



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR YOUNG WOMEN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13k527

PRINCIPALS: KIRI SOARES & KELLY DEMONACO EMAIL: KSOARES@SCHOOLS.NYC.GOV

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SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|-----------------------|--|-----------|
| 1. Kiri Soares | *Co-Principal or Designee | |
| 2. Kelly DeMonaco | *Co-Principal or Designee | |
| 3. Steffanie White | *UFT Chapter Leader or Designee | |
| 4. Christine Haire | *PA/PTA Co-President | |
| 5. Adrienne Robinson | *PA/PTA Co-President | |
| 6. Mara Lewin Tankel | DC 37 Representative | |
| 7. Odette Nemes | CBO Representative | |
| 8. Nicia Fullwood | Member/Assistant Principal | |
| 9. Elena Brollo | Member/Teacher | |
| 10. Diane Miller | Member/Parent | |
| 11. Donna Belgrave | Member/Parent | |
| 12. Francine Gonzalez | Member/Parent | |
| 13. Lisa Ellis | Member/Parent | |
| 14. Jay Whitaker | Member/Parent | |
| | | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of **three** and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Improve teacher effectiveness by
 - Establishing a research-based system of frequent, short classroom observations and feedback cycles focused on student understanding and achievement.
 - Improving teacher use of data particularly around our targeted population of students with IEPs.
 - Developing a shared understanding of instructional excellence and expected student outcomes, using a research-based rubric.
 - Establishing a capacity to individually work with students to establish and move towards achieving discrete learning goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - This year we have 32 classroom teachers on staff, 15 of whom are new to the school. Of the 32, 4 are first year teachers (13%), 7 are in their tenure year (22%), and 22 have less than 5 years of experience (69%). Only 2 of our teachers have more than 10 years of experience and the remaining 8 teachers have an average of 7 years of experience. A large majority of our classroom teachers have limited experience and are still learning to master their craft. Therefore, focusing on teacher efficacy and development is of primary importance
 - Statistical analysis of student outcomes reveals large growth in performance on standardized test scores, particularly in the middle school. In order to maintain this growth, it is particularly important to provide ongoing support and feedback for teachers to improve their capacity to effectively impact student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of strategies/activities,
 - d) timeline for implementation.

Through frequent classroom observations, we will establish a strong instructional presence and vision for our teacher effectiveness and student achievement.

- With evidence from their student work (with particular emphasis on students with IEPs, our target population), all teachers will use a research based rubric to evaluate their baseline (October 2011), midyear (February 2012), and yearend (June 2012) capacity in the instructional domain, with particular attention to using assessment (particularly formative) in their instruction.
- By June 2012, all teachers will have an average of 20 individual visits and subsequent feedback sessions, conducted by assistant principals and principals. Frequency differentiation based on teacher need and experience will occur. Review of results will include evaluation of teacher effectiveness in moving our identified target population, students with IEPs.

- By June 2012, all teachers will participate in at least 8 professional development workshops that are differentiated for individual teacher need (as evidenced from course pass rates and data from mini-observations). These workshops will be developed by a committee of lead teachers with collaborative support from the principals, assistant principals, and network achievement coaches.
- By June 2012, all teachers will participate in at least 8 full-staff professional development workshops aimed at providing support for schoolwide initiatives in mastery based grading (assessment) and student conferencing (goal setting and character development). In addition to these initiatives, these PDs will also address strategies for effectively supporting and conferencing students with individualized education plans (IEPs).
- All teachers will demonstrate significant progress towards meeting individual and school goals, and at least 95% of teachers will be proficient or better by June 2012 within the instructional domain on our research based rubric.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The Parent-Staff-Association has an established Academic Committee that will select grade-based liaisons to establish communication routines between teacher teams and the parent body. Liaisons will report to the committee who will in turn report to the SLT to identify and address areas of grade need. teacher improvement and parent input.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

This goal has two main outcomes. First is to provide frequent, data-based sessions of feedback for classroom teachers upon which they can continually reflect improve their practice, as measured in student outcomes. Second, this goal is aimed at fostering continued teacher growth and creating a community of teacher-learners that not only are committed to continually improving their craft but also are committed to remaining members of our school community and recruiting colleagues with similar interest to populate our growth positions.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- With Girls Inc and the Carrerra Treasure Academy, we have a School Violence Prevention Grant that integrates academic components in addition to other aspects of the grant. With respect to these academic components teachers will integrate SVP tutors and after school sessions into the student goals and methods for achieving learning goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- \$124,782 Assistant Principal Salary – Planning Differentiated, After School Teacher PD (Title I and FSF)
- \$17,528 Assistant Principal Per Session – Executing After School Teacher PD workshops (FSF)
- \$35,682 Team Leader Teacher Per Session – Planning and Executing Differentiated After School PD Sessions and Leading Teacher Teams (FSF) and Teacher Per Session – Participating in After School PD (FSF)
- \$314 OTPS to fund resources required for PD (e.g. resource books and materials for individual PD sessions) (Title I)
- \$2619 OTPS to fund JumpRope, mastery-based online grading software (NYSTL Software)
- \$28490 Per Diem for Substitute Coverage for Teachers to attend PD (FSF)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Improve school-wide communications and community engagement.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Last year's Learning Environment Survey revealed a common dissatisfaction among staff, parents and students around communication between school and home. This year our goal is to better integrate parents and staff into community activities and schoolwide decisions by establishing

