

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M507

School Name:

URBAN ASSEMBLY GATEWAY SCHOOL FOR TECHNOLOGY

Principal:

APRIL MCKOY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Urban Assembly Gateway School School Number (DBN): 02M507
for Technology
Grades Served: 9-12
School Address: 439 West 49th Street
Phone Number: 2122461041 Fax: _____
School Contact Person: Alexis Banschick Email Address: abanschick@uagateway.org
Principal: April Mckoy
UFT Chapter Leader: Corinth Hunter
Parents' Association President: Diana Duncanson
SLT Chairperson: April McKoy
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Diana Duncanson
Student Representative(s): Elijah Cruz
Robert Moquete

District Information

District: 02 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 2123563754 Fax: 2123567514

Borough Field Support Center (BFSC)

BFSC: Urban Assembly Director: Shannon Curran
Director's Office Address: 90 Broad
Director's Email Address: scurran@urbanassembly.org
Phone Number: 2128673060 Fax: 2128678141

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)
April Mckoy	*Principal or Designee	
Corinth Hunter	*UFT Chapter Leader or Designee	
Diana Duncanson	*PA/PTA President or Designated Co-President	
Ellen Hogarty	DC 37 Representative (staff), if applicable	
Ann Joseph	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Robert Moquete	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elijah Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
William Lawrence	Member/ Teacher	
Aqualyn Jones	Member/ Teacher	
Laticia Gamble	Member/ Parent	
Alexis Banschick	Member/ Staff	
Leigh Duignan	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.

WHO WE ARE:

UAG is a thriving "newish" school that has spent the last four-years building, defining and redefining what it means to be a great in all aspects of our work. We have systemized and concretized best practices however are always seeking to learn and grow to best serve our students and families.

Our school is safe in 100% of our spaces. UAG has built a strong culture from our inception. We believe that culture building begins from the day a student is accepted.

Our core values are EVERYTHING and are the foundation for staff, student and community culture. They are:

- GRIT

- REFLECTION

- ACCOUNTABILITY

- ASIRPIRATION

- COLLABORATION

- EMPATHY

- SCHOLARSHIP

ACADEMICS:

We opened our doors in Fall 2011. We are a CTE School and consider ourselves to be a "college plus" school. Not only are our students prepared for college, they are prepared for careers in 3 areas of technology. They take traditional ALL regents coursesband affiliated assessments to be competitive and attractive to colleges and scholarships. For example, all of our students are slated to take Living Environment, Earth Science, Chemistry and Physics; all of these courses have a NY State regents assessment at the end. Students who show special aptitude are encouraged take some of the many AP courses that we offer. Our journey to college readiness has yielded results. Our first graduating class had a gradation rate above 89%. Of that, 96% are heading to college.

CTE :

The "plus" side to our "college plus" model is that our students pursue one of three areas of technology during their studies at Gateway. In their freshman year, they all take software engineering (UAG is a part of the NYC SEP program). During that year, they are also exposed to the two other CTE pathways. At the end of the 9th grade, students select between 1. Software Engineering 2. Digital Design and Animation and 3. Information Technology. Students take increasing numbers of these courses in the subsequent years, culminating in industry standard assessments that

include: Strata, A+, Network + for Information Technology, AP Computer Science, Java for software engineering and Photoshop, Illustrator and/or a Maya Portfolio for Digital Design and Animation.

PARTNERSHIPS:

Helping us to prepare our students for college and career readiness are our partners. School partners play active role in enrichment activities and career-related events and internships (Hospital

For Special Surgery, Yext, NYU Poly, AT&T, Iridescent Learning and Goldman Sachs). Partners offer internships, job shadowing, host events and assemblies and mentor our students.

Partners also inform our curriculum through our CTE advisory board.

COMMUNITY:

We build community through home visits, our Gate-Away, trips, and core values ceremonies. We have many, many community building events throughout the school-year for our staff, students, parents, partners and extended community. The events serve to connect the community as a whole to provide a communicative network that is committed to student success. We see protecting the community spirit and energy are a critical responsibility.

STAFF DEVELOPMENT (POWER ACADEMY):

All teachers at Gateway are trained in the UAG Way of teaching through conferencing and the Gateway Instructional Guide (GIG). The GIG is a living document that changes from year to year and reflects the best practices in our classrooms. We share common beliefs of how students learn. These beliefs are grounded in our core texts and reading list. This list includes texts as; Mindset, Dweck, The Case Against the Zero, Reeves, Lost as School, Green and Love and Logic, Funk. Professional Development is determined by staff need base don survey, observations and student data. In the fall semester, professional development is conducted by administration, and focuses on our instructional shifts and CEP goals. During the spring, staff who present on their best practices, growth, development and learning conducts PD. Staff members are polled in the beginning of the year to assess interest, strength, areas of focus and gaps. From there the professional development calendar is created an aligned with our school-wide instructional foci. Staff development is supported by:

- Weekly teachers observations with feedback
- Lowest third observations with feedback
- Peer observations with feedback through Teachboost
- In Department meetings, teachers share lesson plans, rubrics and student work using the tuning protocol to challenge classroom assumptions and practices
- Interventions are used to deepen staff and student relationships
- External PD is sought to deepen our understanding of content, pedagogy and the social and emotional needs of our students. I.e., Executive Function, Teaching All Learners etc.

STUDENT ACADEMICS:

Grading policy: the UAG Grading policy was developed to accurately reflect our students' academic performance. 70% Summative Assessments, 20% Formative Assessments, 10% Academic Behaviors and Rules of the Workplace (ABROWS)

Summative Assessment Retake: Teachers at UAG must offer retests for missed assessments and for students who want to retake the test for improved performance. When a re-assessment is offered, the teacher may require the student to complete additional practices like attend GOLD, completing a summative assessment reflection or completing another activity that shows movement towards missed learning targets.

Goal Oriented Learning and Development (GOLD): We have 3 types of GOLD 1. Preemptive GOLD 2. 11th hour/Super GOLD and 3. Traditional GOLD) Students receive intensive academic support through daily GOLD periods. Both teachers and guidance counselors who serve as the academic experts of their grades run GOLD. Students are selected for GOLD daily based on their struggles with daily learning targets. Through GOLD, students do not fall behind at UAG.

Interim Assessments: Administered quarterly, these assessments are used to analyze preemptively how our students will perform on state and local assessments. The data is used to identify areas of re-teaching, tutoring and redesign. Where are their strengths and weaknesses? What gaps in instruction are evident? What are our next steps? The answers to these questions help teachers develop a plan of action.

Common Core Tasks: Students complete common core aligned tasks that are assessed by CC rubrics but also our Key Cognitive Strategies Rubric developed to assess their college readiness and our next teaching steps in Precision and Accuracy, Interpretation and Analysis, Communication, Research and Problem Formulation. These criteria are based on David Conley's College Knowledge research.

Saturday Academy is offered to students beginning in the fall. Special attention is given to mathematics because this is an area of highest need in our school. Students also receive support in reagent courses, the SAT and science labs.

DRP: The Degrees of Reading Power The DRP provides reading measures that link reader ability to text demand on a scale of increasing complexity. As a universal screener and growth monitor, the DRP provides actionable data that drive instruction and higher levels of reading achievement. The DRP supports the development of close reading skills, a requirement of the Common Core State Standards. The reading tasks of the DRP test items require thought and analyses rather than response or reaction. The DRP helps UAG understand how well students make meaning from text while they are reading it.

Lunch with Teachers (formally known as Interventions) : UAG teachers have lunch with students for academic and behavioral reasons. In all, interventions come in the form of Lunch with Teachers, Academic Counseling, meeting with principal, peer interventions and parent interventions.

Mediations: Since our inception we have been a school that focuses on mediations, restorative practices and Collaborative Problem Solving. We are a school that leads with the values of the community first. All members of our community are known, valued, protected, and safe. Staff loves kids. In fact, we insist on hiring people that love kids. We also believe in supporting staff members and pushing one another to be excellent everyday. We foster a positive and promotive work environment and we instill practices that focus on maintaining our culture. To this end, mediations, restorative justice and conflict resolution practices are used with both students and staff alike.

Jupiter Grades: is how students and parents keep up with their progress. Jupiter Grades is an online grade book that increases communication between administration, parents and teachers. . This website lets parents and students check current grades in every class with one individual log in, which they can check from an internet browser and through their smart phones. Teachers upload grades and assignments to Jupiter Grades AT LEAST on a bi-weekly basis. Using available emails and notifications has also enhanced communication between teachers and parents. Through increased communication, we have been able to motivate each student to reach his/her full potential with a unified effort from all parts of his or her lives. The principal send informal and formal announcements/news through this system.

In a nutshell what does our data say? We have a yearly average attendance of 93%, above the city's average for attendance. In our nutshell our data says that we are performing well in humanities. 80% of our students graduate college ready in ELA. Our students also perform way above average in sciences. Interim data, the Degrees of Reading

Power Assessment and Key Cognitive Strategies reflect our strides in student achievement around the humanities. We believe that we have a low suspension and incident rate because we “lead” with our core values, culture and community. These are our foundations.

We have work to do in Math achievement. Data reveals that 55% of our graduating class is college ready in Math. Because of this, much of our work is centered on math growth, instruction and achievement.

