

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M307

School Name:

URBAN ASSEMBLY SCHOOL FOR MEDIA STUDIES, THE

Principal:

CORDELIA VEVE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School School Number (DBN): 03M307
Grades Served: 9-12
School Address: 122 Amsterdam
Phone Number: 212-501-1110 Fax: 2125800156
School Contact Person: _____ Email Address: _____
Principal: Cordelia Veve
UFT Chapter Leader: Bridget Muscarella
Parents' Association President: Sophia Crooks
SLT Chairperson: Cordelia Veve
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Agueda Hidalgo
Student Representative(s): Luz Ramos
Latrell Scott

District Information

District: 03 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Borough Field Support Center (BFSC)

Affinity Field Support
BFSC: Center Director: Alexandra Anormeliza
Director's Office Address: 131 Livingston Street - 6th Floor Brooklyn NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cordelia Veve	*Principal or Designee	
Bridget Muscarella	*UFT Chapter Leader or Designee	
Sophia Crooks	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Agueda Hidalgo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Luz Ramos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Latrell Scott	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Loreta Vella	Member/Parent	
Baldwin Pena	Member/ Teacher	
Britney Williams	Member/Student	
	Member/	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement

Urban Assembly Media High School (UAM) is a small college preparatory high school that uses media as a way of engaging students and making their learning relevant to them. Through their interdisciplinary coursework and media studies, students develop the self reflective practices and analytical skills necessary for future success in college and beyond.

Vision Statement

UAM

- UAM students discuss and articulate their self and social awareness. In doing so, students understand who they are and where they come from and use this knowledge to inform how they learn and how they express themselves.

- UAM students engage in a critical dialogue about how to convey a message. They learn to choose the appropriate medium and language to effectively communicate a message, idea or belief. In doing so, students develop self-expression skills that serve them as academics and in their daily lives.

UAM

- UAM teachers create curricula that highlight the connections across subject areas and the relevance to students' lives. As a result, students engage deeply with the topics that they are taught and learn to transfer skills across disciplines.

- UAM students develop media literacy through an integration of media in all courses. Students explore following questions: who is the audience; what is the message; why send this message to an audience? In doing so, students gain analytical skills that support on going academic success and develop into critical consumers of media.

UAM

- UAM students learn to produce projects, productions and exhibits using a variety of different media. In doing so, students develop the skills of planning, teamwork and revising. As students publicly present and defend their work they gain the ability to articulate and defend the process of creation and learn to engage in the practice of self-reflection and group critique.

- UAM students have opportunities to present their learning in a variety of different venues. In doing so, students become engaged in their learning and are empowered, knowing that their ideas and creations can make a difference and have an impact.

UAM

- UAM students have an advisor who serves as an advocate for the student as well as a conduit for information between home and school. Advisors get to know students academically and socially. They develop a relationship with

their advisees so that they can guide and support them and keep the school community apprised of the students' strengths and struggles.

- UAM teachers meet and plan in Grade Level teams so that those who are responsible for educating the same students are able to gain knowledge and insight of the whole student, which they then use to inform their instruction. As teachers work together, the team becomes accountable to one another to fully educate the students they are working with.

Urban Assembly Media High School (UAM) is a small school located on the Martin Luther King, Jr.

Campus. The school was founded in 2004 and has had seven graduating classes. Although located on the

upper westside behind Lincoln Center, the school predominately serves students from Upper

Manhattan and the Bronx. The majority of students entering the school in 9th grade are below grade

level as measured by New York State ELA and Math exams as well as the Degrees of Reading Power

(DRP) assessment administered by UAM three times a year. However, there are also students who

enter UAM on grade level and above, as measured by the same assessments. To increase the diversity

of the student profile, nearly 25% of UAM students have IEPs, over 10% are overage and over 10% are

English Language Learners.

UAM believes that in order to achieve our mission of preparing our students for college and beyond we must focus on: delivering **rigorous instruction**, creating a **supportive environment**, fostering **collaboration among teachers**, enhancing **effective school leadership** and building **strong family-community ties**. In service of these five elements UAM understands that **trust** throughout the community is necessary and is continuously working towards maintaining and enhancing respect across the school community.

In service of **rigorous instruction**, over the past two years, UAM has focused on the development of Authentic Literacy throughout all content areas. Authentic Literacy is understood to be, "purposeful – and usually argumentative – reading, writing, and talking," (Schmoker, 2011). This focus builds on UAM's dedication to developing students' literacy and building their ability to independently complete complex tasks. Furthermore, the focus on authentic literacy supports aligning curriculum to the common core and citywide instructional expectations by: 1. Building upon the expectation that students are provided with a coherent curriculum, with fewer standards, which are explored more deeply through reading, writing and discussion. 2. Developing instruction that provides students with ample time to closely read texts, to discuss them and to write about them. 3. Using standardized lesson formats that align to effective teacher practice set forth in the Danielson framework. While this work has yielded growth in student literacy as measured by the DRP and the ELA performance tasks results on end of year and standardized assessments (Regents Exams, NYC Performance Tasks, AP Exams, SATs) indicate that we must refine the alignment between school based curriculum and end of year and standardized assessments. To further this work, UAM's instructional focus for the year is for teacher to use more frequent assessments aligned to end of year assessments, analyze the resulting data and use it to plan instructional next steps and provide feedback to students (and parents) in order to improve students' performance on end of year assessments and overall academic performance.

Over the past four years UAM has focused on creating a **supportive environment** in order to improve student attendance and cut down on chronic absenteeism. As a result, UAM's overall annual attendance has improved from 79.% to 85.7%. However, we still have numerous students who struggle to maintain satisfactory attendance and we believe that we must improve their attendance in order to improve their overall academic performance. This work has

had four main thrusts: 1. Refining and streamlining the work of the attendance team 2. Increasing teachers' awareness of their students' attendance patterns 3. Communicating with and engaging parents in the school 4. Developing opportunities for a wide range of students to become engaged in school. However, there are still a large number of students who are chronically absent. When students are chronically absent, their absence becomes the primary barrier identified to their academic performance. To further this work and create a more supportive environment for students who struggle with attendance we are focusing on improving attendance for students identified as chronically absent last year (2013-14) and those 9th graders identified as on track to be chronically absent by leveraging relationships with caring adults. **Trust** between students and the caring adults is central to this work, as we can only be successful in having a lasting positive impact on students' attendance if they believe that our efforts have their best interest in mind.

