2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 13K351
School Name: THE URBAN ASSEMBLY UNISON SCHOOL
Principal: EMILY PAIGE
School Comprehensive Educational Plan (SCEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>The Urban Assembly Unison School</th>
<th>School Number (DBN):</th>
<th>13K351</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code</td>
<td>331300010351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served</td>
<td>Six, seven, and eight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address</td>
<td>170 Gates Avenue, Third Floor, Brooklyn, NY 11238</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td>(718)399-1061</td>
<td>(718)857-0548</td>
<td></td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Emily Paige</td>
<td><a href="mailto:epaige4@schools.nyc.gov">epaige4@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Emily Paige</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Johanna Josaphat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>Cassandra Barnes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Johanna Josaphat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>Cassandra Barnes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative</td>
<td>Nadia Selby or Antoine McLoyd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### District Information

<table>
<thead>
<tr>
<th>Geographical District</th>
<th>13</th>
<th>Superintendent</th>
<th>Zina Cooper Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address</td>
<td>355 Park Place, Room 116, Brooklyn, NY 11238</td>
<td><a href="mailto:zcooper@schools.nyc.gov">zcooper@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td>(718) 636-3284</td>
<td>(718) 636-3266</td>
<td></td>
</tr>
</tbody>
</table>

#### Field Support Center (FSC)
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 School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Paige</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Johanna Josaphat</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Cassandra Barnes</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Cassandra Barnes</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Nadia Selby or Antoine McLoyd</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Amy Piller</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Raulda St John</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Andre Moore</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Melissa Gaines</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Ebony Ford</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Rosie Orengo</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Matthew Friedland</td>
<td>Member/ Teacher</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Vision
The Unison student leaves our school with a deeply developed understanding of self, a broad sense of the world, deep conceptual understandings in STEAM & Humanities, and the ability to be active agents in their own lives and communities.

Mission
Unison CARES deeply about each and every child and seeks to provide individualized support for all students so that every child’s potential is unleashed. Unison CARES deeply about the families and the communities that our students are a part of and considers itself to be of service to all three.

Unison CARES deeply about social justice seeing public education as an opportunity to prepare youth to be thoughtful and actively engaged in bettering society.

Unison CARES deeply about equity and disrupting our society’s many inequities. Unison works to build an environment and a curriculum that tackles injustice, gives students access to the critical thinking skills necessary to identify injustices, possible solutions and access to the communication skills necessary to advocate for themselves, their communities and for our society at large.

Unison CARES deeply about providing each and every student the dignity and respect they deserve.

Unison CARES deeply about the truth and providing our students access to curriculum that reflects truth and that reflects our students’ identities.

Unison CARES deeply about providing our students the opportunity to engage in learning that is enriched, relevant and based in the real-world.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Unison partners with Citizen Schools to extend the learning day for all students. Citizen Schools is a program built on bringing community members and professionals to the classroom, in which students mirror potential career opportunities in apprenticeships. Students participate in 4 career and technical apprenticeships with professionals from various STEAM fields to engage in authentic project-based learning cycles that are 10 weeks long. Students also spend one hour daily with AmeriCorps Fellows getting homework help and additional academic supports.

Unison students also all have access to a unit of study in Hydroponics and Coding in the 6th grade in order to prepare them to major in one of these STEAM Career and Technical Programs in 7th and 8th grade. Unison has its own Hydroponic Lab on the 3rd floor of the school and is working with the Brooklyn Borough President and local Councilwoman to build an all-seasons Hydroponics Greenhouse.
The Unison School is working with its Community Schools CBO, Replications, to build out multiple STEAM Career and Technical Programs in Career and Technical Labs within the school building as well as to partner with key Career and Technical High Schools for students to visit and to bring in High School students as mentors.

The Urban Assembly Unison School is dedicated to partnering with its local community in Brooklyn to bring state-of-the-art Enriched program offerings to our students to ensure that they engage in meaningful learning as middle school students.

3. Describe any special student populations and what their specific needs are.

The school serves Students with Disabilities (SWD) including students who are classified as Learning Disabled, Other Health Impaired, and Emotionally Disturbed.

The school serves English as New Language Learners (ENL) who range from beginners to transitioning level students. Our ENL students speak Arabic, Urdu, Bengali, French, French Creole, Fulani and Spanish. The ENL students mainly come from: Yemen, Senegal, Haiti, Bangladesh, Dominican Republic, and Panama.

The school also serves students who are overage - meaning that they have been retained in prior grades at least once in their schooling.

More than 80% of the incoming students to Unison as 6th graders come having scored below grade level in ELA and Math on the NYS Exams during their Elementary School years.

There are 15+ students classified as being Students in Temporary Housing which includes students in foster care, in doubled up homes and in shelters.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The school made vast improvements in 2017-2018 based on the CEP goals.

In terms of the Rigorous Instruction goal, our students made record growth in Reading based on our Spring Degrees of Reading Power assessment results - an assessment that measures growth in reading comprehension. Our students also made record growth in math achievement as measured by the iReady Math Assessment. There was an improvement in both the quality and quantity of student work products in all subjects because we emphasized portfolios as a means of tracking student progress towards year-end promotion criteria.

In building our Supportive Environment, our students, teachers and parents report high levels of trust and an overall feeling of security and safety based on the NYC School Survey.

In terms of supporting the teacher teams to build up teacher collaboration, the school has a higher than average response rate from teachers on questions pertaining to professional collaboration.

And, one of the school’s continued priorities this year was to use the School Leadership Team to function as a cabinet for the school. We were intentional about building a true leadership team comprised of key stakeholders to review school data and to make recommendations for improving the school’s overall implementation of action plans related to its CEP goals. This initiative was closely tied to the goal for collaborative teachers as well.
The school's priority and focus for the 2017 - 2018 school year was to increase the time that students are thinking in class about rigorous and engaging tasks and questions. This priority included offering these opportunities to students with disabilities, English as New Language Learners and general education students so that all students engage in enriched learning opportunities to ensure all students to make growth.

We are very proud and excited by the growth we have made this year and look forward to continuing in our improvement efforts in the year to come.
## School Demographics and Accountability Snapshot for 13K351

### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 149
- **SIG Recipient (Y/N):** Yes

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 13
- **# SETSS (ELA):** 18
- **# Integrated Collaborative Teaching (ELA):** 15
- **# Special Classes (Math):** 17
- **# SETSS (Math):** 17
- **# Integrated Collaborative Teaching (Math):** 5

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 7
- **# Music:** N/A
- **# Foreign Language:** N/A
- **# Dance:** N/A
- **# CTE:** N/A

### School Composition (2017-18)
- **% Title I Population:** 89.0%
- **% Attendance Rate:** 90.3%
- **% Free Lunch:** 85.9%
- **% Limited English Proficient:** 8.1%
- **% Students with Disabilities:** N/A

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.0%
- **% Black or African American:** 79.2%
- **% Hispanic or Latino:** 11.4%
- **% Asian or Native Hawaiian/Pacific Islander:** 7.4%
- **% White:** 2.0%
- **% Multi-Racial:** 0.0%

### Personnel (2015-16)
- **Years Principal Assigned to School:** 5,19
- **# of Assistant Principals:** 2
- **% of Teachers with No Valid Teaching Certificate:** 7%
- **% Teaching Out of Certification:** 43%
- **% Teachers with Fewer Than 3 Years of Experience:** 29%
- **Average Teacher Absences (2014-15):** 8.1

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 27.4%
- **Mathematics Performance at levels 3 & 4:** 17.3%
- **Science Performance at levels 3 & 4 (4th Grade):** N/A
- **Science Performance at levels 3 & 4 (8th Grade):** 21%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **Regents Diploma w/ Advanced Designation:** N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward:** No
- **Recognition:** N/A
- **In Good Standing:** No
- **Local Assistance Plan:** No
- **Focus District:** Yes
- **Focus School Identified by a Focus District:** No
- **Priority School:** Yes
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **American Indian or Alaska Native (2016-17):** N/A
- **Hispanic or Latino (2016-17):** N/A
- **White (2016-17):** N/A
- **Students with Disabilities (2016-17):** YSH
- **Economically Disadvantaged (2016-17):** NO

#### Mathematics (2016-17)
- **American Indian or Alaska Native (2016-17):** N/A
- **Hispanic or Latino (2016-17):** N/A
- **White (2016-17):** N/A
- **Students with Disabilities (2016-17):** YSH
- **Economically Disadvantaged (2016-17):** NO

#### Science (2016-17)
- **American Indian or Alaska Native (2016-17):** N/A
- **Hispanic or Latino (2016-17):** N/A
- **White (2016-17):** N/A
- **Students with Disabilities (2016-17):** N/A
- **Economically Disadvantaged (2016-17):** NO

#### Graduation (2016-17)
- **American Indian or Alaska Native (2016-17):** N/A
- **Hispanic or Latino (2016-17):** N/A
- **White (2016-17):** N/A
- **Students with Disabilities (2016-17):** N/A
- **Economically Disadvantaged (2016-17):** NO
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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader ensures and supports the quality implementation of a systematic plan of</td>
<td></td>
</tr>
<tr>
<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
<td>X</td>
</tr>
<tr>
<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
<td></td>
</tr>
<tr>
<td>Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
<td>X</td>
</tr>
<tr>
<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
<td></td>
</tr>
<tr>
<td>address student achievement needs.</td>
<td></td>
</tr>
<tr>
<td>The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
<td>X</td>
</tr>
<tr>
<td>within and across all grades and subjects to create interdisciplinary curricula targeting</td>
<td></td>
</tr>
<tr>
<td>the arts, technology, and other enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>Teachers implement a comprehensive system for using formative and summative assessments</td>
<td>X</td>
</tr>
<tr>
<td>for strategic short and long-range curriculum planning that involves student reflection,</td>
<td></td>
</tr>
<tr>
<td>tracking of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Curriculum Strengths:

The Urban Assembly Unison School values problem-based curricula that include opportunities for students to engage in Higher-Order Thinking while working on relevant, rigorous, engaging tasks. We use Problem-Based Inquiry Science - PBIS - in Science, NYC Passport Curriculum in Social Studies, Big Ideas Math in Math and Great Books in ELA this year.