AWARDS AND RECOGNITION:

- **UAG was recognized in the Hechinger Report and US News and World Report**
- We were elected as one of 20 schools for NYCDOE Software Engineering Pilot 2012-15, and one of grantee schools for \$1.6 million AT&T grant to support Computer Science education.
- Selected as one of nine schools for TealsK12 Launch in NYC Fall 2013 that places tech professionals in the classroom as co-teachers to enhance software engineering curriculum and instruction.
- Selected as 1 of 2 schools in NYC by College Board to be a pilot school in National Science Foundation-funded program to revise the Computer Science AP course to increase diversity in tech fields.
- Named “School to Watch” by InsideSchools.org.
- Awarded School Wellness Grant for implementing campus-wide School Wellness Council (2X).
- Awarded Service in Schools Grant for community service programming (2X).
- Academics 16% of our student body are members of the National Honors Society.

ENRICHMENT:

02M507 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	473	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	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	28
School Composition (2013-14)					
% Title I Population	76.0%	% Attendance Rate			90.5%
% Free Lunch	62.1%	% Reduced Lunch			8.5%
% Limited English Proficient	3.5%	% Students with Disabilities			18.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			34.3%
% Hispanic or Latino	52.0%	% Asian or Native Hawaiian/Pacific Islander			6.8%
% White	4.6%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			26.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			4.17
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	100.0%	Mathematics Performance at levels 3 & 4			74.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.8%	% of 2nd year students who earned 10+ credits			84.4%
% of 3rd year students who earned 10+ credits	86.5%	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

UA Gateway has traditionally performed well and above city averages on humanities assessments. Our data reveals that while most of our 2015 graduates (80%) were college ready in ELA, struggles with our culminating research paper in the 12th grade in May 2015 exposes a need to continue to focus on college level writing that requires the development of thesis and strong support of claims and hypothesis.

David Conley the author of College Knowledge, discusses the importance of being able to sustain in college with the use of these skills (Key Cognitive Strategies). We have identified college level writing as a foci because of this. To develop thesis level writing, our action plan will focus on reading, writing and speaking.

Part 2 – Annual Goal

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

By June 2016 10th and 11th grade students will pass the Common Core ELA regents with at a rate of 80%. 85% of the 11th graders taking that exam will score at the college ready level.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Thesis WRITING Rubric developed summer 2015: The Thesis Writing Rubric and research paper in ELA courses assess the Key Cognitive Strategies. Students in the 9th-12th grade will write two increasingly unscaffolded research papers in the fall and in the spring to access and teach to their college readiness. The final paper will be of the longest length will be assigned in the fall of their senior year and will be due in the spring. In the senior year, students will write cross content papers based personal interest and a self-developed/ strong thesis. Teachers will focus and teach the following in each year:</p> <p>9th Grade: Precision and Accuracy</p> <p>10th Grade: Analysis</p> <p>11th : Problem Formulation and Organization Written</p> <p>12th : Research and Communication Oral</p>	<p>All students in 9th 10th 11th and 12th Grade ELA</p>	<p>September 2015 to June 2016</p>	<p>ELA department</p>
<p>Thesis WRITING Rubric developed summer 2015: The Thesis Writing Rubric and research paper in ELA courses assess the Key Cognitive Strategies. Students in the 9th-12th grade will write two increasingly unscaffolded research papers in the fall and in the spring to access and teach to their college readiness. The final paper will be of the longest length will be assigned in the fall of their senior year and will be due in the spring. In the senior year, students will write cross content papers based personal interest and a self-developed/ strong thesis. Teachers will focus and teach the following in each year:</p> <p>9th Grade: Precision and Accuracy</p> <p>10th Grade: Analysis</p> <p>11th : Problem Formulation and Organization Written</p> <p>12th : Research and Communication Oral</p>	<p>All students in 9th 10th 11th and 12th Grade ELA</p>	<p>September 2015 to June 2016</p>	<p>ELA department</p>

<p>Short Answer writing rubric in non-ELA courses. Non-ELA teachers will use a short answer-writing rubric to provide feedback on short responses to ensure fluency, clarity and sophistication in writing in short responses. This will support students' progress towards college level writing.</p>	<p>All students in non ELA courses</p>	<p>September 2015-June 2016</p>	<p>Non ELA department teachers</p>
<p>WRITING: Writing Conferences The Writing Conference provides students with the opportunity to explore relationship between features of their composition to achievement of their intentions; to develop more critical understanding of the dynamics of written genres (the relationship between author intention, text structure and reader's responsive understanding); to receive feedback about/strategies to improve the effectiveness of composition in relation to achievement of intentions. Writing Conferences are a form of one-on-one instruction in the writing class. They are 10-minute meetings with individual students intended to engage them in conversations about their writing. Learning Conferences take place during Work Time.</p> <p>Writing Conferences serve as an opportunity for a student to share a piece of work and receive feedback from the teacher. The writing must be in draft form. Since the purpose of the Conference is to receive feedback that will advance the development of the writing process as well as the product at hand, polished, final drafts are not shared in Conferences. Each day, the teacher has a Conference with two students, each of which is about 10 minutes in length. Students who are working on long pieces of writing should be encouraged to prepare for the Conference ahead of time and identify a smaller section of the piece for attention in the Writing Conference</p>	<p>All students in ELA courses</p>	<p>September 2015-June 2016</p>	<p>ELA department</p>
<p>WRITING: Research paper in all four grades using Turnitin.com: Research writing in all four years will develop our student's ability to craft their precision and accuracy, analysis, problem formulation and communication. UAG will use turnitin.com again this year to facilitate this process.</p> <p>Turnitin.com is A cloud-based service for originality checking, online grading and peer review that saves teachers time and provides feedback to students to manage the submission, tracking and evaluation of their work. Teachers set up a class assignment in the Turnitin.com service and then submit the student's work to Turnitin.com via file upload or cut-and-paste. The program consists of three core functions: checking originality, grading online and conducting peer reviews.</p> <p>When <u>checking originality</u>, Turnitin compares the submission's text to a database of 45+ billion pages of digital content (including archived Internet content that is no longer available!), over 337 million submissions in the student archive, and 130,000+ professional, academic and commercial journals and publications. This service has helped us keep student work</p>	<p>All students in 9th 10th 11th and 12th Grade ELA</p>	<p>September 2015-June 2016</p>	<p>ELA department</p>

original and authentic. Students are forced to craft and use their own words when conducting Research papers.

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.

- 4 ELA Teachers per session
- 6 Special Education Teachers salaries
- Summer per session to develop writing rubric
- Per session for ELA to present PD
- MOSL Grading
- Turnitin.com
- DRP Administration and Planning

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

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

Students will be assessed through Predictive Interim Assessments four times per year to track their progress towards performing on a college ready level on the ELA regents. We will give interim predictives in October, January, March and May. By January 2016 the 10th grade should be performing pass the regents at a rate of 50% and the 60% of the 11th grade should be college ready.

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.

At UAG we offer challenging curriculum to all students. We are a “Regents School” meaning that we offer regents level courses to all students in all four years at UAG. Students take 4 years of ELA and have the option of taking two AP ELA courses. Students take 4 years of Social Studies, 4 years of science including regents Chemistry and regents Physics. They also have the option of taking AP Biology and AP Chemistry. Students at UAG also take 4 years of math up to trigonometry with the ability to take AP Calculus. As a CTE school, our students take four years of technology as well. They take an introductory course that covers our three pathways: Software Engineering, Information Technology and Digital Design and Animation. These pathways end in certifications. The technical certifications that we prepare for are: Strata, A+, Adobe Illustrator, Adobe Photoshop and AP Computer Science. Our students graduate with these certifications with the ability to accept positions at firms while studying in college.

With these challenging courses in a challenging part of their lives. They need our support.

Our data reveals that math continues to be an area of need for UAG. While our students graduate college ready in ELA at a rate of 80%, they graduate college ready in Math at a rate of 55%. On average, students enter UAG reading way below their grade. 8th grade reading proficiency averages at 2.2. This makes addressing literacy in a continuous goal.

Again, the need to provide deep support is clear. Matriculation has been a CEP goal for the past 2 years. This goal is crucial in the growth of our school as we are fairly new and the foundation for support can always be strengthened.

Part 2 – Annual Goal

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

By June 2016 90% of ALL students including students with IEPs, ELLs and lowest third will successfully matriculate to the next grade.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Academic Counseling by 4 Guidance Counselors based on greatest student need. Lowest third students will be seen weekly/bi weekly in individual counseling sessions our small group sessions with their academic counselor.</p> <p>Academic counseling will be continue to be increased for students in greatest need as progress reports are generated biweekly.</p> <p>Counseling will occur during the school day to goal set, organize, clean out book bags, email teachers, review Jupiter grades and peer tutor/support.</p>	<p>Lowest 3rd in each grade</p>	<p>Sept-June 2016</p>	<p>Guidance Counselors for each grade</p>
<p><u>GOLD</u>, our after school tutoring <u>GOAL Oriented Learning and Development</u>, is our support system for remediation and enrichment. Through GOLD, teachers identify between 1 and 5 students who are not meeting at least 70% learning targets with proficiency. Students are asked to meet with teachers during the appropriate GOLD period. In this way, teachers have a structured time to meet with students in each of their classes, and students who are not meeting learning targets in multiple classes can meet with all necessary teachers. This systemized structure prevents students from “slipping through the cracks.” With intentional scheduling, no struggling students will go for more than one week without targeted teacher support. Students who are meeting and exceeding learning targets may also meet with teachers for enrichment activities.</p> <p>By design, G.O.L.D. requirs us to identify exactly <i>what</i> students are struggling with. If a student is struggling in three out of five classes, at least two days a week, they are engage in enrichment activities. If a student is struggling in all classes, accommodations will be made to make sure that they also are a part of the enrichment activities for a portion of their week. GOLD is a CONVERSAYION between a teacher and a few students. Homework Help is an extension of GOLD. Whereas</p>	<p>Students who do not reach learning targets in classes daily</p>	<p>Sept-June 2016</p>	<p>All last period UAG teachers</p>