Our focus on a **supportive environment** extends to our staff and specifically to **fostering collaboration among teachers** to improve instruction. Teacher teams have always been an important structure at UAM but last year we took on the focus of improving the functionality of our teacher teams and re-defining the purpose. This work was grounded in our belief that teachers are one another's best resources and feedback from the staff who identified the following three activities as having the most impact on improving their teaching practice: 1. Team feedback session on lesson plan, unit plans and assessments 2. Visiting classrooms of other teachers 3. Having someone observe me and give me feedback. Last year we focused on developing our teacher teams. This work required the identification of purpose and roles within the team along with developing trust among teachers. This year we will build off of the team development work that we did last year and develop a peer observation practice that enhances the role of teacher teams as professional learning communities that drive positive change in our school and lead to the development of While there must be some level of **trust** among teachers in order to begin this initiative, we believe that by engaging in the peer observation process **trust** among teachers will be enhanced as they see each other in action and give and receive feedback.

Along with collaborative teacher teams we know that it is critical to continue to develop **effective school leadership** . Our teacher teams have traditionally been led by teacher leaders. In the past, this position was primarily transactional, ensuring that the work gets done. Last year, along with the development of teacher teams we worked on developing the capacity of teacher leaders to guide the work of their teams. This year we are building off of our previous years work on teacher leader capacity so that teacher leaders can help to **foster collaboration** within their teams and provide differentiated support for their teams. In order for this to be successful it is critical that there is a high level of **trust** between the administration and teacher leaders, between teacher leaders and teacher teams and among individuals within teacher teams.

UAM's focus on building **strong family-community ties** has shifted focus in recent years. Previous efforts had been focused on communication with families around students' academic progress and participation in meetings and workshops related to students' coursework. However, it has been community building events that have had the most participation from our families. Based on this and our belief that families are an important element in creating a **supportive environment** we are invested in creating opportunities for families to get involved in the school through celebratory and school improvement events.

03M307 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	414	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.4%	% Attendance Rate		84.4%	
% Free Lunch	74.9%	% Reduced Lunch		3.4%	
% Limited English Proficient	11.6%	% Students with Disabilities		20.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		34.4%	
% Hispanic or Latino	59.2%	% Asian or Native Hawaiian/Pacific Islander		2.3%	
% White	2.8%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.78	# 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)		1.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.42	
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	53.5%	Mathematics Performance at levels 3 & 4		65.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	75.0%	% of 2nd year students who earned 10+ credits		80.4%	
% of 3rd year students who earned 10+ credits	66.3%	4 Year Graduation Rate		67.1%	
6 Year Graduation Rate	67.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	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	NO				
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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	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.

Needs:

- On the Learning Environment Survey (LES) 48% of teachers report that students build upon one another’s responses
- On the LES 60% of teachers report that students participate in class discussions at some point
- Average teacher rating in Engaging Students in Learning (3c) 2.24: Developing
- Quality Review 2013-14 area for improvement: Ensure that teaching strategies and academic tasks are consistently meeting the needs of diverse learners and foster higher order thinking skills and meaningful student engagement across classrooms (1.2)
- 20% of students graduated college ready (2014-15 High School Quality Snapshot)

Strengths:

- On the LES 91% of teachers report that they provide students reading and writing experiences grounded in evidence from text, both literary and informational
- On the LES 91% of teachers report that they provide provide regular opportunities for students to interact with complex grade-level text.
- Quality Review 2013-14 area for celebration: The principal has established and communicated clearly defined goals that are designed to accelerate student achievement (3.1)

Part 2 – Annual Goal

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

Teachers will develop their practice in the area of engaging students in learning (3c) through the implementation of Visible Thinking routines so that the average teacher rating in Engaging Students in Learning (3c) increases to 2.7 by June 2017.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
Introduction of Instructional Focus in whole staff pre-service PD	All Teachers		Principal
Readings on Visible Thinking and Intellectual Character during whole staff pre-service PD	All Teachers		Principal
Professional Development introducing Visible Thinking Routines including but not limited to: Think Pair Share, See Think Wonder, I Used to Think Now I Think	All Teachers		Principal; Vertical Team Leaders
Observations	All Teachers		Principal; Assistant Principal
Instructional Rounds: During Instructional Rounds a group of educators visit a number of classrooms to collect low-inference data in relation to a Problem of Practice. The data gathered is less about individual teachers and more about what is happening in classrooms across the school. This year, our Problem of Practice is: <i>How do we use visible thinking routines to influence and shape classroom culture to make thinking a more central aspect of every one of our classrooms?</i>	All Teachers		Vertical Team Leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teacher Leaders to lead the teacher team meetings; Time for Teacher Leader Meetings (2hrs/week) to plan PD sessions; Funding for out of school time meetings (per session); Funding for coverage for Teacher Leaders for Instructional Rounds</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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.

- mid-point benchmark is Teacher Ratings on observation in the component of Engaging Students in Learning (3C)February 2nd, 2016

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.

Needs:

- 51% of 10th graders in 2014-15 had attendance below 90%
- On the 2014-15 LES 57% of students responded that All or A Lot of students in their classes feel it is important to come to school every day.

Strengths

- In 2014 - 15 teachers were most likely to earn Effective or Highly Effective in Domain 2: Classroom Environment
- 70% of 9th graders in 2014-15 had attendance of 90% or higher
- 58% of 11th graders in 2014-15 had attendance of 90% or higher
- 2013-14 improved attendance for 70% (19 of 27) of students previously severe/severe + (<79%) attendance
- 2013-14 improved attendance for 54% (62 of 114) of students previously chronically absent

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.

UAM will implement the School Connect curriculum to develop students’ ability to self-monitor and improve their attendance resulting in 60% of all students, who remain enrolled at UAM, having attendance of 90% or higher for the 2015-16 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School Connect Leads Attend Training with trainers from School Connect	School Connect Leads	August 2015	School connect staff
Monitoring of implementation of curriculum: Observation and Feedback on School Connect Lessons	Teachers	September – June 2016	School Connect Lead Teachers
Attendance monitoring and goal setting	Students	September 2015 – June 2016	Advisors/Teachers
Communication with home	Advisors	September 2015-2016	School Connect Lead Teachers
Weekly PD on implementation of School Connect Curriculum and Practices	Teachers	September 2015 - June 2016	School Connect Lead Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School Connect Curriculum and Training; Release time and per session for School Connect Leads; Planning time for Teachers implementing the School Connect curriculum;											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Mid-point benchmark is number of students identified as chronically absent February 4, 2016

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.

Needs:

- On the 2014-15 LES 65% of teacher responded that All or Nearly All teachers at this school are really trying to improve their teaching.
- On the 2014-15 LES 62% of teachers responded that All or Nearly All teachers at this school are eager to try new ideas.

Strengths:

- 2013-14 Quality Review area of strength: All teachers are involved in inquiry based professional collaborations that promote the development of teacher capacity and distributive leadership
- In 2014-15 all teachers were rated Effective or Highly Effective in the area of Professional Responsibilities

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.