The Urban Assembly Unison School teacher teams prioritized co-planning units, unit assessments and lessons this year. The teachers’ professional periods were almost entirely dedicated to co-planning with teachers who co-teach in the same classes and with teachers who teach the same curriculum to the same grade level. Administrators supported these co-planning sessions in service of building teacher capacity in the backward planning framework. Teacher teams built a minimum of 3 fully planned units of study per subject area per grade that include the unit plan, the unit assessment and lesson plans. These unit plans were reviewed and improved with support from coaches and administrators.

Instruction Strengths:
The teaching staff at The Urban Assembly Unison School value students engaging in Higher Order Thinking each and every day through strategic, well-planned, rigorous, and engaging tasks and utilizing instructional routines that include student discussions and student writing through thinking routines. We know that when students are thinking, they are learning and we know that when they are sharing their thinking verbally and in written form, then their thinking can be pushed and responded to which in turn pushes them to think more critically.

The Urban Assembly Unison School has developed a set of concrete “look fors” that describe the best practices that should be observed in each lesson, each day along with the descriptors of how instructional practices should be impacting students. These “look fors” allows for the school to have more consistency in instructional practices around student discussions, teacher questioning, student engagement and assessment. In the teacher co-planning periods, teachers were supported in planning for the instructional routines that would best support student thinking and student engagement. We worked closely with consultant, Rhonda Bondie, from Harvard to implement “thinking routines”.

Assessment Strengths:

The school implements a quarterly exam structure for each core content class with an aligned professional development schedule so that teachers can analyze the quarterly exam data and adjust instruction accordingly. Teachers use a formal data analysis protocol and document accordingly. This data analysis helps teachers to evaluate their students’ strengths and needs as well as instructional strengths and needs.

Our focus for 2017 - 2018 has lead to positive outcomes.

Outcomes from the NYC School Survey:

- The overall Rigorous Instruction score on the Learning Environment Survey is a 3.56
- There was a 97% positive response rate by teachers on on the Common Core shifts in ELA.
- There was a 89% positive response rate by teachers on the Common Core shifts in Math.
- 93% of teachers reported that they design instruction that is matched to their students’ needs.
- 100% of teachers reported designing instructional programs together.
- 100% of teachers reported that they discuss instruction with one another.

Outcomes on the NYS ELA and Math Exams:

- Our percent of students scoring proficient on the NYS Math Exams significantly increased from 5% (2016 - 2017) to 17% (2017 - 2018).
- Our percent of students scoring proficient on the NYS ELA Exams significantly increased from 15% (2016 - 2017) to 27% (2017 - 2018).

Curriculum Needs:

We have made many strides in planning rigorous, engaging curriculum tasks and building units to support students in developing the concepts and building the skills necessary to complete those tasks. Our next area of focus is to vertically and horizontally align our curriculum to maximize interdisciplinary connections and alignment as well as to provide our students with more strategic and consistent exposure to concepts and skills. Our teachers will continue to build their capacity to backward design their units from a set of curriculum maps that support vertical and horizontal
alignment. Our teachers will also continue to build their capacity to use unit and quarterly assessments more strategically to identify strengths and needs in the curriculum as well as to adjust curriculum as needed.

Instruction Needs:

Based on the New York State Integrated Intervention Team Review in March 2017 and based on an analysis of the Degrees of Reading Power Assessment and iReady Assessment, teachers need to utilize instructional practices that promote student engagement in thinking, communicating about thinking with one another and in writing and that also is planned to meet the needs of all the variety of learners in the classroom.

Assessment Needs:

With a more formalized exam/assessment structure in place, it is necessary for teachers to focus this year on implementing more formative assessment daily and weekly to adjust instruction at more frequent intervals. Teachers also need to focus on giving students more frequent and meaningful feedback.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: Unison aims to build a rigorous and engaging curriculum with access points for all students to engage in critical thinking about essential concepts, consistent communication about essential concepts and who therefore achieve at high levels. Unison will accomplish this by continuing to refine units of study focusing on rigor and relevance and by implementing consistent thinking routines so that all students engage in discussion around Higher Order Thinking questions in each lesson (including students with disabilities and ENL students). Unison will also be implementing an academic enrichment period once per day for students to engage in coursework targeted to their individual needs.

SMART GOAL:

- Increase the percent of students proficient in ELA by 10% by Spring 2019.
- Increase the percent of students proficient in Math by 10% by Spring 2019.
- 75% of our ELLs and SWDs will make growth of more than one full year in ELA and Math as measured by DRP and iReady by Spring 2018.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students Enrichment Round #1 will begin on October 1 and run through the beginning of June.</td>
<td>Academic Enrichment Programming Team and Principal.</td>
<td></td>
</tr>
<tr>
<td>All students Summer 2018</td>
<td>Principal Consultant Rhonda Bondi Instructional Leadership Team</td>
<td></td>
</tr>
<tr>
<td>All teachers Summer 2018</td>
<td>Principal Instructional Leadership Team</td>
<td></td>
</tr>
<tr>
<td>All teachers Monthly</td>
<td>Principal Instructional Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

- Implement an Academic Enrichment period in rotations of 5 weeks for all students to engage in small group instruction targeted to their individual needs. The Academic Enrichment periods will include interventions in Reading and Math as well as advanced coursework. (REWARDS, SPIRE, DO THE MATH)

- Implementation of consistent "thinking routines" in all classes to engage all students in discussion around Higher Order Thinking each day - elbow partner shares and group shares.

- Co-planning periods to focus on unit and lesson planning to improve alignment to standards. Administrators and coaches will join planning meetings to provide embedded professional development at least one period per week per teacher team.

- Implement cycles of unit planning, improvement and adjustment that includes looking at student work and analyzing student assessment data.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Monthly PTA meetings and monthly Third Thursdays will focus on providing families with helpful hints about how to help students at home as well as to inform families about key instructional shifts and priorities at Unison. Jupiter Grades are also accessible by families so that family members can log in to see student grades on assignments as well as teacher feedback. Bi-weekly family phone calls by Advisors will include updated information on student achievement data.
The school will also continue its Quarterly Expanded and Extended SLT meetings to review data on school goals and to determine needed adjustments (as noted in the Leadership goal of this CEP). These quarterly meetings result in "Briefs" that are shared with the wider community.

The key personnel responsible for implementation and oversight will be Emily Paige, principal, and the key personnel responsible for family engagement will be Jessica Mazo, Community School Director, and Arlette Williams, parent coordinator.

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 Leads, per session
- Co-planning meetings weekly as a Circular Six professional responsibility
- Purchasing of core curriculum for ELA, Math, SS and Science
- iReady software for assessment and remedial instruction
- Partnership with Generation Ready and LDC for curriculum planning
- Partnership with Rhonda Bondie for teacher development
- Partnership with Ken Baum for instructional leadership development
- Partnership with Goldmansour and Rutherford for teacher development
- Partnership with Citizen Schools for Expanded Learning Day

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 | | P/F Set-aside | | 21st Century | | C4E |
|---|---|---|---|---|---|---|---|---|---|
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | | 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 take quarterly exams in all core classes, DRP assessments quarterly and iReady assessments quarterly.

By mid year, 75% of all students should have shown at least one full year of growth on the DRP and iReady assessments and a minimum of 75% of SWDs should have shown more than a year of growth on the DRP and iReady.

By mid year, 90% of students with a history of scoring Levels 3 and 4 should be receiving a Level 3 or 4 on their Mid Term exams which are aligned to the NYS assessments.

By mid year, 85% of the students who started the school year with a history of scoring a Level 2 or 1 should be receiving a Level 2 or Level 3 on their Mid Term exams which are aligned to the NYS assessments.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Degrees of Reading Power assessment, iReady periodic assessments, Quarterly Benchmark exams (that include an essay in Science, SS and ELA)
Part 5c. In February 2019, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>❌</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>❌</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>❌</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>❌</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

The school made improvements in establishing a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers as evidenced by the following statistics from school year 2017-2018:
- An overall increase from 3.39 to 3.51 on the Learning Environment Survey in the category of Supportive Environment
  - Significant improvements in terms of teacher-perception about student behavior including the following shifts in the Learning Environment Survey:
    - In 2017 - 2018, 87% of teachers reported students following rules in class, up from 73% in school year 2016 - 2017.
    - In 2017 - 2018, 87% of teachers reported students pay attention when they’re supposed to, up from 73% in school year 2016 - 2017.
  - Improvements were also reported in terms of student-perception about student behavior including the following shifts in the Learning Environment Survey:
    - In 2017 - 2018, 70% of students reported that discipline was applied fairly in their school up from 62% of students having perceived that discipline was applied fairly in 2016-2017.
    - In 2017 - 2018, 91% of students reported that they felt safe in their classrooms, up from 86% in school year 2016 - 2017.
In 2017 - 2018, 69% of students reported teachers support them when they’re upset, up from 65% in school year 2016 - 2017.