GOLD focuses on teachers helping students, Homework Help, which occurs after GOLD, is about students helping students.			
Gateway to Reading course for 9 th grade students who are low level readers (an extra period of reading). Students work in groups to develop reading comprehension, decoding and reading confidence. Highly Effective teachers hone in on the joy and love of reading to develop life long readers. In Gateway to Reading students also use Lightsail to access classroom and high interest reads.	32 Level 1 and 2 Readers from the 9 th grade (2 sections)	Sept-June 2016	Administration and 2 ELA Highly Effective Teachers
Gateway to numeracy course is for 9 th and 10 th graders who need greater foundation in math. In this math program, students use math Xcel and Delta math to practice and develop algebra skills.	60 Students who perform at the lowest level of algebra assessment (3 sections)	Sept-June 2016	Administration and 2 ELA Highly Effective 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.
<ul style="list-style-type: none"> • 4 guidance counselors and one social worker • GOLD per session for Guidance counselors • Quarterly check of Jupiter grades • Weekly observations of teachers and guidance counselors • Lightsail Reading for Ipads • 16 Ipads • 2 new math teachers for software engineering and economics • Gateway to reading Curriculum development • New Sped teacher • Gateway to numeracy curriculum development • Mid semester grades • Interim data to see progress towards regents examinations. • Per Session for Saturday Academy • Per session to grade interim assessments and predictives
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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>By January 2016 92% of all students should be on track to graduation in each grade as documented in Jupiter grades.</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 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Our most recent QR in 2014 said:...” (UAG) have solid practices in place for small group work and discussions, there is an over-reliance on the teacher in some classes to mediate the discussion and push students’ thinking. As a result too many learning tasks remain teacher-directed which then hampers students from demonstrating higher order thinking and engagement. Although a set a beliefs are present with practice shown in most classes, these beliefs i s not yet implemented school wide resulting in missed opportunities to improve student performance.

Our QR in 2014 revealed a need to strengthened shared practices to ensure widespread use of best practices.

During the 2014-2015 school year, UAG teachers participated in a newly launched peer observation initiative using the Danielson Framework. Teachers also presented professional development to their peers. Both of these initiatives were well received by teachers and yielded results that could be seen from classroom to classroom. We believe that the practice of peer observations is the most effective way to strengthen best practices for teachers. We will improve on the practice by expanding on the number of visits this year as a staff.

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.

80% of teachers will respond, “agree” or “strongly agree” to: I collaborate with my peers question on the Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Peer observations will be logged and tracked on Teach Boost. Teach Boost is an evaluation and feedback web platform designed to engage teachers and administrators in an ongoing, dialogue and feedback that fosters the professional development.</p> <p>The site is a platform to creating opportunities for meaningful interactions among teachers and administrators through the collaborative portal. Teachboost is a safe space for teachers to collaborate with, and learn from, their peers, encouraging a culture of shared responsibility and collective success.</p> <p>The goal is to encourage breakthrough professional learning moments that result will in successful, sustainable improvements in teaching and learning.</p> <p>All teachers at UA Gateway take part in the peer observation process outlined by the instructional cabinet. Staff also present at least one professional development sessions during the school-year. Teachers will observe a colleague or be observed once per moth from October to May, totaling 20 visits during the year. Visits are logged in the peer observation calendar and in Teach boost.</p>	<p>All teachers</p>	<p>September 2015-2016</p>	<p>Instrutional Cabinet and UAG Administration</p>
<p>Lesson planning in PD (lesson study) Tuning protocol. During department meetings this year, teachers will work together and provide feedback to one another using the tuning protocol. In this protocol teachers receive feedback and fine-tune their development of lesson planning and student assessment. In the tuning protocol, teachers share student work, with colleagues and reflect on lessons. The collaborative reflection helps educators design and refine their assessments systems and supports higher level student work. The presenting teacher brings samples of either their own or student work. They may also bring video, rubrics, any other created materials, texts, etc., to support student performance. In department groups, they present their problem of practice and through the protocol of clarifying questions, probing questions and uninterrupted feedback they develop new understandings on their problem of practice.</p>	<p>All teachers</p>	<p>September 2015-2016</p>	<p>Instrutional Cabinet and UAG Administration</p> <p>Department Lead</p>

Lesson Planning and alignment through common planning and ICT planning. Like courses at UAG are aligned through teacher collaboration during common planning time. All like courses taught by different teachers are aligned. This planning allows for teachers to share lesson plans, align assessments, share data and strategies.	All students	September 2015-2016	ALg, Geo, Glb, US, ELA, and ICT Teachers
Teachers plan and present PD and Interim data. All teachers at UA Gateway plan professional development and present student data at least once per year to staff members. Expert teacher present on their strengths, which have included: checks for understanding, flipped classroom, technology in the classroom, common core in non-ELA classes, etc. Newer teachers may present their journey in any area of teaching and learning.	All students	September 2015-June 2016	Teachers and Administration

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.											
Purchase Teachboost											
Per Session for additional planning and alignment											
Per session for professional development presentations											
Instructional Cabinet per session											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
Each year, UAG administration administers a survey to see how staff members are feeling about our progress towards our goals. We will ask teachers if they are collaborating with their peers. At that time, 70% of teachers will respond agree or strongly agree that they collaborate with their peers.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

UA Gateway hired 9 new staff members this year. This is a large number for a small school. While this is a great opportunity it has the potential to influence the culture of our school and our administration has the responsibility of maintaining a culture of trust with all members. We have traditionally scored well on this portion of the environment survey and would like to keep this a highly effective area of our school.

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.

80% of teachers will respond agree or strongly agree to the survey statement question “I trust my principal”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The principal will provide 1. Two State of the Union Addresses 2. A Pre Survey and 3. Transparency through document sharing. The principal will provide two State of the Union Addresses twice per year; once in September and once in February to keep staff abreast of all data and plans for UAG. During that time, staff asks questions, provide feedback and discuss through a</p>	<p>All staff</p>	<p>September 2015- June 2016</p>	<p>Principal</p>

gallery walk protocol. The purpose of the State of the Union is to keep all members in the know about where our school is going. Also during the school year, professional development presentations, minutes to meetings, per session postings, events and activities are made public through googledoc.			
Instructional Cabinet: The cabinet meets biweekly to discuss and evaluate: student data, school-wide data, peer observations, teacher support, professional development, morale, upcoming events, core values, and our goals. The cabinet serves as a representative group but also a planning group that responds to school needs.	Department Leads	September 2015- June 2016	Administration and Department Leads
Weekly Observations: Teachers at UAG are observed weekly by the admin team to keep communication about teaching and learning open, common, fair, continuous and effective. Observations re seen as an integral part of professional development and often stem from teacher goals and areas of desired feedback.	All Teachers	September 2015- June 2016	Administration
Retreats: To keep our mission, vision and culture alive we go away as a staff 2 times per year. During these retreats we talk about students, our culture, social justice and bond as a group.	All staff	September 2015- June 2016	Administration

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.											
Instructional Cabinet per session											
Two Staff Retreats											
Two Assistant principals											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
Each year, UAG administration administers a survey to see how staff is feeling about our progress towards our goals. We will ask teachers if they are collaborating with their peers. At that time, 70% of teachers will respond agree or strongly agree that they trust the principal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> 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.
<p>On the 2014-2015 80% families responded to agree or strongly agree that the principal works to create a sense of community in the school.</p> <p>We seek to keep the high yield practices and build on new ones to strengthen our community ties.</p>

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 82% of UAG families will respond agree or strongly agree to the principal works to create a sense of community in the school.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>UAG will continue engaging events and opportunities for community. These traditions include:</p> <p>1. Thankcake</p>	<p>All UAG parents</p>	<p>September 2015-June 2016</p>	<p>Principal Parent Coordinator Partnership Coordinator</p>

<p>2. Meet the Staff Night</p> <p>3. Senior College Night</p> <p>4. 6 Orientations</p> <p>5. Home visits to all incoimg families in the summer</p> <p>6. College Night</p> <p>7. Dances</p> <p>8. The Amazing Race</p> <p>9. Broadway Plays</p> <p>We wil also improve our model with:</p> <p>1. Family Movie Night</p> <p>2. Working closely with the PA</p> <p>3. Parent Moth night</p> <p>4. Mixers with Staff</p> <p>5. Student led parent teacher conferences</p> <p>6. Family BBQ</p> <p>7. Weekly Parent letter</p> <p>8. Community Fundraising for our school</p> <p>9. 48 hour policy in parent communication</p> <p>10. Carnival from the community</p> <p>11. Parent Academy</p> <p>12. Monthly town h all</p>			Social Worker
<p>We will continue to use Jupiter grades for frequent communication and updates. Teachers will update Jupiter biweekly. Parents and students will keep track of progress in each class. The system also allows parents and students to email teachers with questions and concerns to teachers. This tool is also used to email teachers about questions on assignments. The principal will use Jupiter to communicate informal and formal announcements. We will provide Jupiter grades training at all open hous events. In addtiona, school tours and audits of classes</p>	All UAG parents	September 2015-June 2016	All Staff

are conducted for any parents that wants to come to the school during the school day.			
Parent Volunteerism (one hour per year): This year UAG is asking all families to donate one hour of service ethsi year. Volunteerism can look like: escorting studentson their community service assignments, chaperoning, hosting events, fundraising, etc.	All UAG parents	September 2015-June 2016	Principal Parent Coordinator Partnership Coordinator Social Worker
<ul style="list-style-type: none"> • Increased written communication to parents: • Introduce parents to online resources (Archipelago Learning, Khan Academy) that can be reached from home and that they can use with their child to help them study • Parent handbook outlines the UAG polices and resources • Parent Newsletter goes out every month to inform parents of the latest at the school • Principal’s parent letter addresses the most pressing issues monthly 	All UAG parents	September 2015-June 2016	Principal and Partner Corrdinator