UAM teachers will actively conduct peer observations and participate in professional inquiry so that on the 2015-16 LES 90% of teachers respond that all or nearly all teachers at this school are really trying to improve their teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher Teams meet weekly for professional development, planning and data analysis</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Principal and Teacher Leaders</p>
<p>Teachers conduct one peer-observation per month</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Principal and Vertical Team Leaders</p>
<p>Best practices from teachers classrooms shared and highlighted in weekly staff emails and PD sessions</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Principal and Vertical Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher Leader Meetings; funding for Teacher Leader Meetings; Tuesday Teacher Meetings; coverage as needed for teachers to observe one another</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>mid-point benchmark is all teachers completing a minimum of 4 peer observations February 2, 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Needs:

- On the 2014-15 LES, 65% of Teachers Strongly Agree or Agree that curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- On the 2014-15 LES, 69% of Teachers Strongly Agree or Agree that there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.
- 57% of students passed the Common Core ELA Regents in the 2014-15 school year

Strengths:

- 2013-14 Quality Review area of strength: the school has developed Common Core aligned curricula, academic tasks and unit plans which emphasize higher order thinking skills that foster improved academic performance for diverse learners.
- On the 2014-15 LES, 84% of Teachers Strongly Agree or Agree that In this school, teachers are continually learning and seeking new ideas.

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.

School leaders will work with teacher leaders to develop the practice of instructional rounds within the school in order to improve the coordination of instruction across grade levels so that 90% of teachers respond on the LES that they Strongly Agree or Agree that curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Instructional Leadership meetings	Teacher Leaders	September 2015 - June 2016	Principal
Instructional Rounds Conducted	Teacher Leaders	October, January, March, May	Principal
Sharing of data from Instructional Rounds	Teacher Leaders	October, January, March, May	Teacher Leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Time for Teacher Leader meetings; funding for teacher leaders; Time for Grade/Vertical Team meetings; Instructional Coaches (UA and DOE)</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>mid-point benchmark is teacher response on mid-year survey to the following question: Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school February 2, 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Need:

- On the 2014-15 LES, 69% of parents responded that they have never volunteered time to support the school
- On the 2014-15 LES, 48% of parents responded that they have communicated once or never with their child’s teacher about their child’s performance

Strengths:

- On the 2014-15 LES, 75% of parents responded that they Strongly Agree or Agree that Teachers and parents/guardians think of each other as partners in educating children.
- On the 2014-15 LES, 82% of teachers responded that they Strongly Agree or Agree that there is an expectation that teachers communicate regularly with parents/guardians.

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, the school will develop a more collaborative partnership with families as measured by 40% or fewer parents responding that they have communicated once or never with their child’s teacher about their child’s performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent coordinator and Partnership coordinator identify needs and resources for celebratory events</p>		<p>September 2015-October 2015</p>	<p>Parent and Partnership Coordinator</p>
<p>Advisory Representative meet with Principal</p>	<p>students</p>	<p>October, November, December, January, March, April</p>	<p>Principal</p>
<p>Parents Association Meetings</p>	<p>Parents</p>	<p>x1/month September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>SLT Meetings</p>	<p>SLT</p>	<p>x1/month September 2015-June 2016</p>	<p>Principal</p>
<p>Advisor calls home</p>	<p>parents</p>	<p>September 2015 - June 2016</p>	<p>Advisors</p>
<p>Progress Report Mailings</p>	<p>Parents</p>	<p>October, December, March, May</p>	<p>Guidance Counselors</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Time for meetings: PA, SLT, Student Council; funding for Partnership Coordinator, Community Partner resources</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

mid-point benchmark advisor call logs indicating that advisors have made contact with their advisees family at least twice between September 2015 and February 2, 2016

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Degrees of Reading Power (DRP) Assessment, performance on ELA MoSL and ELA Regents		Small Group	During the day
Mathematics	8th Grade Math Assessment, Integrated Algebra and Common Core Algebra Exams		Small group	During the day
Science	Quarter Exam results		Small Group	During the day
Social Studies	Quarter Exam Results		Small Group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance, Suspensions, teacher referrals	group and one-to-one counseling	small group and one-to-one	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>UAM is committed to recruiting and hiring highly qualified teachers who share the school's beliefs about student learning and are interested in joining our professional learning community.</p> <p>Recruitment of Candidates</p> <p>Candidates are recruited using the following:</p> <ul style="list-style-type: none"> • NYCDOE New Teacher Finder • NYCDOE Open Market • Urban Assembly Network • New York City Teaching Fellows • Teach for America • Universities including but not limited to: Teacher's College, Fordham University, CUNY, SUNY <p>Review of Candidates</p> <ul style="list-style-type: none"> • A panel of subject area teachers along with the Assistant Principal or Principal review the resumes of candidates and select candidates for interview <p>Interview of Candidates</p> <p>Each candidate is interviewed using the following steps:</p> <p>1. Step 1: Interview of candidate with hiring panel</p>

2. Step 2: Demo Lesson

3. Step 3: One on one interview with Principal

Certification and Qualification Review

- Names of potential hires are forward to network hiring manager to review certification and qualification

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).

Our professional development opportunities include:

- Vertical/Content Team Meetings Weekly for 1hour and 15 minutes
- Teacher Leader Meetings weekly for 2 hours
- PDs for Special Education teachers, Teacher Leaders and content specific monthly through Urban Assembly network
- Leadership and Teamwork sessions 2 - 3 times a year with the Leadership Project
- 1st year teacher meetings weekly for 45 minutes

Instructional Coaching from UA Instructional coaches

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.).

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4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	212,036.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,615,745.00		

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement

activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Urban Assembly Media</u>	DBN: <u>03M307</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

US History Literacy

-
To further support our LEP students in fulfilling graduation requirements a US History Regents review class will be developed for LEP students in the 11th and 12th grade who have not yet attained a 65 or higher on the US History Regents. In collaboration with Catherine Helmer (Social Studies and Special Education), the ESL teacher Camille Freund will assess students and review their previous test scores in order to develop instruction that will enhance their performance on the US History Regents. 15 ELLs in grades 11 – 12 will participate in this program. The class will meet after school once a week, for one hour from 3:30 - 4:30 on Wednesdays, starting in November and running through January and again March through June. The focus will be to improve students' reading, writing and test taking skills necessary to earn a passing grade on the US History Regents. The Regents review class will be co-taught by ESL teacher Camille Freund and Social Studies and Special Education teacher Catherine Helmer.

English Literacy Enrichment

-
To further support our ELLs' literacy development we will begin a Literacy Enrichment class for LEP students in 9th- 12th grade who do not read on grade level based on their most recent DRP scores. ESL teacher Camille Freund will assess students and review their previous DRP scores and writing samples to develop instruction that will enhance their performance on all academics. The Literacy Enrichment class will meet after school once a week for two hours from 3:30 - 5:30 on Mondays starting in November and running through June. The focus will be to improve students' reading levels. The students will be using Lighsail, so we will need to supply students with Ipads to run the program (OTPS). This will serve 20 ELLs in 9th - 12th grade. This class will be cotaught by ESL teacher Camille Freund and 11th _____ Grade teacher Dana Rubcewich.

