a bilingual program. In our school's history, we had not had to offer the bilingual program default both Ms. Nieves and our parent coordinator, Emily Woods, are very diligent about collecting home language identification surveys from all students.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent surveys and program selection forms are distributed at the orientation session in June and by mail. Our parent coordinator, Emily Woods, coordinates distribution, return and storage of these forms. Maribel Nieves, a certified ESL teacher, reviews the surveys and identifies students, and determines eligibility using the following ATS reports: RLAT, RMNR, and RNMR. Parents complete the program selection forms each school year and the documentation is added to their child's records in our main office storage area.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parent coordinator is responsible for ensuring that all parent survey and program selection forms are completed and returned. Most forms are completed during the student orientation held in June of the previous year for incoming students. The parent coordinator also mails the survey and selection forms home and follows up with phone calls to ensure that we receive all of the completed forms.

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

The school's program chair provides a copy of the letter directly to the parent coordinator and the parent coordinator mails the letter home to the parents.

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

All ELL documentation for each child is kept in the student's permanent record.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered to all eligible ELLs during the administration window in the spring of every school year. Maribel Nieves, a certified ESL teacher, reviews the list of NYSESLAT eligible students each year when she orders NYSESLAT exams in the fall

of each year and reviews this list again using the RLAT, RMNR and RNMR ATS reports. She then meets with the principal and assistant principal to set aside time during the school day for students to take all four sections of the NYSESLAT in a secure testing room in the school and we schedule proctors for the exam. We also schedule make-up exams as necessary to ensure that all students take the NYSESLAT exam during the appropriate administration window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Maribel Nieves, a certified ESL teacher, and Emily Woods, the parent coordinator ensure that all documentation and letters pertaining to a student's ELL status is distributed to parents.
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).

Currently, the trend in the parent survey and program selection is that all parents (14) requested free-standing (push-in) ESL services. The program models at our school align with parent requests since all ELLs at UAAGL are currently serviced in free-standing (push-in) ESL program. We currently do not have students whose parents requested more in-depth ESL services, but if that were to happen, the administrative team would evaluate our program choices and seek to accommodate the parents' request to meet the needs of the student.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
ESL instruction is delivered in a push-in model (co-teaching) in ELA classes.
  - 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)?  
We have an ESL certified teacher who delivers instructional minutes in push-in ELA classes as per CR Part 154 to all of our ELLs. This amounts to 45 minutes per day x 5 days a week. In addition, students in 9<sup>th</sup> and 10<sup>th</sup> grade receive two periods of English instruction totaling 450 minutes per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
At UAAGL we use the workshop model of instruction which ensures that lessons are differentiated students. For ELLs, the workshop model provides a significant amount of time of independent and/or small group work time, during which the ESL instructor is able to work with students in small groups to support their language proficiency development. In addition, we are focusing on on literacy development school-wide. Teachers incorporate several literacy strategies that assist all students but especially our ELL students with access to grade level complex texts that align with the common core standards. Some of the strategies that teachers in all content areas use are vocabulary rings (each ring contains 4-7 vocabulary words that will be used throughout a unit of student that provides the definition of the word, a picture of the word, synonym, and an example of how the word is used in a sentence), user guides (Chunks a long text into smaller segments, with guiding questions that help students make meaning of the text, definitions are provided for key vocabulary words that may interfere with students making meaning of the text, and double entry journals that also chunks a text and teaches students how to annotate the text. As part our literacy focus, teachers incorporate non-fiction and informational texts as well as have students writing for argument across all content areas. While our literacy focus is school wide and is designed to support all students, it also provides ELL students with additional support outside of ESL instruction.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 Our ESL teacher ensures that native language assessments are provided as necessary for our ELLs. In addition, our programming chair, who is ESL certified helps to create native language assessments as necessary. For example, when we administer mock Regents exams, we offer ELLs the opportunity to take the exam in their native language and then use the results of the exam to determine if the student should take the Regents exam in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 Our ESL teacher pushes-in to all ELL students ELA class and ensures that students are appropriately evaluated in all 4 modalities of English acquisition throughout the school year. Our ESL teacher aligns her outcomes to the four modalities of English acquisition and conducts in-class assessments to evaluate student progress in each of these areas. In addition, we administer the NYSELAT predictive exam in the fall of every school year, which also assesses students in each of the four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- ESL instruction is differentiated for ELLs partly through the classes they are programmed for. In addition, the ESL teacher differentiates her support for the different subgroups of ELLs in the classes that she pushes into. Because our population of ELLs in each grade level is very small, the ESL teacher is able to provide targeted instruction for each student she works with.
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.  
 Because we are such a small school and use a push in model, a change in status will typically not change the courses that students are in or the support that they are receiving.
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?  
 As previously mentioned, at UAAGL, we are currently focusing on literacy as a school. As part of our initiative, we have implemented several literacy strategies to provide students access to complex, grade level texts that align to the expectations of the common core standards.. These literacy strategies include vocabulary rings, user guides and double entry journals. Teachers also use DRP scores to provide leveled texts to students in class.
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 small school, we are able to provide flexible programming for our ELL-SWD so that they achieve their IEP goals and attain English proficiency with the least restrictive environment. Students with IEPs are typically placed in an ICT setting or class that has a special education teacher who provides SETTS services. This ensures that students are receiving the support that they need to achieve their IEP goals.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