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.											
Parent Coordinator salary											
Many Student Engagement Events!											
Home visit per session during the summer											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
The administration will poll families via survey in January 2016. At that time, 60% of families survey will respond that they feel engaged by the school.
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)	8 th grade exams Performance on summative assessments	Gateway to Reading Period with Hunter and Leazer	Small class 1-16	During the school day
Mathematics	8 th grade exams and performance on regents June 2015 score on Algebra regents	Gateway to Math period with Schneider	Small class 1-16	During the school day
Science	Performance on in class summative assessments	GOLD (After School tutoring) 11 th Hour GOLD Academic Counseling	Small Group 1-5 Students	Afterschool During Lunch Saturdays
Social Studies	Performance on class summative assessments	GOLD (After School tutoring) 11 th Hour GOLD Academic Counseling	Small Group 1-5 Students	Afterschool During lunch Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anecdotal Suspension data Attendance data	Lunch with the Teacher Academic Counseling Counseling with Social Worker Group Counseling Hiking trips Restorative Justice Mediations Clubs	Small Group 1-8 Students	Afterschool During lunch Saturdays

		Men of Strength UAG Community Service		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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>Strategies for increased teacher quality</p> <ul style="list-style-type: none"> • Teachers are observed before hiring • The search for teachers begins one year before the teacher is hired • UAG participates in all teacher fairs • Referral system of teachers by other teachers • Hiring committee reviews, interviews and hires teachers based on a rigorous interview process • All teacher's references are checked and questioned • New teachers receive mentoring the summer before their hire • All teachers teach with their licenses

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Peer observations</p> <p><u>Shared Understanding of Effective Instruction before the first day of school:</u></p> <p>At UA Gateway we have developed a shared understanding of effective instruction through a number of institutionalized systems and practices. All new teachers at Gateway meet with a member of the administration staff independently at the beginning of the year to discuss the Gateway Instructional Guide, a guide written by the admin team in consultation with the teaching staff to provide clear expectations for each department with regard to our beliefs of what we teach, how we teach and how students learn best. Within the Gateway Instructional Guide there</p>

are models and templates that clearly demonstrate the expectations with regard to target development, lesson planning, and instruction. As a staff, we work in the summer at our annual staff retreat to review and discuss the major text that guide our beliefs on how students learn and grow best with particular emphasis on Dweck, Marzano, Danielson, Schmoker and Reeves.

Shared Understanding of Effective Instruction at the beginning of the year:

To further norm our understanding of effective instruction, the administrative team met with every staff member to review the Danielson Framework and help teachers reflect on and select a key leverage area for growth and development throughout the year. After having teachers develop a plan and focus for the year, the administrative team presented our Quality Review Data, Assessment Data and Classroom Observation Data to the staff and provided our instructional foci for the year as well as our plan for professional development (dubbed Power Academy) to support our instructional foci.

Shared Understanding of Effective Instruction sustained through the year:

Throughout the year we have committed our collective efforts to meeting our foci and attaining greater student achievement through the following:

- Each teacher has been observed weekly by a member of the administrative team. They are provided with oral and written feedback based on Danielson, which is logged into Teachboost or Advance.
- Each week during Power Academy (our weekly professional development series) we delve into one of the four instructional foci. Each week's theme in Power Academy is determined by trends and deficiencies noticed in the prior week's Power Academy. Teachers also present during Power Academy.
- In department meetings, teachers along with admin, work together to present, critique and develop lesson plans using the Danielson Framework for teaching with particular emphasis on Domain One, Component 1e, 1c and the teacher's personal instructional development need. Teachers also present units and assess the alignment of the unit, unit targets, and unit summative to the Common Core State Standards.
- In January, all teachers meet with a member of the administrative team for a mid-year check-in where we review their overall performance, student data and progress to their personal growth plan and set goals for growth and improvement for the remainder of the year.

Shared Understanding of Effective Instruction at the year's end:

In June, teachers receive an end-of-year conference with an administrator to discuss the year's final progress and growth. As a staff, we review the preliminary end-of-year data (assessments, observations, etc.) to begin defining our

goals for the year ahead. As we approach the summer, we use our reflective work at the end of the year to begin the cycle of a shared understanding of effective instruction for the year ahead.

Every week, teachers are observed and rated using the Danielson Framework for Teaching by a member of the admin team. Teachers have a set meeting time with an admin member to reflect on their teaching practice through protected meeting time to review observed lessons. In January, all teachers meet with a member of the administrative team for a mid-year check-in where we review their overall performance, student data and progress to their personal growth plan and set goals for growth and improvement for the remainder of the year. Teachers are then asked to create a goal to increase one of the foci from the year using their averages Danielson Framework for Teaching out of the three instructional foci for the year: student discussion (Danielson 3b), scaffolds and differentiation (Danielson 1b) and checks for understanding (Danielson 3d).

Professional Development is based on needs assessments after weekly observations and through peer observations as well.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers design assessments for their courses. They collaborate with administration for interims and predictive assessments. The Gateway Instructional Guide outlines how assessments are given and graded at UAG.

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) 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. [**The Urban Assembly Gateway School for Technology**], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [**The Urban Assembly Gateway School for Technology**] 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. The school will maintain this information.

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

The Urban Assembly Gateway School for Technology 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;
- Parents of the graduating class of 2019 will commit to one hour of community service at our school during the 2015-2016 school year to meet our school's goal of increased family engagement.

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;

- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 507
School Name Urban Assembly Gateway School for Tech		

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 April McKoy	Assistant Principal Sonjah McBain
Coach -	Coach -
ENL (English as a New Language)/Bilingual Teacher	School Counselor Alex Rigney
Teacher/Subject Area Corinth Hunter/English	Parent Diana Sanchez
Teacher/Subject Area Marvin Gruszka/Science	Parent Coordinator Greisys Feliz
Related-Service Provider Gabriela Marquez Canale	Borough Field Support Center Staff Member Yuet Chu
Superintendent Fred Walsh	Other (Name and Title) -

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	481	Total number of ELLs	9	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	0	0	2	0	1	6	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: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	0	0
Integrated Algebra/CC Algebra	9	7	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	1	0	0	0
Earth Science	1	1	0	0
Living Environment	6	6	2	2
Physics	0	0	0	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	1	1	1	1
Geography	0	0	0	0
US History and Government	2	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 In addition to the NYSESLAT and NYSITELL assessments, Urban Assembly Gateway School for Technology (UAG) uses the following assessments for determining the early literacy skills of our ELLs:
 - Degrees of Reading Protocol: The DRP measures the students' abilities to decode text, and persevere through different Lexile ranges of text.
 - Measures of Student Learning Assessment: The MOSL is administered twice yearly and measures the students ability to incorporate non-fiction reading into a comprehensive argumentative essay based on a pre-determined prompt.
 - In-house writing assessment: This assessment is administered three times a year in line with the Judith Hochman Teaching Basic Writing Skills in order to assess the students' ability to compose a written essay in response to a given text.

The data from these three assessments show that our ELLs struggle the most with reading and writing assessments that focus on deep synthesis of data. Some of our ELLs struggle more on the comprehension level of texts, but a greater number of our ELLs remain below grade level in their reading and writing.

This data also helps to inform our instruction to be deeply literacy-based across the entire curriculum. Scaffolds in reading and writing are provided across the subject areas requiring students to engage in various types of texts and to write often.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns from the NYSESLAT reveal that our ELLs are typically stronger in Speaking and Listening than they are in Reading and Writing. Of those four modalities, input modalities, Listening and Reading, pose more challenges than output ones, speaking and writing, although writing still remains the largest challenge among the four.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the AMAO tool to evaluate the following risk factors: need for home language in instruction, whether students are on grade level, how many years of ELL service they have received, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, over aged students, HS credit accumulation, SIFE status, and disability classification. These categories help us to create targeted interventions for our students. This will involve specialized scheduling to ensure credit accumulation, blended learning and credit recovery for students who are undercredited, provision of home language resources in content instruction, specialized targeted intervention for SIFE students, and proper identification and classification for students with disabilities.

Our AMAO 1 is whether or not students have made progress. The data from this is not readily available. Our AMAO 2 is the percentage of ELLs scoring Proficient on the NYSESLAT. For the 2015-16 year, the target is 15.60% with a difference of 37.34% between the target and our current status. For the 2016-2017 year, our target is 16.30% with a difference of 36.64% between the target and our current percent. Our current estimated AMAO status is that of the 17 students who have tested on the NYSESLAT, 9 or 52.94% have achieved proficiency.

This year's data reveals that we have 13 at-risk students. The breakdown shows that our former ELLs are mainly at risk of being undercredited due to failing classes. These students will be the center of a targeted intervention involving our guidance counselors, school principal, social worker and content teachers which will figure out the best possible tailor-made program to ensure that ELLs have every opportunity for credit accumulation.

Reaching our AMAO 2 shows that our push-in CTT model is the most effective for our ELLs in terms of targeting the literacy and language issues that our ELLs most benefit from. We will continue to use this intervention.