Math Literacy

-
To further support our LEP students in fulfilling graduation requirements, a supportive math class will be developed for ELLs in 9 _____ th _____ - 12 _____ th _____ grade. Based on Regents scores, students will be able to practice math skills by engaging in fun and challenging activities. The focus will be to improve student skills and comprehension of mathematical concepts for better academic results. This class will be cotaught by ESL teacher Camille Freund and Special Education/Math teacher Bridget Muscarella. The class will service 15-20 ELLs and will take place on Wednesdays from 4:30 - 5:30 starting in November and running through June _____.

-
These are supplemental programs and do not supplant the services that students already receive.

Part C: Professional Development

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

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

Begin description here: Based on DRP scored, our Long Term ELLs are suffering from decoding and fluency problems. Many of them need professional support from a reading specialist. Really Great Reading has many tools supporting struggling readers that would enrich our Long Term ELL population. Really Great Reading offers professional development that instructs teachers on how to build their classes around supporting struggling readers, and provides teacher and student materials. One -day workshops are 1 99\$ and include 299\$ worth of materials. There are webinars and conferences that follow the workshop and continue to share best practices throughout. 3 teachers will attend a one-day (January 16, 2015) and a follow up half-day webinar (February/March 2015). The teachers will continue to meet monthly to discuss student progress, plan decoding and fluency lessons, and create supporting material: ESL teacher Camille Freund and 2 Special Education teachers. 20 Long Term ELLs will be serviced with this Professional Developments and accompanying free materials.

Part D: Parental Engagement Activities

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

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

Begin description here: _____

- ESL Teacher, College Advisor and Parent coordinator will lead parent meetings on the following topics: Understanding Student DRP scores for ELLs, Literacy and College Readiness for ELLs, Student Out-of-School opportunities for ELLs, Regents and Graduation Requirements, Pupilpath, etc. These meetings will take place once every other month on Thursdays from 6 - 8, November - June, 2014. Parents are notified by school calendar, letters and personal phone calls. Notification both written and spoken will be translated onsite into French and Spanish. Workshops will be conducted in English, Spanish and French.

- Sussman Sales Company publishes many books that provide guidance for parents with children in High School. For example: Parent Guide K-12, Common Core State Standards, Test Taking Tips and Strategies (all available in different languages on ShopDOE). These books only cost 2.95\$. They will be distributed to parents as needed.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 307
School Name Urban Assembly Media High School		

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 Cordelia Veve	Assistant Principal James Memola Jr
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Camille Freund	School Counselor Debra Delshad
Teacher/Subject Area type here	Parent Sophia Crooks
Teacher/Subject Area type here	Parent Coordinator Amy Mendez
Related-Service Provider type here	Borough Field Support Center Staff Member Jocelyn Santana
Superintendent Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	424	Total number of ELLs	30	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	5
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	9

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14	6	0	7	2	2	9	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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	7		0	
Geography	0			
US History and Government	6		1	
LOTE	0			
Government	0			
Other <u>CC ELA</u>	10		2	
Other <u>Algebra</u>	14		8	
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.
 - UAM uses the QRI, DRP, and Fountas and Pinnell to assess the literacy skills of our ELLs. Results indicate that our ELL students have wide ranging needs with regards to their literacy development. Some of our ELLs test at a pre-primer level while others test at a high school level. About 25% of our ELLs reading levels are in the lower elementary level (2-4th grade), 25% in upper elementary/middle school (5th - 7th grade), 25% in Middle to Upper Middle school (6th - 8th grade) and 25% at the high school level. This has led to the leveled reading groups so that students literacy skill instruction can be targeted. It has also led us to continue the book group which utilizes group reading so that students learn from one another. UAM in collaboration with all vertical team leaders and network coaches, uses the gathered data to group students and offer specific programs to accommodate the learner needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - Most of our students are advanced or proficient in listening and speaking. The majority of our students are intermediate in reading and writing. Therefore, we believe that literacy development across the content areas is critical. To this end our literacy class serves as a starting point for teachers to gain familiarity with their students' literacy skills and then use what they learn to shape their curriculum. Reading, writing and vocabulary development are an explicit part of all content areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data used to determine AMAO is reviewed with administration and the ESL where multiple sources of data are reviewed including students attendance. Goals are set for individual students and shared with all relevant school staff.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Grade and content area teams review results of periodic assessments (MOSL, DRP, Regents Aligned Benchmark exams) and analyze the results to determine next steps for groups of students and for individual students. Data is reviewed for all students and also for students in sub-groups including ELLs and SWDs. The results for the sub-groups are compared to those of all students and the grading respective rubrics. Based on analysis of periodic assessment results content area teams make adjustments to the curriculum and their instructional methods. Focus students from the sub-groups are selected and their progress is tracked by leadership and grade teams in order to evaluate the effectiveness of curriculum and instructional methods. Through these case studies the school is able to determine effective practices. Performance on tests take in English versus those in the native language seems to be dependent on students proficiency level and the content area. In previous years, students taking the Integrated Algebra exam in their native language fair better (71% pass rate) versus students taking the Global exam in their native language (20% pass rate). However, fewer students take the Global, US and Living Environment exams in their native language than take Integrated Algebra exam. We do not currently have dual language programs, all students are instructed in English by the ESL teacher as well as all subject area teachers.

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](#).]
UAM is a 9-12 highschool- Not Applicable.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Instruction is created based on the the needs of the ELLs. Fortunately, our ESL classes are comprised of students who speak various languages (Arabic, French, Spanish, various African dialects). This allows students to interact with others in a safe environment, while forced to use English skills. Students are monitored as they work toward their individual targets through weekly check-ins with individual advisors. All data is used to inform instruction including, parent survey, interviews, educational history and background, and baseline assesments. All content area teachers instruct in such a way that they are building the students language and vocabulary skills.
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?

7. Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
8. The ESL teacher analyzes the growth on the NYSESLAT scores and evaluates the success in the ELLs' core classes as well. Effective ESL instruction should be seen in the NYSESLAT scores as well as in all core classes that rely on authentic literacy skills.