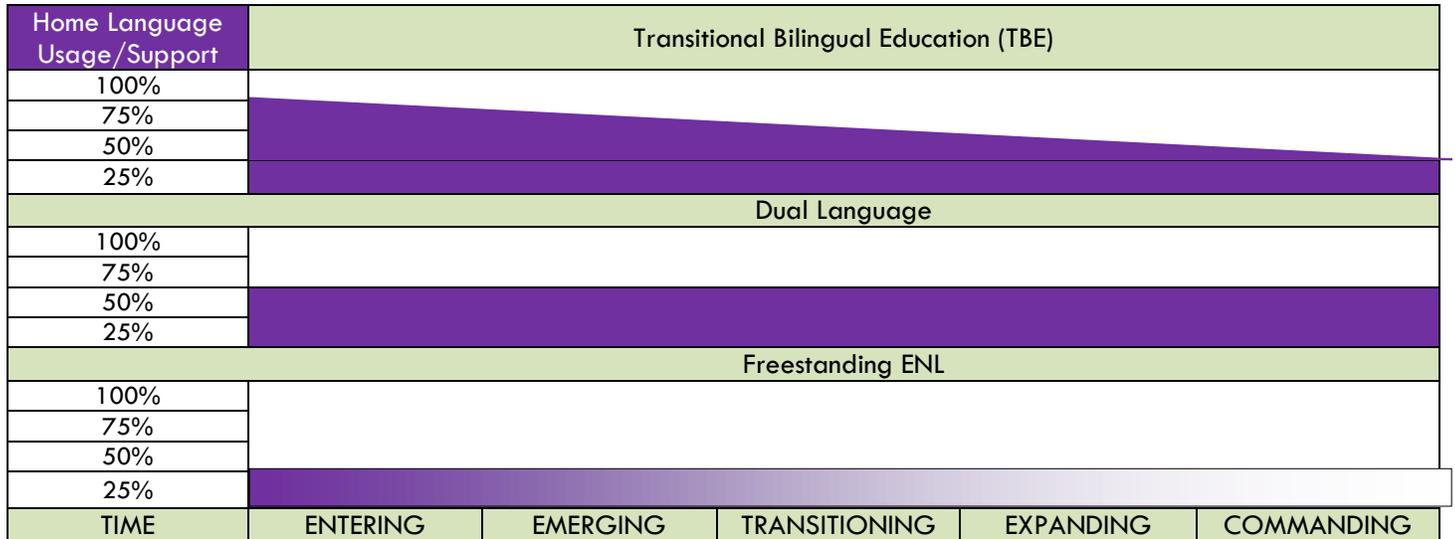


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs currently receive primary instruction through their English class. However, they receive targeted support in other content areas, including social studies, math and science through small group tutoring with the ESL teacher.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on the credit accumulation rate, the NYSESLAT scores and the graduation rate of our ELLs, we believe that our current ESL instructional program is effective in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?  
Currently, we are not considering new programs for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?  
Currently, we are not planning to discontinue any ESL services for the upcoming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs have equal access to all school programs, including after school programs and supplemental services.
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.  
All ELL students have access to mobile laptop carts in their classes, SMART board technology and a computer lab. In addition, ELL students have access to independent libraries which include a range of leveled texts for our students. Our 9<sup>th</sup> and 10<sup>th</sup> grade ELL students utilize a web based reading program called Reading Plus three times a week.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is delivered through the push-in teacher in English classes, as necessary. Currently, the only program model we have is ESL, so native language support is provided through native language assessments and texts as necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services and support correspond to ELL students' ages and grade levels because that support is provided in grade-level classes.
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).  
In June and in August, we have a new student night orientation for all of our incoming students. For incoming 9<sup>th</sup> grade students, we offer an extended day program that offers literacy support on Mondays, extra-curricular activities on Tuesdays, and small group tutoring on Wednesdays that are run by licensed teachers. We expand this offering as needed to upperclass students who are in need of additional support.
19. What language electives are offered to ELLs?  
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.)  
ELL personnel are expected to attend school-wide weekly professional development that we have at our school that focuses on literacy and assessment practices. In addition ELL personnel are expected to attend outside professional development.
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?  
During key points throughout the school year, our program chair and former instructional coach, who is also ESL certified will meet with teachers to provide them with ESL methodology strategies to implement in their classes and further assist ELL students during weekly professional development meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
During key points throughout the school year, our program chair and former instructional coach, who is also ESL certified will meet with teachers to provide them with ESL methodology strategies to implement in their classes and further assist ELL students during weekly professional development meetings. In addition, we offer a 9<sup>th</sup> grade extended day/bridge to high school program that provides targeted academic support to students based on need. ELL students currently receive additional literacy support on Mondays after school.
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.

We currently have weekly professional development meetings on Mondays and Thursday within department and grade teams. In addition, we have all staff professional development several times throughout the month and professional development for ESL teachers on Election Day, Regents week, In-Service Day and on the Chancellor's Conference Day. We maintain a binder that has the school's professional development plan, agendas and attendance.