4. For each program, answer the following:

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

a. For our ENL program, our 9th grade class is a mixture of intermediate and advanced students. One of those students has an IEP that is related to speech and language comprehension impairment. Our 9th grade students are a mixture of newcomer, developing, and long-term ELLs. For this group of ELLs, taking tests in the home language would be an effective strategy as these students use their home language to inform their new language. These students are making gains in all modalities. Because most of the issue with ELLs is content comprehension, we have not seen significant gains with home language testing.

Our 10th and 11th grade ELLs are all advanced long-term ELLs. All three students have IEPs that deal with language and speech impairment, and are receiving supports for literacy-heavy classes. However, we are convinced in these cases that the ELL classification mainly has to do with their learning disabilities than their language disabilities. These students are also given the opportunity to take assessments in their home language.

b. The ELL Periodic Assessments are used to monitor the progress of the students throughout the year until the NYSESLAT exam. We communicate these results to our students so that they can monitor their own progress with respect to the NYSESLAT. Also, because our model of push-in ENL does not give the students a chance to examine the NYSESLAT, the periodic assessment is a good way to familiarize them with the format of the test, though the speaking modality is not tested. These results are also shared with the entire staff so they can monitor the progress of the ELLs in their classes and have more data to help them understand how to best service their students. The home language is not offered with the periodic assessment because we are testing their level of English language.

c. While these tests are helpful, we also take into consideration the fact that each modality tested, reading, writing and listening, is based only on ten questions, so instead of scrutinizing these scores, we tend to look for general and holistic patterns, especially if students are getting a majority of a section wrong. Most of our students tend to make minor gains and losses on these tests as predicted. Students that are scoring poorly on the periodic assessments tend to do so out of a lack of motivation on the test. Our students are generally performing at or around their levels on the NYSESLAT of both the prior and coming year. Home language is not used during the ELL Periodic Assessments since we are testing their English language skills, only. Home language is allowed on non-ELA assessments, usually in the form of glossaries and home language exams.

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](#).]

UAG does not implement the Response to Intervention framework at this time due to our use of other supports for ELLs.

6. How do you make sure that a student's new language development is considered in instructional decisions?

While most of our ELLs are long-term ELLs who are fairly communicative in English and struggle mainly with the more complex undertones of English, we do make the use of their home language when necessary. There are frequent comprehension checks the ENL teacher conducts to make sure students are following the content of the class, and when the teacher or student deems it necessary, bilingual material and translations are provided. Students are encouraged to use a bilingual glossary as well as translator programs on their laptops to assist them in the interpretation of input material. Constant scaffolding and attention is paid in particular to the introduction of specific content vocabulary, and glossaries, illustrations and other helps are provided for our ELLs.

The new 2015 Targets of Measure are also incorporated into Learning Targets and daily classroom instruction. Because our instructional units and targets are Common Core aligned, language learning objectives are also incorporated into the daily instruction of ELLs. Explicit vocabulary, grammar and language instruction accompanies content-specific material for a more well-rounded experience for language learners. Use of cognates is encouraged in word study, and when need be, students are allowed to give written and oral responses in their home language for assessment after translation.

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

UAG does not have a Dual Language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In order to evaluate the success of the programs we implement for ELLs, we carefully monitor their progress from week to week, and include a pre-test and post-test for each assessment. The ESL teacher and assistant principal meet weekly in order to assess the academic progress of our ELLs in each of their classes. An action plan is made for that week for different academic interventions that can be put into place in order to improve their progress. The ESL teacher also meets weekly with each ELL to discuss his/her academic progress, and a conference record is kept so that students can chart their weekly goals.

Periodic assessments are also made for our ELLs. They take the DRP (see question 1) three times per year as a measure of their literacy growth. The MOSL is given twice per year as a way of charting their independent ability to interpret and synthesize readings. Finally, the in-house writing assessment is given three times a year to chart their growth as writers. The ELL and ELA team collaborate to chart the ELL students' progress on these assessments, and if there is little to no change, we will modify how we are administering these programs or make decisions to change the program itself.

For example, last year, we experimented with the online blended learning program Achieve 3000 to help students with their literacy. While the guarantee of the program was that students who committed to forty sessions would be guaranteed to raise their Lexile reading level by one grade level, we found the students' growth to be minimal from month-to-month, even when they were actively participating in the regimen. A decision was made to discontinue this program this year in favor of a sustained reading period that would be incorporated into the students' schedules. The measure of this success will be reflected in their DRP scores.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
When we receive new students, we administer the Home Language Identification Survey (HLIS) to determine the student's home language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. On the written HLIS if in Part I (questions 1-4) a parent indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I (questions 5-8) indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English, then the NYSITELL is administered within the first ten days of enrollment. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone

interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

This entire process is completed by our ENL-certified pedagogue(s).

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).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. We have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are:

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process:

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS) Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of:

- A school/district administrator: April McKoy
- A teacher of English to speakers of other languages: Mina Leazer
- The director of special education: Ashley Ardinger
- The student's parent or guardian
- A qualified interpreter or translator
- Grade-level guidance counselor

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of the HLIS and interview
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

- The principal must accept or reject this recommendation

o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to

the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability.

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

The ENL teacher, in cooperation with the Parent Coordinator, is in charge of delivering all of the Entitlement letters. In the case of new admits, this entitlement (or non-entitlement) letter is given to the parents when they come in for their orientation. The Parent Survey and Program Selection Letters are also given at this time. The ENL teacher is in charge of dispersing and tracking these documents. In the case of no reply from the parents, parents are called and encouraged to come to school so that they can receive more information about how to fill out these documents. Once these documents return to us, they are housed 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).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs. We must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

When parents are informed of their child's ELL status at the beginning of the year, we let them know that they have the right to appeal this status. The ENL teacher will also notify them that if a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

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.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. We notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages), following the steps outlined below.

- When a new ELL enrolls, we inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school.
- To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (ENL) programs. The orientation is in a language or mode of communication that the parent or guardian best understands. We contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by

the school staff.

- After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.
- o The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in ENL because we currently do not have a bilingual program. We then document and include attempts to gather initial parent selection preference; this documentation is maintained in the student's records binder.

This process is overseen by our ENL teacher, Mina Leazer.

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.

The parent coordinator handles making sure that all correspondances are delivered in a timely manner to parents, with a full explanation. She will then call home to verify that the parents have received, and completed their program selection. They are also allowed to come into the school to speak directly with her regarding the program selection. We inform that if they do not return the completed and signed form within 5 school calendar days, their child will automatically be enrolled in ENL as we do not offer a bilingual program at this time.

o We enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school.

o The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

If we reach the threshold in grades 9 to 12, where 20 or more ELL students speak the same language in one grade, we will notify parents of the creation of a bilingual program via letter/phone call home to those parents who requested this setting for their newly identified ELL student.

This process is overseen by our ENL teacher, Mina Leazer.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parent coordinator, Greisys Feliz, and the ENL teacher, Mina Leazer, monitor the return of forms through frequent calls home, letters with the children that are backpacked home, and at parent/teacher nights. In some cases, we will ask the parents to report to the building so these selections can be made in person with a translator on hand.
9. Describe how your school ensures that placement parent notification letters are distributed. At the beginning of the year, or at the time of new enrollment, all parents are given an introductory packet that allows them to have all of the materials that they need to fill out for general orientation. After the NYSITELL is administered, placement parent notification letters are distributed about ten days to all newly-placed ELLs after they receive an orientation packet. The parent coordinator, Greisys Feliz, and the ENL teacher, Mina Leazer oversee the maintenance of these files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student has a file kept in the main office in a binder for their cohort. All original blue cards, HLIS, entitlement documentation is kept with each student's file. The parent coordinator, Greisys Feliz, and the ENL teacher, Mina Leazer oversee this process.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The New York State English as a Second Language Achievement Test (NYSESLAT) is the exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Schools are not penalized for administering the speaking section during the last 2 weeks.

The RLER in ATS gives us a list of entitled students who should take the NYSESLAT, then special pullout sections are scheduled over the course of three days to administer the NYSESLAT. Students are pulled from their regular academic classes to take the NYSESLAT speaking interview one-on-one, and then students are pulled as a group for the administration of the other sections. Makeups are scheduled on a case-by-case basis.

Mina Leazer, Ambar Terrero - two licensed ENL teachers, oversee this process under the supervision of Sonjah McBain, our assistant principal.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After a student completes the NYSESLAT assessment, a score report provides information about the student's scale score, percentile rank, and overall proficiency level. Additionally, the score report will include information about the student's score on each of the modalities.

After these reports are available in the ATS RLAT report, letters are sent home to all parents (typically in September of the following school year after the test administration) that state the child's eligibility. Mina Leazer, the ENL teacher, ensures that these letters are delivered to all students' parents/guardians. Placement letters are sent to students who are eligible for ENL while transitional support letters are made available to students who test proficient on the NYSESLAT.

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).

UAG is in the unique position of offering a CTE component which draws a lot of our students. Because of the technology focus of this school, the parents and students that choose this school often wish to stay despite our current lack of a bilingual program. That said, the numbers that have chosen bilingual education have surprisingly remained at zero. This past year, we received two freshmen who came from a bilingual program, but their parents specifically requested that they be placed in a mono-lingual English setting so that they could improve their English skills. They have chosen the free-standing ENL model that our school offers. Year 1: 24 ELLs, Year 2: 12 ELLs, Year 3: 15 ELLs, Year 4: 10 ELLs, Year 5: 9 ELLs

We are aware of the Aspira Consent degree which for high-school states that a bilingual program must be opened if in grades 9 to 12, 20 or more ELL students who speak the same language in one grade. At present, our ENL program numbers have not been robust enough to support a bilingual program, but our ENL teacher is tracking trends and parent choice.