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.
 1. The Home Language Identification Survey (HLIS) is provided by the ESL teacher, along with the appropriate grade guidance counselor (Denise De Jesus:9-10, and Debbie Delshad: 11-12) They meet with the family and distribute the HLIS to the family according to their language of choice. Thereafter, parents and students participate in an oral interview upon entering the school with both the udance counselor and ESL teacher. During this interview the student's academic history and records are reviewed and examined. UAM also has a number of teachers who can provide translation services as needed: when parents speak other languages we make use of translators who work in the school (French, Farsi, Spanish), on the campus (Chinese, etc) or translation services provided by the Department of Education. Once the home language is entered into ATS by Ms. Wooden, an ATS report is run to identify NYSITELL eligibility. The NYSITELL is administered to students as needed by Camille Freund, the ESL teacher. Incoming students are either identified upon entry or from the report run weekly on ATS, to ensure that the NYSITELL is administered within 10 days of entry. NYSITELL eligible students are referred to the ESL teacher who administers the test. Annually, all ELLs are assessed using the NYSESLAT. The RLAT, RMNR, RELC, RYOS (ATS) are run and reviewed by the LPT to develop a schedule for testing that ensures that all students are assessed. The schedule is developed so that there is adequate time for students to complete all four components with minimal disruption to their regular schedule. Students are scheduled individually to complete the speaking portion and in groups to complete the Listening, Reading and Writing. Students and teachers are informed of the assessment schedule so that they can make necessary plans. For Spanish-speaking students identified via the HLIS and/or the oral interview, the ESL teacher Camille Freund administers the Spanish LAB to check for proficiency/fluency in the language. When considered fluent as per the exam

results, the instructional team is informed so as to allow for the student to also take the Spanish LOTE toward their HS credit accumulation.

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).

After the oral interview and HLIS the SIFE questionnaire is administered. Based on the results of the HLIS, and the SIFE questionnaire, the ESL teacher Camille Freund determines if the student has had interrupted formal education. ESL teacher Camille Freund also collects writing samples to further assess the students level. The information is then put into ATS with the help of Ms. Wooden.

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

The Language Proficiency Team (LPT) collaborates with the Special Education Team (coordinator Bridget Muscarella) to examine instructional supports and assess the effectiveness of parental, teacher, and language support. The LPT members are ESL teacher Camille Freund, guidance counselors Debbie Delshad and Denise De Jesus, parent coordinator Amy Mendez, and attendance coordinator Ramona Wooden. All team members work together to assess the student's needs and create an appropriate schedule, and utilize the schoolwide data system to monitor students academic progress. The student's advisor conducts an individual weekly check-in to monitor progress.

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

Entitlement and non-entitlement letters and program selection forms are mailed to parents by the Attendance Secretaries Jesenia Decelt and Ramona Wooden. This process is overseen by our ESL teacher Camille Freund. Ramona Wooden and Camille Freund then follow up with the parents who do not return the program selection form. All communication is done in the parents' preferred language using the provided translated documents, available translators at UAM or on the Martin Luther King Jr. Campus, or the Department of Education Translation Services. All documents are maintained in the students' cumulative folders in the Main Office.

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

During the preliminary meeting with the parents, ESL teacher and grade appropriate Guidance Counselor explain the right to appeal ELL status within the 45 days of enrollment. All communication is done in the parents' preferred language using the provided translated documents, available translators at UAM or on the Martin Luther King Jr. Campus, or the Department of Education Translation Services. No parent has ever chosen to appeal 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.

As a preemptive measure, the parents are explained the three program choices (Transitional Bilingual Education, Dual Language, or Freestanding ESL) along with viewing the parent orientation video, by ESL teacher Camille Freund during the initial meeting with the parent. After the results of the NYSITELL are reviewed from an ATS report, and the entitlement or non-entitlement letters are sent, parents are also sent the Program Selection Form. ESL teacher (along with the help of the Parent Coordinator Amy Mendez) follows up with calls home to the parents to ensure that the Program Selection Form is completed, and the parents fully understand the program options. All communication is done in the parents' preferred language using the provided translated documents, available translators at UAM or on the Martin Luther King Jr. Campus, or the Department of Education Translation Services. All documents are maintained in the students' cumulative folders in the Main Office. The ELL is then placed in the correct classes based on the parent's choice. No parent has ever elected something other than FreeStanding ESL. However, it is explained to the parents that if they elect a program that is not available at our school, a transfer process will begin upon request. In addition, if they do not complete the Program Selection Form, the default program for ELLs is bilingual Education.

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

See above. All documents and follow-ups are done in a timely manner, usually within 2 weeks of the student's entry date.

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

See above: ESL teacher (along with the help of the Parent Coordinator Amy Mendez) follows up with calls home to the parents to ensure that the Program Selection Form is completed, and the parents fully understand the program options. All communication is done in the parents' preferred language using the provided translated documents, available translators at UAM or on the Martin Luther King Jr. Campus, or the Department of Education Translation Services. All documents are maintained in the students' cumulative folders in the Main Office. The ELL is then placed in the correct classes based on the parent's choice. No parent has ever elected something other than FreeStanding ESL. However, it is explained to the parents that if they elect a program that is not available at our school, a transfer process will begin upon request. In addition, if they do not complete the Program Selection Form, the default program for ELLs is Bilingual Education.

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

ESL teacher Camille Freund and Attendance Coordinator Ramona Wooden collaborate to send letters to parents. All communication is done in the parents' preferred language using the provided translated documents, available translators at UAM or on the Martin Luther King Jr. Campus, or the Department of Education Translation Services. All documents are maintained in the students' cumulative folders in the Main Office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of all ELL documentation is placed in the students' cumulative folder located in the Main Office. Cumulative folders are managed by Attendance Secretaries Jesenia Declet, and Ramona Wooden.
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.
ESL Teacher Camille Freund collaborates with ATS Coordinator Ramona Wooden to generate ATS reports to determine NYSESLAT eligibility. ESL teacher Camille Freund then creates a schedule to accommodate all ELLs in an appropriate location to complete all sections of the test. If a student is absent, Camille Freund collaborates with Parent Coordinator Amy Mendez to follow up with the absence. All communication is done in the parent's preferred language using available translators and the DOE Translation Services.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
ESL teacher Camille Freund and Attendance Coordinator Ramona Wooden collaborate to send letters to parents. A copy of the letter is put in the students' cumulative folder. All communication is done in the parent's preferred language using the available translated documents, or the DOE Translation Services if necessary.
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).
Percentages are reflected through ATS reports: all parents have chosen the FreeStanding ESL program. According to these preferences, UAM is aligned with parent requests, and continues to improve its FreeStanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
UAM's FreeStanding ENL program allows students to have language acquisition support in their ELA classes, other content classes, as well as self-contained ESL classes. All classes and supports are tailored to the students needs. The co-taught ELA/ESL classes are heterogeneous by ESL level, and homogeneous by grade. Other co-taught ESL/Content (like Earth Science, Algebra, or US History) classes are heterogeneous by level and sometimes by grade. (For example: a US History class will have all 11th grade students, with mixed levels of ELLs, while an Earth Science class may have 9-12th grade students, as well as with a mixed level of ELLs.) Students who score Enterting, Emerging or Transitioning on the most recent NYSESLAT will also receive a self-contained ESL class that is heterogeneous by grade, but homogeneous by proficiency level. Students also receive additional instruction through a self-contained ESL advisory and schoo-wide literacy classes as needed.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
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)?