## 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?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
At the Urban Assembly Academy of Government and Law, in compliance with the Title I mandates, has implemented a parent involvement policy that is aimed at strengthening the relationship between our school, parents and the community. We strive to involve ALL parents in our school community. We invite parents to participate in our PTA and SLT. The parent coordinator reaches out to limited English speaking parents to invite them to our meetings and other school activities and often translates for parents to include them in our meetings to have their voices heard.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We currently partner with Henry Street Settlement. At the beginning of the school year, the parent coordinator surveys parents to identify their interests and needs. Based on the results of the survey we offer workshops in conjunction with Henry Street Settlement and other community organizations.
5. How do you evaluate the needs of the parents?  
Parent coordinator and PTA create a survey that is administered to parents at the beginning of the school year to determine their interests and needs. In addition to this survey, parents complete the home language survey and we use this to determine how to best support our non-English speaking parents.
6. How do your parental involvement activities address the needs of the parents?  
At the beginning of the school year, the parent coordinator surveys parents to identify their interests and needs in conjunction with the PTA president. Based on the results of the survey we offer workshops in conjunction with Henry Street Settlement and other community organizations.

#### **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.

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Breedy-Johnson	Principal		12/7/15
Andrea Brand	Assistant Principal		12/7/15
Emily Woods	Parent Coordinator		12/7/15
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 02M305**

**School Name: Urban Assembly Acad of Gov't & Law**  
**Superintendent: Fred Walsh**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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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 a student is enrolled at UAAGL, the parent coordinator ensures that all parents complete the Home Language Identification Survey either at 9<sup>th</sup> grade orientation or when a parent comes to the school to register their child. The parent's language preference is identified and used to provide both written and oral communication to parents if translation is requested by the parent.

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

English, Spanish and Chinese

**Part B: Creating a Communications Calendar**

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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.)

Welcome Back letter in September  
DRP Testing Schedule Letter September, December and May  
Regents testing letter (January and May and July)  
Parent Teacher Conferences (September, November, March, and May)

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

Curriculum Night - September  
Parent Teacher Conferences (November, March, and May)  
PTA Meetings

### **Part C: Providing Language Assistance Services**

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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.

Translation of documents and face to face meetings will be conducted by in-house school staff. If necessary, we will use an outside vendor for translation & interpretation unit.

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

Translation services will be provided by in-house school staff.

### **Part D: Training Staff on Policies and Procedures**

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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.)

Provide training at an all staff meeting.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will identify parent translation needs using the home language survey and the parent coordinator will reach out directly to parents who may need services but did not indicate it on the home language survey. All pertinent parent communication will be translated and there will always be a staff member available for translation for face to face meetings.

## **Part F: Monitoring and Quality Control**

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

We administer a parent survey at the beginning of the school year to determine parents interests and needs. This survey will include feedback from parents on the quality and availability of services.