- Decrease in OORS level 4-5 incidents from 21 to 14 (changing the ratio from .14, to .09 incidents per student).
- Decrease in Classroom Removals, Principals and Superintendent Suspensions from 37 - 30 (changing the ratio from .25, to .19 incidents per student).

However,

- We aimed to decrease total incidents per student but instead saw a decrease in level 1-3 incidents from 18 to 34 (changing the ratio from .12, to .21 incidents per student). While some of this was due to increased attention to reporting, attention is warranted in regards to the increase in low-Level-3 incidents.
- While most questions showed higher perceptions from students and teachers than District and City Averages, the following indicators remain of concern, and merit focus for the upcoming school year:
  - In 2017 - 2018, 51% of students reported students following rules in class, down from 59% in 2016 - 2017. (District average: 50%; City average: 62%)
  - In 2017 - 2018, 43% of students reported students behave well in class even when the teacher isn’t watching, down from 55% in 2016 - 2017. (District average: 39%; City average: 46%)
  - In 2017 - 2018, 40% of students reported that students rarely or never harass, bully or intimidate other students at their school. (District average: 45%; City average: 49%)
- While average daily attendance increased from 90% to 90.3% from 2016-2017 to 2017 - 2018, in school year 2016 - 2017 41% of students were chronically absent, and this increased to 46.2% in 2017 - 2018.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Unison aims to enhance the supportive learning environment through the development and maintenance of consistent and supportive relationships, instruction about social emotional skills for all students and through the implementation of consistent, clear and supportive social norms. Unison also aims to build and enhance a focused academic culture across classrooms and the school writ large.

**SMART GOAL:**

By June, we aim to support improvement in the quality of student-to-student interactions, as measured by increases on the Learning Environment Survey in student perception of behavior and bullying (aiming to increase the percentage of students who report that students rarely or never harass, bully or intimidate other students by 10%, lifting this indicator above the city average and up to 55%). We also aim to decrease overall OORS incidents by 25% (from 48 to 36) with a focus on decreasing Level 3 OORS incidents (aiming to decrease Level 3 incidents by 33% from 21 to 14). We aim to maintain suspensions under .2 incidents per student.

We also aim to increase the percent of students with 90+% attendance to 65%.
## Part 3a – Action Plan

### Activities/Strategies
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Summer 2018 &amp; Quarterly</td>
<td>Assistant Principal, Amy Piller, Principal, Emily Paige, Student Support Director, Eric Berg</td>
</tr>
<tr>
<td>Students</td>
<td>Four times per year.</td>
<td>Unison Teachers, Extended Learning Day Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Bi-weekly</td>
<td>Student Support Director - Eric Berg, Assistant Principal, Amy Piller. Principal - Emily Paige</td>
</tr>
<tr>
<td>Students</td>
<td>Weekly</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

### Professional Development
Professional Development over summer 2018 for all staff and five times throughout the school year concerning the school wide cultural framework (including our intervention and response systems) with basis in social emotional learning and restorative practice, including our approach to:

- Conflict Resolution/Mediation
- Restorative Practices
- Classroom Management
- Crisis Response & De-escalation
- Jupiter Grades (behavioral & academic)

### During Summer 2018
During Summer 2018 and monthly throughout the year, professional development is provided about Social Emotional Learning instruction based on School Connect Curriculum, DESSA competencies and Resilient Scholars Initiative, including how to address and teach into SEL skills in Advisory and across myriad settings in the school. DESSA growth and results will be communicated with teachers, students and families in a manner that promotes reflection.

### Have two advisors per student
Have two advisors per student (one from first shift and one from second shift) administer the DESSA assessment quarterly. This data will be analyzed by grade teams quarterly to identify: a) progress towards Tier 1 social emotional learning competency benchmarks and, b) help identify needed Tier 3 Interventions for individual students.

### School Social Worker
School Social Worker (and Student Support Director) and Administration will participate weekly in Grade Team meetings about patterns in student behavior (as seen in Jupiter), Social Emotional growth trends as seen in DESSA, and mock LES surveys to determine schoolwide next steps needed to meet SEL benchmarks and goals. Meetings will also include analysis of interventions (positive - such as shout-outs and disciplinary - such as detention). These meetings will include Attendance data and attendance interventions monthly.

### Teachers will plan units
Teachers will plan units and lessons with SEL, social process, and work habit objectives in mind, based on grade team and content co-
planning meetings that attend to school wide SEL benchmarks and goals.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Monthly PTA meetings, monthly Third Thursdays and Student Led Parent Teacher Conferences will focus on providing families with resources to communicate and explain school wide behavioral expectations and data on students’ social emotional learning, as well as strategies to help support their continued growth in this realm. Jupiter Grades are also accessible by families so that family members can log in to see student behavioral referrals (celebratory and corrective) as well as social emotional learning skills feedback. Monthly family phone calls by Advisors will include updated information on students behavior and social emotional learning.

The school will also continue its Quarterly Expanded and Extended SLT meetings to review data on school goals and to determine needed adjustments (as noted in the Leadership goal of this CEP). These quarterly meetings result in "Briefs" that are shared with the wider community.

Community School Director, Jessica Mazo, will spearhead attendance initiatives including increased communication with families around punctuality and attendance. Students with attendance statistics of concern will be paired with Success Mentors to support their improved attendance.

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.

- Program with 50 minute periods; 20 minutes of advisory per day plus quarterly two week-long inter-sessions during which students have Advisory daily for 50 minute periods.
- Per session and training rate for teacher summer PD
- Per session for Grade Team Leads to act as leaders of the classroom culture work
- Student Support Team Team to receive a week of summer training on best practices (strong relationship building through Restorative Practices; implementation of clear and consistent norms and instruction around social emotional learning)
- Compensatory positions for Student Support Director and Community Schools Director
- Extra paraprofessional to support students in crisis and conflict
- Circular 6 positions for student support team
- Urban Assembly partnerships supports weekly coaching for dean and SEL instruction to teachers

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

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.
Weekly Grade Team meetings in which teachers and administrators analyse individual students’ data around behavior, social-emotional learning, academic achievement and attendance.

Weekly Student Support team meetings during which AP, Dean, Student Support Director and Community School Director progress monitor and problem solve around meeting Supportive Environment goals.

Quarterly meetings with the Unison Cabinet, including the SLT and Student Support Team, that include data analysis and action planning to ensure that we meet the following midyear benchmark and year end goals:
- Attendance data from the New Visions Heat Map (which reads from ATS attendance data) indicating that at mid year, at least 75% of students have 90+% YTD attendance and that at the end of year, at least 65% students have 90+% YTD attendance.
- OORS data indicating that at mid year we've had fewer than 18 OORS incidents, including fewer than 11 Level 3 incidents and that by the end of the year we've had fewer than 36 OORS incidents, including fewer than 15 Level 3 incidents. Maintaining suspensions under .2 incidents per student at the midpoint and end of year.
- Student responses on mock NYC Learning Environment Survey at midyear that evidences at least 50% of students reporting that students rarely or never harass, bully or intimidate other students and that the end of year, the actual NYC Learning Environment Survey finds at least 50% of students reporting that students rarely or never harass, bully or intimidate other students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
Attendance, OORS, Mock LES Surveys, DESSA and Jupiter Data will be analyzed.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>x</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>x</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Teacher time at Unison is highly valued and protected so that teachers can spend their time doing what matters most - curricular and instructional planning and adjusting. In 2017 - 2018, teachers reported extremely positive perceptions about their time together and their instructional improvement based on that time and our professional development topics. Student also report positive perceptions based on their teachers' collaboration.

NYC Survey Results:

- Unison received a score of 3.83 (above city and district averages) in Cultural Awareness and Inclusive Classroom Instruction.
- Unison received a score of 4.09 (above city and district averages) in Innovation and Collective Responsibility.
- Unison received a score of 3.80 (above city and district averages) in Peer Collaboration.
- Unison received a score of 3.84 (well above the city and district averages) in School Commitment.

Teacher Evaluation Results:
87% of teachers ended the year with an Effective rating in their Measures of Teacher Practice.

**Needs:**

- Unison received a score of 3.25 in Quality of Professional Development.

Only 73% of teachers reported that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.

- Lowest ratings in Measures of Teacher Practice are in Danielson component 3B & 3D - Discussion and Questioning and Assessment in Instruction

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
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<tbody>
<tr>
<td>Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
</tbody>
</table>

Unison aims to develop clear goals and structures for teacher teams and professional development that are clear and cohesive so that teachers are working towards common goals and so that there is time to identify action steps from data, implement action steps and evaluate efficacy of those action steps in service of increasing student achievement in lessons and units.

**SMART GOAL:**

- 90% of the teachers in the school to be rated effective or highly effective on Charlotte Danielson's Teacher Effectiveness Component 3D by June 2019.
- 90% of the teachers in the school to be rated effective or highly effective on Charlotte Danielson's Teacher Effectiveness Component 3D by June 2019.
- 85% of teachers report positive perceptions about the Quality of Professional Development.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Summer 2018 - June 2019</td>
<td>Principal, Coaches, Instructional Leadership Team</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 - June 2019</td>
<td>Principal, Instructional Leadership Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>Summer 2018 - June 2019</td>
<td>Principal, Director of Student Supports, Student Support Leadership Team, Instructional Leadership Team</td>
</tr>
</tbody>
</table>

Teacher teams will participate in lesson co-planning sessions weekly with a coach, assistant principal or principal with a focus on improving questioning and discussion techniques, assessment strategies and overall student engagement in rigorous tasks aligned to unit objectives.