ESL Teacher Camille Freund and ATS Coordinator Ramona Wooden collaborate to generate an ATS report to determine the proficiency level of all eligible ELLs. Ms. Freund then works with Guidance Counselors Denise De Jesus and Debbie Delsahd to create schedules that ensure all students get mandated minutes for co-taught ESL/ELA, co-taught Content/ESL and self-contained ESL. (See Above)

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.

Using a SIOP model, the ESL teacher designs instruction with ESL and Common Core Standards that support English language acquisition and facilitates acquisition of content. The ESL teacher makes use of a variety of best practices including, but not limited to, modeling (specifically: teacher “think alouds” while completing an example task, working to do a task together and sharing examples of student work to show what a completed piece should look like and to collaboratively develop rubrics), Bridging (specifically: activating prior knowledge through the use of anticipation guides, KWL charts, class discussion, etc.) Contextualization of concepts and vocabulary and Schema Building (specifically using content area relevant graphic organizers for class lectures and note-taking). ESL teacher Camille Freund is proficient in French and Spanish, and frequently translates, and models in those languages. Some additional supplemental materials include native language texts, vocabulary word banks, common core aligned performance tasks. Students are also provided bilingual dictionaries and the Regents Glossaries available on the DOE website. Additionally, students are provided with small group instruction based on their needs.

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

When students' performance on assessments do not meet expectations or their understanding they may be offered assessments in their native language. The ESL teacher carefully assesses students' understanding of English and provides necessary supplemental aids. Additionally, students are provided with bilingual dictionaries.

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

ESL teacher conducts formative assessments in all four modalities in self contained ESL classes throughout the year. Results of these formal assessments provides data which the ESL teacher uses to assess what subjects, concepts, or modalities need to be focused on. Some of the assessments used include, DRP, ELA performance assessment, Think Ready Tasks, CCSS aligned final exams, and regents exams. Informal assessments include teacher made exams and classwork. The frequency of the assessments vary. The Think Ready Tasks are administered 3 times a year, as well as the DRP. ESL teacher ensures that informal assessments are administered weekly, and the results are used to create instruction.

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

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

Newcomers and Long Term ELLs are provided with instruction based on their needs ranging from smaller class size for content area classes to additional Regents Review co-taught by an ESL and content area teacher. All classes are taught in English. Our ESL teacher conducts professional development sessions with teachers beginning in September, working with them to ensure their familiarity with ESL methodologies for each of the sub-groups and support their implementation. Students continue to receive additional time on assessments. SIFE students and newcomers have additional time to complete assessments. In addition, SIFE students are administered modified exams and additional scaffolding on tasks. Students from 4-6 years are also given additional times and minimal scaffolding as based on need. Students 6 years plus receive minimal scaffolds on an as needed basis. The focus for Long Term ELLs is on literacy. UAM uses the DRP data to accommodate students based on literacy needs. Former ELLs (for up to two years after testing out) are provided the same testing accommodations on informal and formal exams. Former ELLs are also provided with co-taught content and ELA classes.

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.

Weekly check-ins with our Guidance Counselors Debbie Delshad and Denise De Jesus, as well as weekly monitoring with the students advisor are used to track progress on our database system Skedula.

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?

8. Content area teachers develop content and language objectives for their lessons based on the SIOP model. In all content areas the development of academic vocabulary is a focus for both ELLs and native English speakers. This development is furthered in students' literacy classes through their independent reading, written response and conferencing with teachers. For ELL-SWDs, the school uses the formula of wordbanks to scaffolding the acquisition needs of these students, where these students also have pull-out sessions to work on strategic academic vocabulary. Formative assessment is used throughout the content

areas to ascertain students' comprehension of both content and language objective. Instruction is differentiated for the ELL subgroups through their placement in their ESL class and their placement in content area classes. Newcomers and SIFE students are placed in small advisories and receive support in acclimating to the school culture. Whenever possible they are placed in smaller class sizes for their content area classes and provided with supplementary texts that support their access to the content. Across the content areas, teachers focus on the development of vocabulary through the identification of critical content vocabulary. As needed, students might receive tutoring for specified content areas. In terms of materials that UAM uses for its students, we use various reading books, English dictionaries and bilingual dictionaries (Spanish, French), and Rosetta Stone as interactive media programs to engage students in instruction and in reading, verbal and writing comprehension. Those ELL students preparing to take the ELA exam are provided with testing support in their ESL class. Practice test scores are reviewed and analyzed by the ELA team to identify student instructional needs and additional supplemental courses and tutoring are provided as need. ELLs receiving 4-6 years of service and long term ELLs continue to get ESL services as mandated by their proficiency level. Students in this group, who are not meeting standards may be placed in smaller class size or receive pull-out tutoring. Additional supportive services for these students include but are not limited to: tutoring on test-taking strategies, smaller class size and literacy classes. Materials for the ELLs in the 4-6 years of service and long-term ELLs also have materials that target their learning: grade/age-appropriate reading materials, scaffolded programs in Rosetta Stone for this group of students, and targeted literacy reading. ELL-SWDs are supported by either Self-Contained classes, or ICT models. The school instructional team also looks at the student levels of performance in both English acquisition and in their learning strategies, and pull-out students according to their level to provide additional teaching support. The ELL-SWDs are supported by the schoolwide instructional philosophy of being fully inclusive; as a result, the ELL-SWDs will receive extra classroom support from their teachers if/when needed. The ESL teacher works closely with the Beginning students across grade levels in depth toward building vocabulary banks. The ESL teacher is fluent in French, being the native language of the cohort of beginner students this year (2013-14), so the differentiated learning takes place across grade levels over the Beginner group of students. Depending on individual student need, students are provided with these additional supportive services. UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive information through a variety of mediums.

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?

9. All ELLs are fully integrated into classes and have access to after school clubs, tutoring and regents review. All students with disabilities, including ELL-SWDs, are programmed in the least restrictive environment. This is accomplished through flexible programming allowing students to move up and down in core content courses, be programmed for classes with a smaller class size, be programmed for team teaching classes and be programmed for supplemental literacy classes at their reading level. ATS and SESIS assist in providing student class eligibility information.

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.