The initial parent choice is recorded in the ELL Parent Choice Update screen (ELPC) in ATS. After the initial parent choice is documented in ELPC, parents may change their choice at any time by writing to the principal or designee. All subsequent changes to parent choice, after capture of initial parent choice, can be made on the BNDC screen. The Parent Survey and Program Selection Form is completed and placed in the student's cumulative folder (along with any subsequent written consent to change ELL program choice).

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.

Beginning in the 2015-16 school year, ELLs are required to receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction.

The integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades 9 to 12, at the entering and emerging levels, integrated ENL with ELA is provided; at the transitioning and expanding levels, the integrated ENL is with any content area that best meets the need of the student.

UAG has determined that the integrated ENL best fits the need of our students who range from Emerging to Expanding. Students are accordingly placed in an integrated ENL class of ELA, Reading Class, Global History or US History. The ENL teacher also teaches two sections of stand alone ENL so that students in the emerging and transitioning categories may receive their minimum 90 minutes of ENL instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL teacher works in conjunction with the programming team to ensure that each student is serviced by an ENL professional within the required minutes of his/her proficiency level. This changes from year to year, but generally, an Expanding student receives one class of ENL stand alone instruction along with one class of ELA. In our current schedule this means that an Expanding ELL student receives 225 total minutes of ENL instruction and 225 total minutes of ELA instruction a week. In the same manner, our Emerging ELL students see an ESL teacher at least two times a day, and an ELA teacher at least once per day. In our current model, an Emerging ELL receives 450 total minutes of stand alone and integrated ENL per week. If we were to have Entering ELLs at our school we would be able to service them in the current model due to the excess of mandated minutes of service we are able to provide.

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.

Because we use a combination of an integrated and stand-alone ENL at UAG, ELL students are mainstreamed into the same classes as their cohort. Their ENL instruction is delivered in the core content classes which require the most supports in literacy: Living US History, Global History, Reading and English. The content teachers collaborate with the ENL teacher to make the same content given to non-ELL students comprehensible for the ELL students. This involves a wide swath of supports. The ENL teacher is there to make sure that students obtain all input, scaffold instruction, use graphic organizers, provide bilingual supports. The ENL teacher essentially specializes in tailoring the content for the ELL students in the class to make sure they are able to obtain the same Common Core Learning Standards as their non-ELL peers. This may be done with modifications, and in a longer period of time.

In all programs, a variety of content teacher and ENL teacher-chosen material is used. Resources from EngageNY, educational publishing companies, novels, textbooks, and teacher-generated material is used to support instruction in the class.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are given the opportunity to take all assessments in their native language when requested. If the assessments are spoken or written, they are allowed to write in their native language. Alternatively, if students would like to use a bilingual glossary so they can attempt their responses in English, they are given this accommodation in addition to extra time to complete these tasks.

We are also investigating standardized screeners which could be used as regular assessments to evaluate home language performance throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Though the emphasis on ELL instruction at UAG is on the reading and writing modalities, students also participate in listening and speaking assessments as well. In addition to the optional ELL periodic assessments that we administered, all classes are

encouraged to address these four modalities in their planning and assessments. ELL students are not exempt from these assessments and are expected to participate in activities which require the four modalities. In special cases, students may opt to take the speaking assessment privately with the teacher or through the use of a digital recorder if they do not feel comfortable speaking in front of the class. Otherwise, for more informal assessments and activities, ELLs are actively encouraged to engage in class discussions, pair-shares and group work. In the ENL classes, the ENL teacher is there to support these four modalities.

Formative assessments for the four modalities range by class and teacher. All students are required to write summative assessments in their humanities classes, speaking and listening are addressed through a wide range of discussion protocols, and all students take the Degree of Reading Power assessment which assesses all students' reading levels at the beginning, middle and end of the year.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

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

a. SIFE: For our SIFE students, we have a very intense one-on-one component in addition to the integrated model available to all ELLs. SIFE students' progress is monitored weekly, and conferences are held with the student to make sure they know what is required of to succeed. The ENL teacher maintains close communication with the teachers of SIFE students to ensure that they are staying for extra help, and also communicating needs that the SIFE students have to met in order to be successful.

b. Newcomers: Our newcomers are monitored in a similar fashion, though a more general and holistic approach is given to their instruction. The ENL teacher also monitors the newcomers' progress in all their academic classes and conferences with them on a weekly basis to make sure they are maintaining their progress.

c. Developing: For the Developing ELLs, close attention is paid to their initial assessments for the year. This is to determine if a particular modality is weaker than the others. From there, a specific plan is made by the ENL teacher in conjunction with the student to specifically target the weaker modalities of the Developing students. Typically, we find that students at this point are stronger in listening and speaking, and struggle with reading and writing. Because of this, teachers are given tools and accommodations to implement across the curriculum for these students. The ENL push-in period is when the ENL teacher can monitor progress with these linguistic goals.

d. Long Term: The strategy applied to the Long Term year students is similar to the one used with the Developing students. At this point, the ENL team also evaluates other factors which may be at work. If, after a year of targeted interventions, the Developing students are not improving in their modalities, we also begin to look at whether or not there are learning disabilities or speech impairments which are hindering their progression. Most of the Developing students at our school have Individualized Education Plans (IEPs). When these are up for review, we will conduct a special review will be made to come up with a formalized plan to help the Developing students progress.

e. F-ELLs: The former ELLs at UAG are given special accommodations in accordance with the accommodations they receive on official state assessments. They can use bilingual glossaries and receive time and a half on any assessments they take in class. Teachers are also made aware of former ELLs status and have access to their old accommodations if they deem them necessary in their classroom. They are also mandated to receive 90 minutes of week of ELL services for two years after testing out of the program, and are scheduled alongside our emerging ELLs to receive the appropriate amount of integrated ENL hours.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Students who have been re-identified as ELLs are reprogrammed and transitioned into the ENL program along with their peers. This transition is often seamless because all ELLs are mainstreamed and received the same core classes. Depending on their situation, they may be moved into an integrated ENL class and/or a specialized literacy class where students receive the extra literacy reports.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not

been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

The ENL teacher will oversee this process and ensure that all students who are re-identified are being reviewed as per the steps above.

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?

For ELL students with disabilities, teachers use a variety of scaffolded materials to ensure their success. One particular method we have adopted across the content areas is the Judith Hochman Teaching Basic Writing Skills. This method is a step-by-step structured program which allows ELL-SWDs access to the content area writing they are required to do in all of their classes. This program provides basic supports from sentence-writing, to paragraph-length writing and full essays through the use of outlines and structured activities. These supports range from Grade 6-12 supports.

For reading, uniform practices are applied across the content areas for annotating text and taking Cornell Notes. This uniformity allows our ELL-SWDs to access the content area material as well as improve their language comprehension skills. Cornell notes are introduced in 9th grade and continue to be used as supports into 12th grade.

Home language glossaries and dictionaries are used as well as online translators and dictionaries, such as wordreference.com and translate.google.com.

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?

The ELL-SWDs at UAG are mainstreamed into the regular curriculum of their grade cohort, and the ENL teacher and the Special Education teacher move to meet them in their classes and ensure their ELL and IEP goals. The support may come in different classes and content areas in accordance with the specifics of their IEPs and ELL language goals. The ENL teacher and the Special Education team communicate regularly to ensure these students are meeting their goals.

Every year, compliance in both ENL and IEPs are reviewed by the Special Education department and the ENL teacher. Each student who is classified as an ELL SWD is hand-reviewed to ensure this his/her schedule matches the requirements of the Individualized Education Plan and ENL requirements for stand alone and integrated ENL.

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.

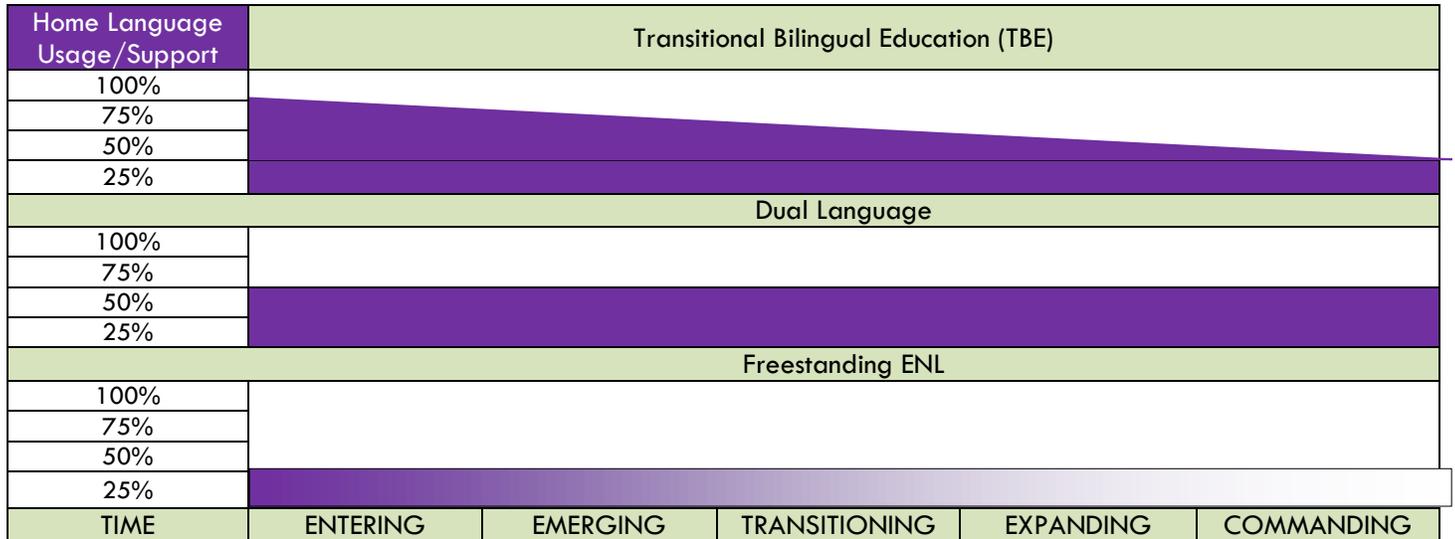


*Note “other approved services” does not apply to New York City at this time.