Teachers will participate in Intervisitations weekly.

School-wide PD Calendar focused on three PD inquiries - Curriculum Improvement, Instructional Improvement & Supportive Environment.

N/A

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will hold quarterly expanded School Leadership Team meetings with additional family members and staff members to review key strategies and key data points in order to evaluate effectiveness and needed adjustments.

We will release a Quarterly SLT Brief to the entire school community outlining the schools goals, action steps and progress with related adjustments.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
- Weekly content team meetings for all teachers (as per C6)
- Weekly grade team meetings for all teachers (as per C6)
- Weekly intervisitations for all teachers (as per C6)
- Weekly co-teaching planning periods for all co-teachers (as per C6)
- Summer professional development for all teachers for 8 days prior to school opening
- Weekly Instructional Leadership Team meetings for per session
- Weekly Student Support Leadership Team meetings for per session
- Monthly Student Support Team meetings for per session

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>SWP</th>
<th>Title I</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

In January 2019, 70% of teachers will be rated a minimum of Effective in 3B.

In January 2019, 70% of teachers will be rated a minimum of Effective in 3D.

In January 2019, 70% of teachers will indicate positive perceptions in a mock NYC School Survey with questions on the Quality of Professional Development.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Charlotte Danielson’s Teacher Observation tool used at least once per month per teacher in Advance observations & Mock NYC School Survey given Quarterly.

**Part 5c.** In February 2019, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
<td>x</td>
</tr>
<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
<td></td>
</tr>
<tr>
<td>of core values that address the priorities outlined in the School Comprehensive Educational</td>
<td></td>
</tr>
<tr>
<td>Plan (SCEP).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td>x</td>
</tr>
<tr>
<td>resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual</td>
<td>x</td>
</tr>
<tr>
<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and</td>
<td></td>
</tr>
<tr>
<td>track progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td>x</td>
</tr>
<tr>
<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
<td></td>
</tr>
<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement; and</td>
<td></td>
</tr>
<tr>
<td>student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The Urban Assembly Unison School is committed to inclusivity in terms of leadership and decision-making. The school knows that in order to be the best school possible for the community it serves, it must distribute leadership and decision-making as well as build capacity for leadership across the school.

The New York City Survey results on questions about Effective School Leadership combine to a score of 3.97, a score above the city average as well as above the district average.

There have been notable improvements on key questions answered by teachers about school leadership. For example:

- 93% of teachers responded positively that the principal makes clear to the staff his or her expectations for meeting instructional goals. This is an increase from an 80% positive response rate from FY2017.
- 100% of teachers reported that the principal sets high standards for student learning. This is an increase from a 73% positive response rate from FY2017.
- 87% of teachers say that at their school, once they start a new program, they follow up to make sure that it’s working. This is an increase from a 67% positive response rate from FY2017.
- 87% of teachers say that curriculum, instruction and learning materials are well coordinated across different grade levels at their school. This is an increase from a 67% positive response rate from FY2017.
• 100% of teachers say they have influence over standards for student behavior. This is an increase from 93% from FY2017.
• 87% of teachers report that the principal is an effective manager who makes the school run smoothly. This is an increase from 67% from FY2017.
• 93% of teachers report feeling respected by the principal. This is an increase from 87% from FY2017.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to continue to make progress in effective school leadership, the school will be developing a Leadership Cabinet that will join with the SLT quarterly to track school progress towards meeting its goals. The school’s Leadership Cabinet will meet together to review the schoolwide trends in each main CEP goal area as well as to revisit the action steps from the CEP and to ensure that implementation of initiatives is monitored frequently. The school will work with its Community School CBO to develop the protocols for the School Leadership Cabinet as well as the determine the highest leverage data points to track bi-weekly.

SMART GOAL:

By Spring 2019, we are looking to see that 95% of teachers respond that once the school starts a program, they follow up to make sure it’s working.

By Spring 2019, we are looking to see that 95% of teachers respond that all of the programs at Unison are connected to their school's instructional vision.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet Members</td>
<td>August 2018 - June 2019</td>
<td>Principal and Community School Director/CBO</td>
</tr>
<tr>
<td>All teachers</td>
<td>Bi-monthly from October - June</td>
<td>Principal and Assistant Principal</td>
</tr>
</tbody>
</table>

Identify key members of Cabinet, co-create a mission of the cabinet, determine roles and responsibilities, launch periodic meetings with meeting protocols.

Bi-monthly supervisory co-planning meetings with feedback to teachers on lessons and units.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Cabinet will meet bi-weekly and join the SLT for quarterly data dive meetings on Saturday mornings to track school progress towards goals. All findings from the quarterly data meetings will be shared with the wider school community. Family focus groups will also be launched to get input from families that represent a diverse set of perspectives from the school community. These focus groups will be surveyed periodically as well as informed of all quarterly findings. At the last quarterly meeting, we will hold a Community School Forum where families and community members can review the year's data with us and help to make decisions about the following year's priorities.

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.

- Title 1 funding for SLT and additional SLT meetings for quarterly check ins
- Per session funding for key teacher leads to attend quarterly check ins with SLT

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>X</th>
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</tbody>
</table>
### Part 5 – Progress Monitoring

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

By mid-year, we should have agendas and minutes from a minimum of 8 School Leadership Cabinet meetings.

By mid-year, we should have held two quarterly data meetings with the data then turn-keyed to relevant teams to make adjustments to action steps for goals.

By mid-year, we will run an informal teacher survey and expect to see 85% positive results to identified questions.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| SLT attendance, minutes from SLT meetings, School Leadership Cabinet Agendas/Minutes, Quarterly Data Meetings agendas and briefs, informal teacher survey responses |

**Part 5c.** In February 2019, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>SOP(s) Addressed</th>
<th>Statement of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
</tr>
<tr>
<td></td>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
</tr>
<tr>
<td>X</td>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
</tr>
<tr>
<td></td>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In 2017-2018:

- Unison received an overall score of 4.27 on the Family Engagement Survey Element Score of the Learning Environment Survey, including:
  - 93% of parents/guardians agreed or strongly agreed that school staff regularly communicate with them about how they can help their child learn.
  - 98% parents/guardians agreed or strongly agreed that they feel well-informed by the communications they receive from their child’s school.
  - 100% of families reported feeling respected by their child's teachers, and 100% of families say that school staff work hard to build trusting relationships with families like them on the Learning Environment Survey.

- However:
  - While average daily attendance increased from 90% to 90.3% from 2016-2017 to 2017 - 2018, in school year 2016 - 2017 41% of students were chronically absent, and this increased to 46.2% in 2017 - 2018.
  - On average, families only received four phone calls from their child's Advisor over the course of the 2017 - 2018 school year.
  - Only 88% of families say that they are likely to attend a general school meeting or school event and only 75% of families say that they have had the opportunity to volunteer time to support their school. While
83% of families attended student led parent teacher conferences, other school events were attended by a significantly lower percentage of families.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Unison aims to strengthen and leverage strong family relationships to support the needs of all students as well as to build up partnerships with multiple community based organizations to enhance social-emotional, academic, enrichment and support opportunities to students and families. **Unison aims to engage all families to partner with us to build children who are Collaborative, Appreciative, Responsible, Engaged and Self-Determined.** We believe that the family-school partnership will help support the success of our children academically, and in becoming citizens that live out their dreams, and support the communities they are a part of now as well as the ones they will join over time.

**SMART GOAL:**

**By June 2019, Unison will:**

- ensure that at least 85% of families at Unison receive a successful monthly family phone call
- maintain a weekly attendance rate of 92%
- decrease our chronic absentee percentage to 35%
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
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<th>Target Group(s) Who will be targeted?</th>
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<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
</table>

| Jupiter Grades system training for staff to increase consistency and validity of data so that family access in turn is more frequent and clearer. System for monitoring teacher use of Jupiter Grades for academic and social-emotional data entry as well as for consistent family communication about such data. |

| Community Schools Based family-phone call training to enhance quality & impact of teacher-family communication. |

| Use of Curriculum Night for advisee family meet and greet to complete parent preference sheet, discuss the school’s discipline policy, the importance of attendance and grades, and Restorative Practices. |

| 8th grade family meet and greet to discuss high school choices and application process. |

| Creating and defining Advisory/Class Parent roles to increase communication between school and family about the importance of school attendance and upcoming events, in order to increase student attendance and family participation in events. |

| On the Third Thursdays of the month, the school will be open for families to visit classes. |

| Monthly Student Assemblies on the third Wednesday of every month including Student of the Month Awards, Attendance Awards and School Value Awards, as well as performances and showcases and |
relevant community Townhalls about upcoming events (e.g. exams, advisory topics of conversation), all of which will be recapped at PTA meetings also on the Third Wednesday of every month.

Hosting and increasing attendance to quarterly family events and workshops that align to the school’s themes and Social Emotional Learning focus of the month.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Replications
- Citizen Schools
- Teens for Food Justice
- Wellness in the Schools
- Healthy Smiles
- College Access for All
- Warby Parker - DOH
- P-Flag
- Ivy Tutors
- Dream!
- NYS Mentoring
- Resilient Scholars
- WE Day

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.