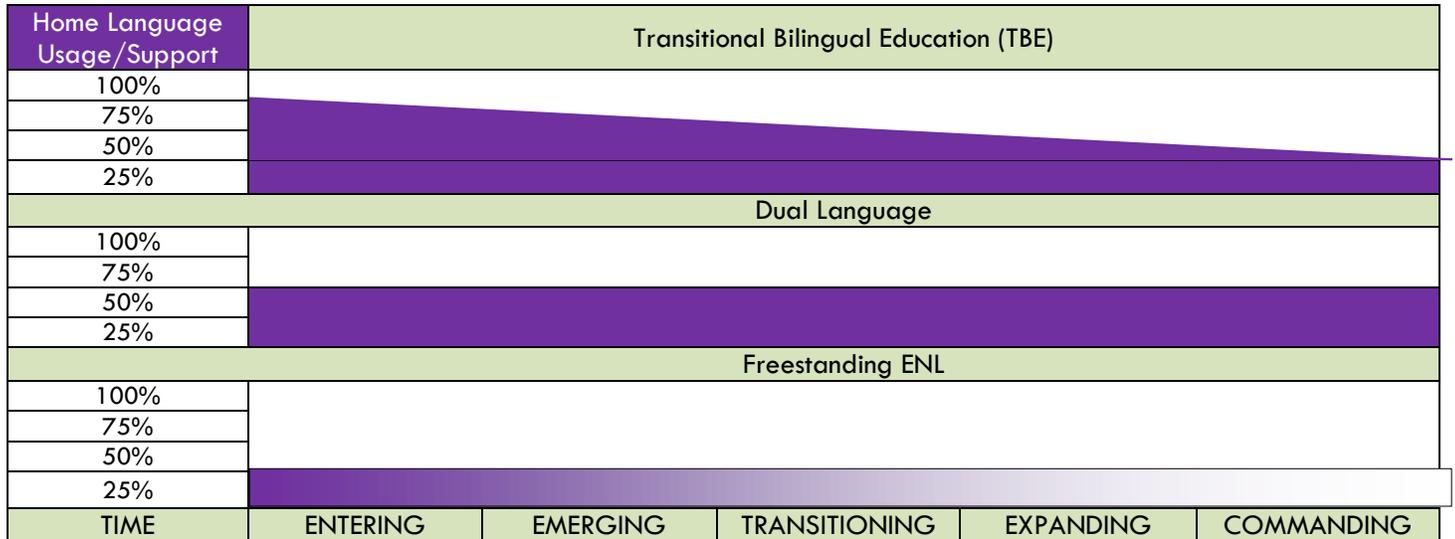


*Note “other approved services” does not apply to New York City at this time.

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.
10. Targeted ELA intervention for ELLs is provided through small English literacy groups that are organized based on reading level and meet three days a week, all ELL subgroups are targeted. On a regular basis, content area teams review student data to identify students not making adequate progress. The data of ELLs as a sub-group is reviewed and teachers refer students for additional supportive services: tutoring, smaller class size, etc. Teachers receive PD on assessing and conferencing with students to develop their English literacy skills. Literacy skills are further developed within the content area classes through the development of academic vocabulary and disciplinary literacy. Additionally, students may attend Regents Review sessions or become part of the After School book club. Targeted math intervention is provided through after-school tutoring and Regents Review sessions, ELL students not making progress in math class or earning proficient scores on periodic assessments are targeted. Targeted Social Studies intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Social Studies class or earning proficient scores on periodic assessments. Targeted Science intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Science class or earning proficient scores on periodic assessments. In terms of native language intervention, the Spanish teacher is available as a resource to providing targeted translation support/services for any of the core subject intervention areas; in addition, the ESL teacher is a support for students in two most spoken native languages of ELL student population: Spanish and French.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. The self contained ESL services we offer our ELLs prove to be effective in the progress and growth we see in the NYSESLAT scores as well as the passing rates for ELLs in core classes. All staff is provided with a list of ELL students for each grade.
12. What new programs or improvements will be considered for the upcoming school year?
12. Our literacy program has been enhanced this year by extending the time spent in groups by students, by grouping students by reading level, decreasing the group size for lower level readers and by increasing students' access to books on their level. The data to support our literacy program is determined from the DRP (degrees of reading power).
13. What programs/services for ELLs will be discontinued and why?
13. All students will continue to have ESL services, nothing will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive and transmit information through a variety of mediums using all modalities. All activities including drama club, book club, dance, chess, music club, cooking club, and all PSAL sports programs include ELL students. All ELL's are encouraged to participate in all school activities.
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.
15. Materials used with ELLs include but are not limited to texts in their native language, leveled texts, document cameras, recorded texts, e-readers and blogs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ESL teacher Camille Freund is fluent in French and proficient/conversational in Spanish. UAM has a Freestanding ESL model. Additional resources and supportive materials are constructed for students in their native language to enhance their understanding in core classes. When possible, teacher explains and demonstrates concepts in ELLs' native languages, or makes connections (synonyms, cultural or ideological similarities) between English and Native Language to create support and understanding. Some of the materials and resources used are:
English Language Learner Adapted Interactive Reader by Holt McDougal Literature
Timed Readings Plus by Jamestown Education
Grammar to Go by Robert J. Dixon
ESL Literacy by Longman
ESL by Scott Foresman
English in Action (Levels 1-4) by Barbara H. Foley and Elizabeth R. Neblett
True Stories by Sandra Heyer
English Verb Drills by Ed Swick
Basic English Grammar by Betty Schramper Azar and Stacy A. Hagen
Grammar Games by Mario Rinvolucri
Language Arts by Harcourt Family Learning
Signature Reading by Jamestown Education
100 Clear Grammar Tests by Keith S. Folse
Advanced English Grammar for ESL Learners by Mark Lester
A Multicultural Reader by Perfection Learning

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. Services, support and resources provide for ELLs are based on their age and grade level so that students are provided with supports that will develop their academic skills so that they are performing at or above grade level in all content areas. This includes leveled literacy groups, 9th grade integrated algebra regents review, 10th grade global review, 11th grade US and Living Environment review and 11th and 12th grade SAT review.
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).
18. All ELLs are fully integrated into classes and have access to after school clubs, teams, activities, tutoring and regents review. There is a whole school summer orientation for incoming students. This year it included a 4 day bridge week, which focused on skills assessment and integration into the UAM school culture. Additionally, the first week of school, students' literacy, language and math skills are assessed in order to to program them appropriately.
19. What language electives are offered to ELLs?
19. All students, including ELLs are offered Spanish language programs. Our schools has created several classes based on the proficiency of the students. The students are divided into Spanish speakers and non-Spanish speakers. Non-Spanish speaking ELLs are provided basic Spanish language instruction while Spanish speaking ELLs take a course designed to strengthen the students' language skills through various mediums.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
1-4. Our ESL teachers attended professional development offered by the Department of Education and our network. All staff (Assistant principals, teachers, guidance counselors, paraprofessionals, etc.) receive professional development with the ESL teacher in sessions developed for the whole staff (Wednesdays in September) as well as sessions developed for specific content area teams (Wednesdays in November - January). To help our ELLs transition into high school they participate in our summer orientation and bridge week. They are in 9th grade only classes and their advisor is part of the 9th grade team. All staff participate in ELL training led by the ESL teachers during our weekly professional development with a focus on the SIOP methods and academic vocabulary development with additional support given to specific content area teams
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?
Grade team, and vertical team PD is done weekly, with a focus on integrating ELLs. Administrative meetings (whole school) planned on cross-collaboration on ELL-SWD planning for next semester; meeting will be facilitated by Special Education teaching team and ESL teacher. Policy and implementation will be discussed with all school staff. Tentative dates: January 13th and January 20th .
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Guidance Counselors Debbie Delshad and Denise De Jesus push into advisories to support students.
Guidance Counselors receive professional development through the UAM grade team and content team meetings. They also receive outside professional development provided by the Borough Support Center and the Urban Assembly.
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.
Attendance is taken for UAM's grade team and content team professional development. All teachers attend both of these meetings weekly.