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.
- ELA: An ENL integrated program is used in ELA to scaffold the literature component of this course. A sustained reading program is set in place so that ELLs have access to a literacy-rich environment for a required number of minutes a day (25-40 minutes). The Judith Hochman Teaching Basic Writing Skills method is used to ensure that ELLs have explicit instruction on how sentences, paragraphs and essays are put together. Students then have guided practice time to use these tools.
- Math: All math content teachers are provided with the specific language goals of each ELL student in his/her classroom. Math is also being taught in a new group work method in which ELLs are placed with non-ELLs to actively speak and listen to their peers in order to engage in the learning. Math, which has typically been an individual experience for ELLs, is now incorporating the speaking and listening skills ELLs need.
- Science: A push-in program is used in Science to support the acquisition of new content vocabulary and concepts. Cornell Notes are used to help students understand the lecture notes, and modified worksheets are made to supplement each lesson. A content teacher is available to reteach content when students do not reach the lesson targets, and an ENL teacher is available to ensure that students are able to express their thoughts in complete sentences and utterances.
- History: A push-in program is used in History to support the content material and vocabulary. The History teachers provide scaffolded notes sheets on which ELLs take notes. The ENL teacher is there to ensure that students are able to understand the concept through the use of bilingual translations or further clarification of vocabulary in simpler terms. Pair and group work is also used in History to make sure students are making active use of listening and speaking skills. The Judith Hochman Teaching Basic Writing Skills method is also used in this class to support the extended writing students must do.

In all settings, home language can and may be used to scaffold instruction. As most materials used in our classrooms are teacher-made, we encourage use of Translation and Interpretation services to translate all fundamental documents. Also, in group work, use of home language is encouraged to enhance discussion participation and the like.

We are also targeting the lowest third and ELL students based on 8th grade ELA/Math scores and Regents and core class pass rates to deliberately place students in a literacy and numeracy remediation program designed to give students an extra period of targeted reading and math instruction in addition to their current ELA and Algebra courses. We currently have 30 students in the Freshmen cohort enrolled in the numeracy program while 27 are enrolled in the literacy program.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current integrated and stand-alone model is effective in addressing both the content and language skills of our ELLs because language skills are supported across content areas. When students are able to see the same strategies being used in their different classes, they have a better linguistic hold on how to access the content material. It is also very important that we are providing content support in non-ELA classes because the ELLs struggle in particular with the content vocabulary of the different subject areas. Having ENL support in these classes allows students to access the material they will need in order to maintain the same level of expectations as their non-ELL peers.

A list of all the current and former ELLs is made available to all teachers at the beginning of the year and as new admits are enrolled. This living document is updated regularly by the ENL teacher to reflect current classes, Regents accommodations and other relevant information.

The effectiveness of the program is evaluated by credit accumulation for ELLs, Regents pass rates and performance on standardized diagnostics.

12. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming year, we are implementing a targeted literacy and numeracy program for our ELLs and struggling learners. This program provides an additional period of explicit reading and math instruction geared at making plain the skills that most push-in classes might assume ELLs to inherently know. By making these steps explicit, we are hoping to give ELLs the ability and opportunity to catch up on skill sets that were lagging in both numeracy and literacy.

We are targeting the lowest third and ELL students based on 8th grade ELA/Math scores and Regents and core class pass rates to deliberately place students in a literacy and numeracy remediation program designed to give students an extra period of targeted reading and math instruction in addition to their current ELA and Algebra courses. We currently have 30 students in the Freshmen cohort enrolled in the numeracy program while 27 are enrolled in the literacy program.

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

One program we are no longer continuing is the online blended learning program called Achieve 3000. We piloted this program last year as a way to improve the reading levels of our ELLs, but we found that the model was not helpful for our ELLs. While some made small gains, the online model was not interactive enough for the students to have an enriching experience with their reading. We also found that the Lexile score gains were minimal, and the program itself, while differentiated, did not generate an enthusiasm for reading among our ELLs.

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

It is our goal that all ELLs are included in all school programs to the maximum extent possible. This includes academic and extracurricular programming. Materials advertising these programs are available in English, Spanish and other languages, and the ENL teacher works closely with other teachers to ensure that students are given access to all after-school academic counseling and help sessions. One program we offer is GOLD - Goal Oriented Learning Development. When an ELL does not meet the learning target of the class that day, he/she will be invited to come to GOLD to focus on the content material for that day. This program is especially helpful because it occurs on a rotating basis, so that ELLs have the opportunity to meet one-on-one with the content teacher to address their specific needs. For all ELLs, the ESL teacher is also available to conference and set goals with the ELLs during GOLD. The ENL teacher also communicates with content teachers and the guidance counselors to ensure that ELLs are staying for GOLD.

ELLs are invited to participate in all programs through personal teacher recommendation, school news presentations in advisory class, whole school announcements and via e-mail newsletters. ELLs are represented in a gamut of activities by their interests in internships, mentor programs, video games, skateboarding, sports, book club, etc. to name a few.

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.

A combination of teacher-created materials and publisher-generated materials are used to support the instruction of our ELLs. All materials are made available in English and the students' native languages when and where necessary. We use Google Translate to create these documents. When publishers provide native language texts in other languages, these materials are used in lieu of or to support the input of content material. Content teachers and the ENL teacher are also versant in various types of graphic organizers which are used to support ELLs. All content is delivered in a step-by-step, structured format which provides various access points to the material.

Home language glossaries and dictionaries are also used to support content area instruction. Students are encouraged to use their home language to inform their understanding of new material and content, and students can also speak in a common home language to discuss classroom material. At times, home language may be used to express ideas in formal spoken and written settings, which is then graded by teachers/speakers of that home language, or translated through translation services.

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

Home language support is available for our ELLs on an as-needed basis. Students and/or the ENL teacher make a determination as to which content needs to be delivered in the native language. Usually this content is delivered in the written format, as translated texts or native language supplemental texts. In the case where oral input needs to be delivered, our diverse staff is fluent in eight different languages (French, Spanish, Arabic, Tagalog, German, Japanese, Korean, and English) and can be used to deliver native language content material in cooperation with the content teacher.

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

When and where possible, all content material is delivered at the age and grade-level of the student. For example, students are given high-school level texts in the native language, and all graphic organizers are presented at the high school level. The one exception to this may be in our use of high-low readers. These are high-interest low-level reading books that we use to differentiate for the various reading levels of our students. Students with particularly low reading levels may quickly grow frustrated with grade-level texts, so for independent reading assignments, we may assign a high-low reader so that students do not lose their interest and enjoyment of reading. On a similar vein, we allow our ninth grade ELLs to choose their books for their independent reading texts because student choice leads to higher engagement in the reading. We try to develop a love of reading and a culture of literacy for the ELLs at UAG.

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).

Throughout the summer before the start of the school year, our entire staff visits the homes of all of our students, including our ELLs. If parents and students are unavailable for a home visit, we will invite them to our school to ensure that all parents and students have contact with a member of the UAG staff before the school year. This also ensures the dissemination of important material as well as a chance for the families to learn about the culture of UAG.

One special orientation we offer is called "The Gateway." All incoming freshmen and transfer students are invited to this overnight retreat held in upstate New York. Staff and students participate in team-building and community-building activities. For new enrollees throughout the school year, we offer a modified "Gateway" in New York City so that all students have an opportunity to learn about the culture, life and work at UAG. This also gives the ELLs an opportunity to see the staff in more of a support role as relationship-building is encouraged during these events.

The school counselor, Ms. Karla Joseph, the parent coordinator, Ms. Greisys Feliz, the school principal, April McKoy, and the ENL teachers, Mina Leazer and Ambar Terrero help facilitate these activities.

19. What language electives are offered to ELLs?

We currently offer Spanish to our ELLs. Because we have many native speakers of Spanish, we are also able to offer a Spanish class directed towards native Spanish speakers and heritage speakers. This class focuses more on Spanish language literature and topics and themes that are discussed in Spanish, while the regular Spanish language class focuses on Spanish language instruction at the beginning level.

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.)
The professional development (PD) plan for all ELL personnel at the school happens every Tuesday from 3:10-4:10pm during what we call "Power Academy." This is a teacher-led, administrator-facilitated PD time where staff are able to communicate their PD needs and receive support through a planned PD. At multiple points during the year, the ENL teacher runs a specific PD related to the specific needs of our ELLs. The first of these trainings involves introducing all personnel to the ELLs at UAG, and various strategies that can be used to support them. Subsequent trainings include specific data from our ELLs' performance on assessments and in classes. The staff then comes together to come up with a specific action plan for each student.