1. Per session for summer training

2. Funding for outside vendors to run workshops

3. Jupiter online registration to track phone calls home

4. Community School Director (from Replications) through SIG Grant

5. Citizen Schools Program

6. Family and Community Engagement per session for family events

7. Funding for Additional Social Worker through SIG grant to provide additional family support services to at risk students

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

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | P/F Set-aside |   | 21st Century |   | C4E |
### 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.

- Quarterly meetings with the SLT will analyze data in regards to Family and Community engagement. These meetings will include a midyear and end of year check-in to ensure:
  - Jupiter Grades indicates that 80% of students have received their monthly phone calls consistently at the midyear point and that 85% have received these calls consistently when inventoried the end of year.
  - Sign-in data to family events indicate that at midyear, 80% of families have attended a general school meeting or school event and that this expands to 90% of families reporting having done so on the NYC LES by the end of year.
  - Quarterly opportunities for families to volunteer are made visible through flyers and family email-blasts, increasing family attendance to events (see sign in data above) and resulting in year end NYC LES results with more than 90% of families indicating family volunteer opportunities.
  - Attendance data from the New Visions Heat Map (which reads from ATS attendance data) indicating that at midyear, at least 75% of students have 90+% YTD attendance and that at the end of year, at least 65% students have 90+% YTD attendance.

  - Bi-Weekly Family Engagement Meetings with Parent Coordinator, AP and Community School Director

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

* Jupiter Grades Family Contact Data; Mock Learning Environment Surveys from Families; student attendance; family attendance at school events

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

| By June 2019, Citizen Schools and The Urban Assembly Unison School will ensure that 85% of students at The Urban Assembly Unison School who attend ELT will make average or more academic growth on either iReady and DRP assessments (depending on the students' highest need area) - Reading and Math. |

### Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?

<table>
<thead>
<tr>
<th></th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
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<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

| We communicate that the school's ELT program is part of our normal school day by targeting our incoming class of students for the highest percentage of participation. |

### Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

| We are partnering with Citizen Schools to offer an ELT program that is built on four major program components: STEAM Apprenticeships, Academic, Social and Emotional Advisory periods, Interest-based Enrichment Clubs and school day push in/small group intervention supports. |
Students are in STEAM Apprenticeships with field-based volunteer "Citizen Teachers" for 10 week cycles on specific projects that are then presented in Community WOWs. These Apprenticeships meet once per week each and students are in 2 at a time.

Students are in daily academic support classes with AmeriCorps Fellows as their Citizen Schools Teaching Fellow. These academic support classes meet daily from Mondays to Thursdays. The teachers support students in completing their weekly Core Class homework that is assigned by Unison teachers and given directly to the Citizen Schools Teaching Fellows to support students. The students are also using an adaptive, individualized on-line instructional program during this time with students - iReady.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The principal will be the main person overseeing the program. There will be a campus director hired and supervised by Citizen Schools.

The principal and the campus director will co-construct goals for the program based on student growth measured by iReady and DRP. The goals will be student-grouping based.

The CS team will track the progress of their students’ goal areas weekly and will meet to strategize about meeting the needs of the learners. The Campus Director and Principal will meet weekly and will spend 1 meeting monthly tracking the data for program attendance/contact hours and iReady progress in reading and math. The Campus Director and the Community School Director will walk through afterschool classrooms together weekly to evaluate the efficacy of the classroom programming. The Community School Director and the Campus Director will report back to the principal about areas of need and action steps to make improvements. The principal, assistant principal, Campus Director and Community School Director will walk through classrooms together once per month to monitor improvement.

Part 4b. Timeline for implementation and completion, including start and end dates.
The ELT will begin on the first day of school and run until the last full day of school.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We currently receive grant funding from the Mayor’s Initiative to partially fund the ELT program and there are private grants that also help to fund the program. The SIG grant funds three DOE-licensed teachers as coaches to support the capacity of the Citizen Schools teachers in a coaching model.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.
Part 6 – ELT Progress Monitoring

**Part 6a.** 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.

We will review student registration and enrollment in Apprenticeships quarterly. At the mid year mark, it is anticipated that 80% of students will have completed at least one full Apprenticeship cycle.

**Part 6b.** Indicate the instrument of measure that is used to assess progress.

iReady Math and Reading data, Attendance data, student referral data, DRP data.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 7: 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who fall more than 3 grade levels below on DRP will receive additional screening to determine intervention need.</td>
<td>SPIRE and REWARDS</td>
<td>Small groups and one-on-one</td>
<td>During the academic intervention period - 5 days per week.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>iReady Math Growth &amp; Achievement</td>
<td>Do The Math!</td>
<td>Small groups and one-on-one</td>
<td>During the academic intervention period - 5 days per week.</td>
</tr>
<tr>
<td>Science</td>
<td>Sci MOSL Growth &amp; Achievement</td>
<td>Small Group Readings and Discussions during Academic Support Programming</td>
<td>Small groups and one-on-one</td>
<td>During the academic intervention period - 5 days per week.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>SS MOSL Growth &amp; Achievement</td>
<td>Small Group Readings and Discussions during Academic Support Programming</td>
<td>Small groups and one-on-one</td>
<td>During the academic intervention period - 5 days per week.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Jupiter Disciplinary Data &amp; Counseling Mandates</td>
<td>Small group counseling groups for at-risk students, behavior intervention plans, advisory meetings</td>
<td>Small groups and one-on-one</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
Section 8: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Section 9: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

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.

2b. High Quality and Ongoing Professional Development
Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Strategy:
The school operates under the following theory of action for Professional Development:

If teachers get specific and actionable feedback in order to set up the systems, routines and structures of a learning-based classroom, and if teachers have ongoing opportunities to give and receive rubric-based peer and coach feedback on the qualitative moves made within instruction, and if teachers have ongoing opportunities to study pedagogical theory, and work in teams to continuously use data to develop practice then students will develop agency, intentionality, metacognition and independence leading to accelerated growth in achievement.

Activities:
Teachers and staff are observed regularly and given rubric aligned feedback. Feedback is given in small amounts, focusing on the highest leverage actions to be improved. From the feedback, teachers and staff seek out supports and professional development opportunities to improve their practice.

Coaching is done by a team of experienced and effective teachers, including the principal and assistant principal. Coaches observe teachers and coach them in the moment. The coach and the teacher also debrief the process and decide on next steps together. A coach offers this support to a teacher needing to grow within a specific format.

Residencies are a special kind of coaching. A coach can take residency in a classroom for an extended period of time in order to increase pedagogical knowledge and improve teacher practice in the Learning Cultures model. The coach meets with the teacher once outside of the classroom to create an action plan. The coach is then in the classroom for at least three periods per week to help implement the plan.
Peer inter-visitation groups are groups of teachers that rotate to each other's classrooms (visiting each teacher's room) to observe each other in action. Groups debrief and give each other feedback based on rubrics. Then they discuss implications for each teacher's own classroom practice. The groups are chosen by teachers, based on their individual needs.

Teachers and staff belong to mixed grade content teams. They meet every other week to discuss content issues, look at student work and data using protocols, critique lesson plans, vet curriculum materials, and work to vertically align content to the CCSS. Teachers and staff also belong to grade teams which meet bi-weekly as well. Grade teams meet to discuss school culture issues, look at grade wide data, and do academic or behavior interventions with students of need.

All staff attends an 80 minute PD one afternoon per week. The time is devoted to school-wide professional development coordinated by instructional leaders. Topics include building classroom effectiveness, lesson and unit planning, and data analysis. Two coaches are available to work on lesson plans, unit plans, or classroom organization with any teachers in need.

Teacher teams work with administrators to lesson and unit plan at least once per week.

Teachers and principals also attend external PDs with other schools within the Urban Assembly network. Teachers and principals go to other schools to observe and discuss their practices. They collaborate to problem solve and plan for high quality instruction and systems that support student growth.

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**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

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**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/information, early intervention services, etc.).

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

There is a Measures of Student Learning Committee that met in the summer and at the start of the school year to review last year’s data and to decide as a committee which assessments to choose for the school’s local measures and which assessments to weight in teacher evaluation.

There is also a teacher who plays the role of Data Lead. The Data Lead runs staff development for teachers on assessment and helps the content teams to look at data, determine trends and determine more assessments needed in order to support student learning.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
</table>
| Title I Part A (Basic) | Federal | 123,006 | X | Section 5A - Parts 3, 4, 5  
Section 5B - Parts 3, 4, 5  
Section 5C - Parts 3, 4, 5  
Section 5D - Parts 3, 4, 5 |
| Title I School Improvement 1003(a) | Federal | 0 | 0 | 0 |
| Title I Priority and Focus School Improvement Funds | Federal | 40,215 | X | Section 5a, 5b, 5c |
| Title II, Part A | Federal | 0 | 0 | 0 |
| Title III, Part A | Federal | 0 | 0 | 0 |
| Title III, Immigrant | Federal | 0 | 0 | 0 |
Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **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, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
### Section 10: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>13K351</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unison will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

  * 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; |

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● 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;

**Parental Involvement and School Quality**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1 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 Every Student Succeeds Act (ESSA);
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;

Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

13K351, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
</tbody>
</table>

- 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 Every Student Succeeds Act (ESSA);

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

- 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 as well as about student attendance;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

**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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
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</thead>
<tbody>
<tr>
<td>The overall CS strategy has increased the school’s focus on providing rigorous and engaging curriculum tasks for students through our key partnerships. The school has engaged in partnerships to increase teacher capacity, to provide students with specialized tutoring and to provide additional academic supports during our Expanded Learning Time program. This extra focus on instruction throughout the school has greatly impacted the academic culture and environment at Unison allowing for greatly improved academic outcomes for the 2017-2018 school year.</td>
</tr>
</tbody>
</table>