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?

Parents new to the school participate in an orientation over the summer or in September. During these orientation sessions, the school's academic programs and expectations are introduced. Guidance Counselors Debbie Delshad and Denise De Jesus, as well as Assistant Principle James Memola, with teachers present the school along with a description of our Freestanding ESL program. The school also discusses the options available to ELL students in the NYCDOE: Transitional Bilingual Education (TBE), and also Dual Language Program (DL). Translation to Spanish is provided by one of our Spanish speaking teachers, school business manager or other administrative staff. All communication is in the parents preferred language using DOE translation services if necessary. Other opportunities to have individual meeting with parents also include UAM's annual Curriculum Night, and Parent Teacher Conferences (which happen twice annually). Additional meetings are available upon request.

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.

Annual individual meetings are recorded through sign-in sheets. Administration manages the sign-in sheets, transferring the information on spreadsheets for later analysis and information access.

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

3. All parents are invited to participate in the Parents Association. Outreach is done by the parent coordinator and parent members. Additionally, there are regularly scheduled information sessions for parents on topics ranging from financial aid to health care. Parents are welcome to school presentations including but not limited to our Open School Nights, Media Presentations and student Academic Round Tables. Parents are invited to visit the school as they desire by making an appointment with their child's advisor, the guidance counselor, parent coordinator or AP or Principal. Parents who speak languages other than English are provided a translator.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? UAm is partnered with The Door which provides wide ranging services for students including but not limited to counseling, family outreach, academic tutoring and job training. Students with low attendance may be referred to the Door for supportive services. Parents who speak other languages are provided with a translator. Saint Luke's Rosevelt has an onsite family counseling and services department. UAM also encourages parent involvement during community events like our annual Media Presentation, and annual Thanksgiving Potluck.

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

5. Needs of parents are evaluated through informal phone surveys by advisors and the parent coordinator as well as feedback gathered from parent meetings and the learning environment survey. Non-English speaking parents are provided translation services.

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

6. Based on feedback from parents the parent coordinator and college advisor develop information sessions and meetings as well as social gatherings and outings. Parents in the lower grades have expressed interest in college awareness and as a result the school has organized additional college preparation sessions and college trips that include parents. Additionally, parents have shared that they would like more information on out of school activities for their students. Our school newsletters include out of school opportunities including but not limited to tutoring, internships and arts instruction. Advisors call homes with updates about programs and meetings include announcements about available opportunities. Non-English speaking parents are provided translation services.

D. Additional Information

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

Paste response here:

School Name: **Urban Assembly Media**

School DBN: **307**

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)
Cordelia Veve	Principal		12/8/01
James Memola	Assistant Principal		12/8/01
Amy Mendez	Parent Coordinator		12/8/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Camille Freund	Teacher/Subject Area		12/8/01
	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: **03M307** School Name: **Urban Assembly Media HS**
Superintendent: **Frederick Walsh**

Before you begin, please check the following:

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

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

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

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

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

In order to assess the language preferences of our parent community for both written and oral communication we use three resources. The first is the Home Language Identification Survey which is given to all newly enrolled students. This survey informs the school of the language being used in the home. We also use the Student Emergency Cards when communicating with parents. Lastly, we use the Adult Preferred Language Report or RAPL. This report identifies both the written and oral language preferred in the household allowing the school to translate the documents in a timely manner.

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.

Spoken preferences include: Afrikaans (1), Arabic (3), Bengali (6), Chinese (1), French (9), Haitian Creole (1), Mandinka (1), Spanish (192), Wolof (2)
Written preferences include: Afrikaans (2), Arabic (3), Bengali (6), Chinese (1), French (8), Haitian Creole (1), Mandinka (1), Spanish (192), Wolof (2)

Part B: Creating a Communications Calendar

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

Student Handbooks - distributed in September
Newsletters - distributed bi-monthly
Calendars - distributed monthly
Parent-teacher conferences - four times a year, September, November, February and May
Progress Report Inserts
Regents Tutoring - three times a year
Regents calendar - three times a year
Attendance letters - as needed, minimum monthly
Contact Verification - as needed
Mandated parent meeting letters - as needed
Parent Association - election notification goes out twice a year and the monthly meeting notifications monthly

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.

Parent Teacher Conferences happen four times a year. The first time was September 30th, we had Curriculum Night. On November 19th and 20th we have Parent-Teacher Conferences as well as on March 10th and 11th. Our final Parent-Teacher Conference is on May 10th. Twice a month advisors work on parent engagement and make calls home to parents to talk about both strengths and struggles their student is experiencing. We call the parents of absent students daily.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In order to meet the translation needs identified the school will create a communications calendar and include the Translation and Interpretation Unit in the initial planning. In the case of our Spanish speaking population we use in-house staff, mainly our Parent Coordinator and for our French parents we use our ESL teacher, to translate any school-produced documents. Documents that are from the DOE are readily

available on the DOE's website. Once a letter is complete a translation request will be submitted, in the additional notes field of the request will also include the date by which the

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.

In order to meet the identified interpretation needs we will utilize several Spanish speaking staff members, including two paraprofessionals, guidance counselor, school secretary and attendance teacher. For our French population we will use our ESL teacher. With regards to the other languages, staff can directly call the companies to obtain an interpreter via the T&I Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At professional development meetings during January Regents week the Parent Coordinator and Language Access Coordinator will inform the staff of the different resources available for translation and interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school has a Welcome Poster in the main office. Every home will be mailed the Parents' Bill of Rights as well as the Parents' Guide to Language Access. The Parent Coordinator will also hold a workshop for parents that want to know more about language access and the variety of resources available to them. A Language ID guide will be made available at the security desk and main office as well.

Part F: Monitoring and Quality Control

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

In order to gather feedback from parents on the quality and availability of services we will use the NYC Schools Learning Environment Survey. We will also speak to parents, informally, to gather insight and better cater our translation and interpretation services to their needs.