Calendar dates of 2015-16 PDs are as follows:

9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 11/24, 12/1, 12/8, 12/15, 12/22, 1/5, 1/12, 1/19, 2/2, 2/9, 2/23, 3/1, 3/8, 3/15, 3/22, 3/29, 4/5, 4/12, 4/19, 5/3, 5/10, 5/17, 5/24, 5/31, 6/7, 6/14

Relevant parties at these PDs include the school secretary, Michelle Jordan, assistant principals, Kristina Dvorakovskaya and Sonjah McBain, and guidance counselors from all four grade levels.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL teacher is encouraged to attend any trainings offered through the Office of ELLs, the network Urban Assembly office, or the UFT to support the implementation of the Common Core Learning Standards. Many of these trainings are about long-term ELL literacy supports, guiding independent activities, Collaborative Strategic Reading, Question Formulation Technique. These offer different ways to enable content teachers to elicit responses from ELLs so as to generate language through multiple means.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to support the staff to assist ELLs transitioning from middle to high school, grade team meetings are held throughout the year to report on the progress of our 9th grade class with particular attention to our ELLs. Ninth grade teachers and advisors are given information about ELLs and their families as well as their past performance and/or accommodations in middle school. We will even focus on specific struggling students and come up with an action plan that all ninth grade teachers will implement in order to facilitate a struggling ELL's transition into high school.

There is also an advisory program in which all ELLs participate. This is a smaller group of about fifteen students that meets every other day with the specific goal of meeting their affective needs as well as to provide a forum where they can ask questions, receive extra help, and hone skills that they will need in all of their high school classes.
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.
All UAG teachers have access to the 15% of hours of ELL training, or the 50% of hours of ELL training for ENL teachers, by combining in-house and external PDs. Within UAG, we provide up to 4 hours of in-house training which deals with the specific needs of our ELLs. The ENL teacher attends two to three trainings a year and can either turnkey these trainings or invite content teachers to participate in them as well. All teachers keep records of their ELL-specific training hours for tracking purposes.

These hours can be met through Urban Assembly network PDs, UFT workshops and other relevant trainings. Specific activities for these PDs often include instruction in how to scaffold complex reading and writing projects, cultural sensitivity training, eliciting questions, using collaborative reading, teacher-specific questions and PDs, to name a few.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher will reach out to parents of ELLs during Parent-Teacher conferences to discuss the nature of the ENL program at our school. When parents are unable to make these hours, specific meetings are also scheduled at the parents' convenience, usually with the school guidance counselor and student present.

We have at least a dozen staff members who speak eight different languages. In coordination with the ENL teacher, we keep in touch with parents about programming choices, assistance with school support and programming, community outreach and parent-teacher conferences.

In addition to monthly parent association meetings, we also communicate specific ELL-specific meetings to our parents. They are invited annually to the city-wide parents of ELLs outreach meeting. This past year, our bilingual social worker attended the Citywide Parent Conference to gather important information about how parents can support their children's academic success.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. This response is for the question above.

All records are kept in annualized binders by the ENL teacher. Outreach is coordinated through the ENL teacher and the parent coordinator as well as all relevant parties who translate for the parent-teacher interaction.

Unfortunately, many parents of ELLs work, and are not able to be as involved as they would like to be. The staff makes all opportunities available for these parents to meet outside of the mandated times (parent-teacher conferences, parent association meetings, curriculum nights) for privately scheduled meetings so they can check on the progress of their children. The Parent Coordinator, who also speaks Spanish, makes frequent contact with the parents of ELLs to ensure that they are given every opportunity to participate. We also ensure that real-time translation is available for ALL of our parent events.

We also offer an annual dinner for parents of ELLs during November so we can meet the parents of all of our ELLs. From there parents are offered various opportunities to chaperone, visit and get involved with their child's progress. In addition to academic intervention meetings, parents are invited to academic celebrations such as the National Honor Society inductions, graduation, and awards ceremonies.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school has a dedicated Community Partnerships Coordinator who facilitates partnerships with Community Based Organizations (CBOs). The coordinator organizes this information on our UAG blog: <http://uagenrichment.blogspot.com>, and advisors review this information with students in advisory as well as with parents during conferences. The ENL teacher also coordinates with the Parent Coordinator about any ELL-specific information offered through the Office of ELLs or other CBOs through letters and phone calls to parents.

Our school social worker and parent coordinator also connect parents to various social services (employment, housing, therapy) for parents of ELLs who may not be aware of what resources are available to them.

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

We evaluate the needs of parents through conversations with advisors, contact home and parent surveys. We also rely on the usage of a program called JupiterGrades where parents can access all information on grades and anecdotal reports. Both students and parents have access to this program, and we encourage them to check it daily. Parents are able to reach out to teachers through the program itself, through e-mail, and by calling the school.

We use the NYC DOE parent survey provided every year and we also have an informal Google Form we use to ask parents about the level of their involvement and how supported they feel throughout the school year.

We have at least a dozen staff members who speak eight different languages. In coordination with the ENL teacher, we keep in touch with parents about programming choices, assistance with school support and programming, community outreach and parent-teacher conferences. When translation is not available in their language of choice, we also make use of the Translation and Interpretation Unit.

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

The parents of our ELLs most often need to be informed of the activities and academics of their children as well as strategies needed to help them succeed. Our programs of providing extra help, one-on-one meetings with parents and students, and regularly documenting ELLs' progress on Skedula addresses the needs of our parents. Our ENL teacher also works to be an advocate for the ELLs as their parents may still be getting used to the educational system. Our staff works as a whole to ensure that all parents, including those of our ELLs are supported in the most specific and effective way possible.

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We use the NYC DOE parent survey provided every year and we also have an informal Google Form we use to ask parents about the level of their involvement and how supported they feel throughout the school year.

The Parent Coordinator keeps regular sustained contact with the parents through daily/weekly phone calls and schedules appropriate meetings with pedagogues and administration throughout the year.

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.

N/A

Part VI: LAP Assurances

School Name: UAGateway School

School DBN: 02M507

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)
April McKoy	Principal		10/30/15
Sonjah McBain	Assistant Principal		10/30/15
Greisys Feliz	Parent Coordinator		10/30/15
Mina Leazer	ENL/Bilingual Teacher		10/30/15
Diana Sanchez	Parent		10/30/15
Corinth Hunter/English	Teacher/Subject Area		10/30/15
Marvin Gruszka/Science	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Alex Rigney	School Counselor		10/30/15
Fred Walsh	Superintendent		10/30/15
Yuet Chu	Borough Field Support Center Staff Member <u> </u> Director		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: **02M507** School Name: **UAG**
Superintendent: **Fred Walsh**

Before you begin, please check the following:

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

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

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

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

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

The Urban Assembly Gateway School for Technology uses the Home Language Aggregation Report (RHLA) in ATS to gather demographic language about the students' home language. We also include the Parents Preferred Language Form in the orientation packet to ensure parents receive correspondence from the school in their preferred language. The Parent Coordinator and ENL teacher then work together to ensure all documents are provided in the necessary language.

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

English, Spanish, Bengali, Arabic, Chinese, French, Fulani, Hausa, Italian, Mandarin, Punjabi, Vietnamese, Wolof

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.)

Orientation Packet, HLIS, School Calendar - 8/31
Photo consent form - 8/31
School compact - 8/31
Attendance Policy - 8/31
PA meeting notice - Once a month
P/T Conferences - 9/23, 11/12, 3/3, 5/3
After-school program information - Ongoing throughout the year
DRP Letters - Three times a year, Sept, Dec, May

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

Curriculum Night - 9/30
Parent-Teacher Conferences - Nov. 19-20, March 10-11, May 10
Guidance Phone Calls - Ongoing throughout the year

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 accordance with the parents' preferred language choices, all written documents will be provided in the languages offered. We currently have nine staff members who can speak the following languages: Spanish, French, German, Arabic, Tagalog, Japanese and Korean. In the event that we have speakers of Bengali, Chinese, Haitian Creole, Russian or Urdu, we will contact the Translation Services of the NYC DOE. If any other languages are needed, we will contact the outside DOE vendor, The Big Word at nycboe@thebigword.com. We have translated copies for most documents available up to a week in advance for paperwork offered through the DOE, and in some events we will have documents translated afterwards at the request of the parents.

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.

For interpretation services, if a language outside of what we have available in-house is needed, we will request an on-site interpreter through the NYC DOE website: <http://schools.nyc.gov/Offices/Translation/InterpretationServices/Default.htm>. The on-site request is for formal sitdown meetings with parents. For more informal meetings, we will request an over-the-phone interpreter by dialing the NYC DOE number 718-752-7373. This is during business hours, M-F, 8am-5pm, though this line has extended hours during Parent-Teacher conferences.

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.)

An all-staff e-mail is sent out with all of the information on procedures concerning translation services. Staff are also aware that the Language Access Coordinator and the Parent Coordinator are key people to contact in the event that questions arise around translation requests.

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

We will use the RHLA report in ATS or the Home Language Identification Survey for each student that is in our school to determine the home language for the parent correspondances. We will also record the responses of the Parents Preferred Language Form and record these changes in ATS. The Parent Coordinator and the ENL teacher will tabulate the responses and record the languages with each student, and then according to the translation and interpretation needs, we will follow the above procedures for all written and spoken translations. In addition, we will inform parents of their rights and responsibilities by sending home the Bill of Parent Rights and Responsibilities. We will post the translated sign that states the availability of translation and interpretation services, and we will direct parents to the Office of English Language Learners website for additional resources.

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)

Our parents receive surveys home in the Spring about the quality of their interaction with the school. Additionally, parents may call the school throughout the year to give us feedback regarding our services.