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- We will increase the percentage of students with 90+% attendance to 65%.
- We will increase the social and emotional supports offered to our students identified as “Tier 3” based on meeting multiple risk indicators by hiring 1 additional Social Worker to provide case management and therapy for said students. This will decrease the number of Level 4 and Level 5 incidents by 25%.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

By improving the overall academic climate at Unison to be more supportive, attending to student attendance and introducing specialized curriculum that is engaging and rigorous, we seek to

1. increase our percent proficiency in ELA 30+%
2. increase our percent proficiency in Math to 20+%.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replications Inc</td>
<td>All students with a focus on students identified as at-risk academically,</td>
<td>Hiring, managing, and developing the Community School Director. Overseeing and</td>
<td>Establish and build relationships with a minimum of 5 partner organizations who can provide free or reduced</td>
</tr>
<tr>
<td>Organization</td>
<td>Target Groups</td>
<td>Strategies</td>
<td>Outcomes</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Citizen Schools</td>
<td>All students in Grade 6 &amp; 7 and opt-in for Grade 8</td>
<td>ELT programming for all students</td>
<td>80% of students will be enrolled and participate in the full time Citizen Schools Expanded Learning Time.</td>
</tr>
<tr>
<td>Wellness in the Schools</td>
<td>All students K - 8</td>
<td>Chef to support School Foods with implementing the alternative school foods menu, provide nutrition classes to students. Recess coach to support recess staff with increasing student activity during recess.</td>
<td>Decrease the number of students identified as obese on Fitnessgram by 5%</td>
</tr>
<tr>
<td>Teens for Food Justice</td>
<td>All students in 6th grade and enrolled students in 7th and 8th</td>
<td>Operate the Hydroponic Farm at Unison, partner with SCA to plan and oversee building of Greenhouse at Unison, co-create curriculum in Hydroponics for middle schoolers, facilitate after school programming in the farm.</td>
<td>Increase the number of 6th graders engaging with the Hydroponic Farm to 100%.</td>
</tr>
<tr>
<td>The Urban Assembly</td>
<td>All students 6 - 8</td>
<td>Develop the Career and Technology Exploration Programs (CTEPs) as well as support the CSD with resource attainment to launch CTEPs.</td>
<td>Increase the number of CTEP programs students have access to in 6th grade by double.</td>
</tr>
</tbody>
</table>
Part 3 – Budget and Resource Alignment

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session funding for teachers to join ELT, grants for partnerships with Urban Assembly, Wellness in the Schools and Teens for Food Justice.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>X</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Urban Assembly Unison School will work closely with its Community Schools CBO, FACE and Office of Community Schools to put into place the systems and structures necessary to provide the Unison community with the social, emotional, physical and mental health, legal, financial supports necessary so that all students at Unison can be present at school and engaged in the rigorous and enriched curriculum and instruction. Our Community School Director works closely with all partners to seek out the needed resources and supports for our school community and the principal and Community School Director as well as the Parent Coordinator and Assistant Principal ensure coordination across all partnerships.

Part 4 – Community School Partnerships Oversight
### Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

<table>
<thead>
<tr>
<th>1. Community School CBO - Community School Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unison DOE - Director of Student Supports, Principal, Assistant Principal, Parent Coordinator, ENL Coordinator/LAC</td>
</tr>
<tr>
<td>The Urban Assembly - Director of Social and Emotional Learning, Director of Career and College Readiness</td>
</tr>
<tr>
<td>Teens for Food Justice - Program Coordinator</td>
</tr>
<tr>
<td>Citizen Schools - Campus Director, Regional Director of School Programming</td>
</tr>
</tbody>
</table>

2. Community School Team will meet bi-weekly to track progress towards goals, monitor action steps and make adjustments when necessary to action steps.

3. The school will use the Student Sorter to track student progress towards meeting DRP goals. The school will use the Attendance Heat Map to track student attendance weekly and to identify students needing interventions.

### Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

We will need a Community Schools Director, an ELT Campus Director and enrichment partners.

### Part 4c. Timeline for implementation and completion, including start and end dates.

We began the implementation of the Community Schools strategy in Spring of 2017. We will implement the Community Schools strategy for a total of 5 years with the supports of the SIG grant. The 2017 - 2018 school year is the second year of the implementation strategy but it is the first full year.

### Part 4d. Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>select one</td>
<td>351</td>
</tr>
</tbody>
</table>

School Name: Urban Assembly Unison School

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Paige</td>
<td>Amy Piller</td>
</tr>
</tbody>
</table>

Coach: N/A

ENL (English as a New Language)/Bilingual Teacher:
- Ebony Ford

School Counselor:
- Eric Berg

Social Worker:
- Cassandra Barnes

Teacher/Subject Area:
- Ryan Mack, ELA
- Johanna Josaphat, Social Studies

Parent:
- Arlette Williams

Related-Service Provider:
- N/A

Field Support Center Staff Member:
- N/A

Superintendent:
- Barbara Freeman

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
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<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Teacher-created assessments in every core subject area are given quarterly and used in conjunction with quarterly Degrees of Reading Power assessments for ELL instructional planning.

2. What structures do you have in place to support this effort?
   Based on this data we will tailor our instructional plan next year to ensure more growth with the transitioning and expanding students. In particular, we noticed when looking at the CCLS standards breakdown of this assessment that student scores were the strongest in terms of Key Ideas and Details, and that they need more support in terms of craft and structure. Next year we will address this by bringing it to students' attention, and providing tasks that call on them to practice these skills, and feedback and support to improve their execution thereof.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

We use the Degrees of Reading Power (DRP) assessment to track the reading progress of all of our students, including ELLs. This exam is given to all students 5 times throughout the school year. For 6th grade students are expected to make an average growth of 6 points, 7th grade should make 4 points growth, and 8th grade should make an average growth of 3 points. From September to June our ELLs on average made ten points of growth, where the national growth average is three points. When we look at the data according to ESL level, we find the following growth averages:

- Entering:
- Emerging:
- Transitional:
- Expanding:
- Commanding:
- FELLs:

4. What structures do you have in place to address interventions once the summative data has been gathered?

Once summative data has been gathered, our teachers assess students on a standards based grading and conferencing system. We've noticed that students are currently focused on comprehension and social process skills, and are pushing students toward more sophisticated genre based analysis of text. ELL students are assessed on an ongoing basis with the help of teachers' assessments and conferences, observations data to drive teaching goals and instruction. Running Records are also used which inform teachers on what and how to teach and help students with comprehension, pronunciation, spelling, and reading fluency. After the HLIS is given to the parents of our ELLs, an informal verbal interview is conducted with the student. During the interview, students are asked cultural and academic questions that are relevant to their age and grade level. The results of the verbal interview are then used to help determine

5. How does your school use 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.]

Our school is using the Response to Intervention (RTI) model to provide our ELLs with rigorous, culturally responsive instruction. This model assists teachers, instructional leaders, and ELL support services with RTI implementation and they are familiar with documents outline and a rationale for using the RTI model with a school’s ELL population. They understand and implement Tier 1, 2 and 3 interventions and are also aware that the single biggest error made in placing English Language Learners (ELLs) into special education is misinterpreting language acquisition as a learning or language disability.

All students at Unison, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) given to the guardian of a student that informs the teachers about the linguistic factors and educational background that could be influencing the student and their learning style. When a student is in need of ENL services, the literacy skills are also assessed, through the NYSITELL and/or Spanish LAB, so that the student may receive high-quality instructional support in the general classroom. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decisions about additional special education services needed.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [(Refer to the ELL Data Analysis Tool and RLAT from ATS).

The EDAT, formerly known as the AMAO Tool, is used by all teachers across the school, as it gives us a lot of useful data that can be used. The data that is provided by the EDAT allows teachers to see the level of risk for all students in the school based on information such as ELL status, years in the country, housing status, past performance on state exams, age of our students, and attendance. The data from the EDAT shows that the average risk level of and ELL at Unison is a 6. Majority of this rating is due to age and performance on pervious state exams. Information received from the EDAT is then shared with staff during content team and grade team meetings. All teachers then have the opportunity to work together to create individual plans of action for students. The EDAT can also be used to help teachers differentiate for the needs of ELLs. The EDAT is referred to
multiple times during the year during professional development and teachers then refocus their ELL instruction to best fit the needs of the learners in their classrooms.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

We make sure that a child’s second language development is considered in instructional decision by placing our ELLs in appropriate groups according to their language proficiency level which is determined by NYSITELL, Spanish LAB, and NYSESLAT tests results. Our ENL program reaches beyond language learning to help students maximize their diverse talents and skills in the language literacy and academic subjects, like science and math. Also, in order to ensure that the students’ second language development is included in instructional decisions, teachers match the curriculum with the student’s assessment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using a slower but still natural rate of speech and often rephrase and repeat instruction while using pictures, concrete objects and videos in order to support students’ learning.

For ELLs to excel academically in our school, they must meet the same rigorous state and city educational standards for their grade level as English proficient students. This requires more than just English language support. Our English as a New Language (ENL) programs uses strategies to help students access new language development and subject matter through English. It also provides students with ENL support tailored to their English proficiency level.

The success of our ELL program will be evaluated by comparing the student Degrees of Reading Power (DRP) test scores from the start and the end of the school year in addition to monitoring student classroom grades and scores on standardized tests including the NYSESLAT, state Math, ELA and Science exams.

The success of the program for ELLs at Unison is also evaluated by the monitoring of student’s NYSESLAT results, their movement from one proficiency level to other, and overall improvement across the language modalities. Also it is strongly connected to the ELL students' academic achievements, cultural awareness, development of their language skills, academic language, performance in their content area classes and the performance on the NYS standardized tests.

Additionally, our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

      Our program implements a Freestanding Stand Alone English as a New Language and all classes are heterogeneous based on proficiency levels. The language of instruction is English. Program services children daily as a part of their language development and academic instruction. ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

      The program helps ELL students to achieve higher proficiency and achieve the standards established for all students for a grade promotion and graduation. The primary goal of this program is to assist students in achieving English
Language proficiency within three years. Also the goal is to amplify the literacy and academic skills of ELLs who participate in this program and to incorporate recognized and researched based ENL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

The total number of students in the Unison school is 156. In our Freestanding ENL Program we have 21 students, from grades 6-8. They range from Entering to Expanding. All Entering and Emerging students receive 180 minutes, weekly, of stand-alone ENL and 180 minutes, weekly, of integrated ENL. Students who are transitioning and expanding receive 90 minutes of stand-alone services per week and 90 minutes of integrated ENL services in a content class. The content classes that students receive their integrated ENL services are decided by the student using a weekly sign up. Students must inform the ENL teacher which class they feel would be the most beneficial to receive integrated ENL services in for the week. The goal of the sign up method is to allow students to begin to gain the skills that are needed in order to practice agency in the classroom which successfully reaching Common Core and ENL standards. The Special Education population has three students in the Unison school. Students with IEP are identified and served as per the IEP. Languages spoken include Spanish, Fulani, Arabic, Bengali, Wolof, and French. The ENL teacher sits on the ELA team and meets weekly with the ELA teachers to discuss class trends and planning. In addition, the ENL teacher meets with each content team to discuss ways in which they can support the ELLs that are in their classes, how they can differentiate instruction and how to lesson plans with ELLs in mind.

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)?**

   When NYSESLAT results are received, the ENL programming begins for the upcoming school year. The principal provides the ENL teacher with the spring NYSESLAT exam scores from the Principals’ Portal. The ENL teacher drafts a tentative schedule for each student based on the number of minutes required based on the English proficiency level that they scored on the NYSESLAT. After the ENL teacher makes a tentative schedule, a meeting with the Assistant Principal is scheduled and each student’s schedule is then revised and finalized. All student and teacher schedules are kept in the Unison ENL shared Google Drive and are referenced weekly to ensure that all ELLs are receiving their mandated amount of minutes.

   All Entering and Emerging students receive 180 minutes, weekly, of stand-alone ENL and 180 minutes, weekly, of integrated ENL. Students who are Transitioning and Expanding receive 90 minutes of stand-alone services per week and 90 minutes of integrated ENL services in a content class. The content classes that students receive their integrated ENL services are decided by the student using a weekly sign up. Students must inform the ESL teacher which class they feel would be the most beneficial to receive integrated ENL services in for the week.

3. **Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.**

   English language learners receive the same academic content as those students who are native English speakers. The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English in a systematic and structured way, and its design to develop the cognitive skills of ELLs. In order to maximize English language acquisition for ELLs, and to make content comprehensible to foster language development and meet the demands of Common Core Learning standards, the ENL teacher and content teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building,
We also utilize collaborative planning between ENL, ELA, Math teachers and other content areas teachers for each unit to foster language development and meet the demands of the Common Core Learning Standards. Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also, Math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. The ENL teacher modifies and supplements the curriculum in accordance with ENL teaching methodologies.

Courses are taught in English and our ENL teacher differentiates lesson content for English-language acquisition. Differentiation strategies include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review students' strengths, needs, goals, and strategies.

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

ELLs have diverse learning needs based on many factors, including age of literacy in the first language and English arrival, home literacy, years of formal education, immigration status, disability status and cultural expectations of school. These factors are taken into consideration when examining performance of ELLs on standardized tests and assessments. At the beginning of their first year at school, students and their parents are informally interviewed to find out about the student's background. Those who speak Spanish at home and are deemed eligible, are administered Spanish LAB to determine language dominance. In regards to language, all ENL students are provided with the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation in a case where there is no translated edition provided by the Department. All translations are oral, direct translations of the English editions. ELLs making use of alternative language editions or oral translations may write their responses to the open-ended questions in their native language. ELL students may also use both an English and an alternative language edition of the test simultaneously. Native language dictionaries, picture dictionaries in different languages and native language books are often used in the ENL classroom. Report cards and any other information on the student is given to students and parents in their native language.

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

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

Unison's ELL population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

- Provide academic intervention services as an extension of the regular school program on both push in and pull out services.
- Making an individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children’s progress.

If applicable, the student will be given the LENS exam to test their academic abilities in their home language. Once SIFE students are identified, Unison monitors the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provides support in all content areas to differentiate instruction for literacy needs. Unison makes all
existing support structures and additional ones such as ENL, Extended Day or Speech available, which could benefit the student.

b) Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

• Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL can help him/her in the classroom.
• An informal student orientation.
• Encourage student to participate in After School activities and to involve the students in the school’s celebrations and other programs.
• An informal assessment is provided to identify possible Academic Intervention programs.
• Home school communication is an important factor for our newcomers.

Newcomers are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, and manipulatives. Those students who arrive in sixth grade or later are required to take ELA test after one year. In addition to the support received in ENL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years. For the students who are in years 4-6 and Long-Term students, Extension of ENL services is requested. Support structures as above are provided.

d) Plan for Long Term ELLs:

Long terms ELLs are the large number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their challenge is mainly in reading and writing. They are supported to reach English proficiency level on the NYSESLAT. Our action plan for this group involves:

• Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
• Encourage their participation in the school’s programs to enrich their language and academic skills. Long term ELLs are invited to join the Achieve Now Academy that takes place during the extended learning day from 2:40 to 5:40pm. During Achieve Now Academy students work in a small group of 4-6 students with the ENL teacher and receive reading instruction and the space to practice.
• Communicate closely with the parents to monitor their children’s progress.

Plan for Special Needs Students:

Our policy for special needs students includes:

• Collaboration between the ENL teacher and IEP contact person, school psychologist and school intervention team.
• Monitoring newcomer and SIFE student for possible special needs status.
• Ensure that teachers of students with an IEP are familiar with students’ particular needs and all services are provided accordingly to the IEP mandates.
• Communicate closely with the parents to monitor their children’s progress.

As a policy for special needs students, we ensure that teachers of students with an IEP are familiar with students’ particular needs and all services are provided accordingly to the IEP mandates. Unison students with special needs are integrated in the
mainstream ENL program and put under the supervision of the teacher and school Special Education Coordinator. Based on the individual, ENL strategies and instructional methods are utilized.

e) Students who have completed six years and passed the NYSESLAT are integrated into our standard educational models. They are eligible for two years after testing out from NYSESLAT to receive testing accommodations that also apply to the other ELLs and they can receive additional support as needed. After reaching proficiency on the NYSESLAT, post-ELL students will continue to receive language acquisition support to consolidate and further develop their English language skills. In addition, they will receive 90 weekly minutes of ENL support services.

6. **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?**

The Stand Alone ENL program follows the balanced Literacy model, the school’s curriculum frameworks and ENL curriculum guides. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding.

To both provide access to academic content areas and accelerate English language development teacher of ELL also use small group instruction, many scaffolding techniques, rich print environment, word walls, content areas glossaries in different languages and leveled books. Teachers use differentiated instruction and utilize visuals, games and hands-on activities to ensure the students’ understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with the computers, LeapPads, laptops and online resources. Furthermore, Teachers of ELL students use grade level books which also have the ENL component to differentiate the instruction. Professional development meetings with classroom teachers and the ENL teacher is also very helpful tool of communication and resource for planning the instruction.

Unison has also purchased an ESL curriculum called Language Power. This curriculum includes four levels of non-fiction text sets and work books to support. This is curriculum is not the only means of ELL instruction, but is used as a supplement to other resources and classroom material.

Finally, the Humanities course content includes explicit instruction in grade-level language development strategies, such as use of root words, prefixes and suffixes, spelling, grammar, punctuation and pronunciation. This course content is differentiated supplemented and differentiated for individual students' needs during one-to-one conferences.

7. **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?**

In our stand-alone ENL program ELLs are pulled out from the classroom for 180 minutes for Entering and Emerging students and 180 minutes for integrated ENL. Transitioning and Expanding students are pulled out for stand-alone ENL services for 90 minutes per week and receive integrated ENL services for 90 minutes per week. The ENL teacher also collects data of different test results (Periodic Assessments, New York State tests results) which also drives the instruction for the ESL as well as the classroom teachers. In the classrooms, the small group activities allow for differentiated instruction. Also, during the assessments the children are grouped according to the standards and their abilities. The school uses articulation forms as the means of communication between ENL teacher and classroom teachers in an effort to maintain alignment of curricula across the grades with the ENL instruction. The teachers also share their curriculum maps with an ENL teacher and provide modifications for ELLs in their classrooms, in the least restrictive environment. During Grade level meetings teachers discuss ELL students’ strengths, weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meeting, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students. The scheduling of ELL students with IEPs ensures that they receive their mandated special education and EN L services in a general-education, least-restrictive environment.
8. 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.

Targeted intervention programs in our school for ELLs in Math, ELA and other content areas include extra one-on-one conferences in all classes, targeted small group instruction, afterschool math intervention, Occupational Therapy, Physical Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teacher meetings are conducted for our students with special needs. Apart from ENL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students’ understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. They use Cooperative reading protocols, and vocabulary quizzes to make instruction more involving and effective.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

In the coming school year we will continue our model of integrated and stand alone ENL services throughout the school day and will continue to hold Achieve Now Academy during extended learning day. Based on low performance on the state math exam, ELLs will receive more support inside of the math classroom. The ENL teacher will also will also attend PDs on how to integrate English acquisition and math content. Finally, there will be a new math curriculum that will be used to help increase the mathematical skills and concepts of all students across the school, including English Language Learners.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

All Unison students are encouraged to participate in our extended learning day program, Citizen Schools. During this time, students receive academic enrichment and remediation as well as exposure to college and career readiness through apprenticeships with local and corporate companies and organizations. At this time, students also participate in clubs pertaining to athletics and arts.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Beginner ELLs are provided with packets from their ENL teacher that include worksheets that provide level appropriate access to the content being delivered. In terms of technology, classrooms are equipped with lap tops, and ELLs are afforded extra time using this technology during their pull-out ENL minutes. On laptops, ELLs use programs that support their auditory and visual learning such as I-Ready, News ELA, Ten Marks and Khan Academy.

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

The Unison School only offers a Freestanding ENL program. Some of the home language supports that are given to our ELLs include the following: access to bilingual dictionaries and glossaries, bilingual content specific glossaries, access to translation technology, such as Google Translate, and tests and other resources translated into students’ home language.

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

Heterogeneous and homogeneous push-in and pull-out services are provided based on grade level as well as ESL level (Entering, Emerging, Transitioning, Expanding, Commanding or Former-ELL).

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We collaborate with the elementary school with whom we share a building to ensure consistent family communication across all siblings who are ENL students.
16. 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).

All students are invited to participate in Summer Bridge, a program that invites students and families to practice a day in the life of a Unison student during the summer. This helps students and families gain insight into the way that students learn at Unison, and prepare them to transition in smoothly. New students who enroll throughout the school year are

17. What language electives are offered to ELLs?
None

18. 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

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 and non-pedagogic staff.) 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 primary ENL teacher is supported by professional development from the Affinity Group, The Urban Assembly. A specialist from The Urban Assembly will support the ENL teacher throughout the year with quarterly off-site professional development tailored to ENL teachers across schools in the group. All teachers at The Urban Assembly Unison School have ENL students in their classroom. As such, they will receive in house professional development that is aligned to the school’s CEP goals around decreasing the achievement gap for ELLs. Teachers will sit on Content and Grade Team meetings weekly that use protocols that ensure the analysis of ELL work and data and the creation of materials that will support improvement in their achievement based on the findings. In addition, the ENL teacher provides monthly PD to each individual content team. During this time the ENL teacher provided content teachers with resources that can be used with ELLs, best practices, and assistance with lesson planning in order to differentiate for the needs of ELLs.

2. 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.

Teachers are provided 1 hour of monthly ENL PD in the school building, and are regularly provided with information about outside ENL PDs. A log of professional development is kept that includes accounting of minutes and whether or not they fit into the ENL requirements.

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?
Individual meetings with the parents of ELLs will be scheduled after the entitlement letters are sent home. All individual family meetings will take place during Family and Community Engagement time during staff PD on Tuesdays from 2:40 pm to 3:55 pm. If translation and interpretation services are needed, the NYC DOE Translation and Interpretation Service Unit will be called.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Currently, ELL parent involvement is very low. Once a month, ELL parents are given an ESL Family Newsletter. In this newsletter, parents are given updates and invites to activities that will be occurring in the school and community. ENL family newsletters are provided in English and parents’ home languages. In addition, the Parent Coordinator sends out a monthly school calendar and resources that may be helpful to families. When there are important announcements from the school a Robo Call is sent by the PC. The message is then translated into the preferred language that is recorded in ATS based on the HLIS form that parents fill out during enrollment.

### 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
### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Emily Paige, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   - If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   - The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   - If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   - Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   - Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    - If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    - If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** Urban Assembly Unison School  
**School DBN:** 13K351

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Emily Paige</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Amy Piller</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Arlette Williams</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ebony Ford</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Cassandra Barnes</td>
<td>Parent</td>
<td></td>
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</tr>
<tr>
<td>Ryan Mack, ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Johanna Josaphat, Social Studies</td>
<td>Teacher/Subject Area</td>
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<tr>
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<tr>
<td>Social Worker, Eric Berg</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Barbara Freeman</td>
<td>Superintendent</td>
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</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 13K351 School Name: Urban Assembly Unison School Superintendent: Zina Cooper Wil

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Ebony</td>
<td>Ford</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

At Unison, we have multiple ways of gathering information about communicating with families. First, all families fill out new Blue Emergency Cards when they enroll, and language preferences are entered from there into ATS. Then, any new ELL students are given the HLIS, and that data is used to cross check the information in ATS from the Blue Card. We also have a system of bi-weekly phone calls home to all families made by designated staff contact families, using the over-the-phone interpretation service as necessary. That staff logs all calls made, and if there are any language issues reported or observed, the Parent Coordinator follows up. For any students who were in other DOE schools prior to enrolling in Unison, their home languages codes in ATS are verified upon entry.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>6</td>
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<td>Urdu</td>
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<td>1</td>
<td>0.48</td>
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<td>Haitian Creole</td>
<td>2</td>
<td>0.96</td>
<td>2</td>
<td>0.96</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
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<th>Percent Written</th>
<th>Oral Preferred</th>
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</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome letter and enrollment packet -</td>
<td>August- September</td>
<td>In mid August all the welcome letter and enrollment packages will be sent to the DOE</td>
</tr>
<tr>
<td>Citizen Schools (extended learning day program) enrollment forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation Unit, using a Word Document, in order to be translated into the preferred written languages of our the parents that we serve.</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Parent Handbook</strong></td>
<td></td>
<td></td>
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<tr>
<td>Field Trip Permission Slips</td>
<td></td>
<td></td>
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<tr>
<td>As a trip arises</td>
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<tr>
<td>In the case of a field trip, we will use the provided field trip permission slip that is offered through the DOE. We will then choose the necessary languages.</td>
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<tr>
<td>8th Grade Activities- Prom, graduation, senior pictures, etc.</td>
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<tr>
<td>End of Year</td>
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<tr>
<td>In January all 8th grade activities plans should be finalized. At this time we will send all documents, using Microsoft Word, to the DOE Translation and Interpretation Unit.</td>
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</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night, Parent Teacher Conferences/ Student Led Conferences</td>
<td>September 20 November 27-28, March 26-27, May 16</td>
<td>In our school building we have staff that speak Spanish, French, and Bengali. Those staff members will be able to provide interpretation services for families that speak those language. When families do not speak the languages of our staff we will provide staff with the DOE Translation and Interpretation phone line to have over the phone conversations with families.</td>
</tr>
<tr>
<td>&quot;Third Thursday&quot; and other family engagement events</td>
<td>At least once per month</td>
<td>In our school building we have staff that speak Spanish, French, and Bengali. Those staff members will be able to provide interpretation services for families that speak those language. When families do not speak the languages of our staff we will provide staff with the DOE Translation and Interpretation phone line to have over the phone conversations with families.</td>
</tr>
<tr>
<td>PTA and SLT meetings</td>
<td>3rd Wednesday of every month</td>
<td>In our school building we have staff that speak Spanish, French, and Bengali. Those staff members will be able to provide interpretation services for families that speak those language. When families do not speak the languages of our staff we will provide staff with the DOE Translation and Interpretation phone line to have over the phone conversations with families.</td>
</tr>
<tr>
<td>Unity In The Community</td>
<td>June 2019</td>
<td>During this event families have the opportunity to review the progress that has been made throughout the school year in regards to attendance, school programming, and other initiatives. Families also have the opportunity to provide feedback to the school about their experience throughout the year. When families do not speak English we will ask for a representative from the DOE Translation Unit to come join our</td>
</tr>
</tbody>
</table>
3. Describe your school's communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, school staff will make use of the student's Blue Card. On the Blue Card it will indicate the parents preferred spoken language. If the preferred language is a language other than English, school staff will call the DOE translation and Interpretation Unit. We will then use the services of an over the phone translator to discuss the school emergency with the parent and discuss follow up.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

During staff summer professional development school leadership will provide copies of Chancellor's Regulation A-663. Upon distribution the LAC and school leadership will go over the the main points of the regulation: parents have the opportunity to participate in their child's education regardless of language proficiency, minors are not allowed to provide translation and interpretation services, the availability of city wide ELL parent meetings. Staff will be provided with the DOE translation and interpretation phone number and the steps necessary to have a document translated using DOE services.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The Welcome Posters will be placed by the LAC at several prominent hallway locations within the school. Ebony Ford, the English as a New Language teacher, will distribute and discuss the Parents' Bill of Rights and the Parents' Guide to Language Access at the one-on-one conferences she holds with all parents of English Language Learners during Friday afternoon Family Engagement Time. The LAC will distribute the Language ID Guide to the School Safety Agents at the Security Desk, and ensure that copies are kept at her desk and the desk of the Parent Coordinator in the Main Office.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

All events led by the Family Engagement team include a survey at the end, and this is an opportunity for parents and guardians to give feedback or make suggestions. A specific question will be added to the survey about language
access. Additionally, because this is a very small school with individual staff members assigned to be the contact people for each parent, if there are any communication issues, there are bi-weekly opportunities for parents to share that information with their designated contact.