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The members of the SLT will formally chair and form the following committees from the PSA membership to increase community engagement and improve communications

The Communications Committee: This committee will collaborate with the principals on school-wide communications to parents. The committee's work will include:

- bi-weekly e-newsletters that will be emailed (81% of our survey respondents said email was the most ideal form of communication) and posted on the school website (27% selected this method). Starting October 2011
- "Ask the Principal" column on the school website fully up and functional by December 2011
- Monthly events; e.g. Breakfast with the Principals or Lunch with Teacher Leaders, starting November 2011
- Bi-monthly parent "socials" including to promote community engagement and build a repertoire of activities/strategies parents can use at home – bookclubs, interests / hobby nights, etc. Starting November 2011

The Academic Committee: This committee will collaborate with principals and teacher teams to increase understanding and communication around academic initiatives. The work will include

- Establishing the role of Grade Parent and recruiting members for that role (October 2011)
- Grade Parents meet monthly with Grade Teams (October 2011)

- Develop survey to identify specific parent questions and concerns (September 2011)
- Develop and execute plan of addressing collected concerns or questions (October 2011)

The Fundraising Committee: This committee will collaborate with principals and our director of development to coordinate activities to raise funds for key school initiatives and needs.

- Identify 2-3 Key Fundraising Goals (e.g. money for supplies, funds for scholarships, financing school trips) (October 2011)
- Develop and execute monthly fundraising activities to coincide with school events or parent meetings (November 2011)
- Develop and execute at least two major events for the school year (TBD)
- Develop and execute at least one major campaign for the school year (TBD)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
The large part of this goal is targeted at Parent Engagement. See above.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
By creating a stronger, more symbiotic community between the school and home, we seek to create a strong and stable environment in which student growth and achievement is a shared, central focus. Creating this environment creates a harmonious work environment and will attract Highly Qualified staff when they see the results of a positive Learning Environment Survey.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Girls Inc and the Carrerra Treasure Academy work collaboratively with our School Social Worker, Assistant Principal, Director of Development and Parent Coordinator to provide support for Parent Committees and create connections to community resources that can strengthen committee goals and outcomes. Additionally, together, our partners and staff work to plan and execute Parent workshops that are developed based on parent interest and student need.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- \$43842 Parent Coordinator (Parent Coordinator and FSF)
- \$55,000 Director of Development (FSF)
- \$124782 Assistant Principal (FSF and Title I)
- \$90414 School Social Worker (FSF, TL Mandated Counseling, Title I)
- \$2300 PSA Budget (collected from PSA donations and fundraisers)
- \$500 Parent Coordinator Budget for Workshop Materials and Supplies (FSF)
- \$2100 OTPS for SLT Parent Members (FSF)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Through a focus on two key Common Core State Standards (Reading of Informational Text and Mathematical Modeling), we will elevate the level of task rigor and increase student achievement in Math & ELA.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal is designed to focus our efforts to execute on citywide initiatives around the common core and to address a key area of growth identified in our last quality review, rigor in our classrooms.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- By October 2011, all ELA and Math teachers will associate classroom learning targets to CCSS using JumpRope, our online, mastery-based grading software.
- Starting in September 2011. All teachers will meet weekly in subject teams to analyze and revise tasks and student work, looking at (1) how appropriate the level of rigor is for the different levels of learners, and (2) alignment to the CCSS goals of Reading for Informational Text and/or Mathematical Modeling. Each teacher will present their tasks and student work at least 5 times this year
- Beginning in November 2011, All teachers will participate in on-going professional development on student conferencing to better assess individual student performance and help students establish and achieve learning goals around our CCSS foci, Mathematical Modeling and Reading of Informational Texts.
- By June 2012, 90% of students will demonstrate a level of proficiency (via JumpRope) or higher in the course learning targets related to Mathematical Modeling and Reading of Informational Text.
- By January 2012, 85% of students, through the support of conferencing, will be able to articulate their individual learning goals around Reading of Informational Texts and Mathematical Modelling, and 80% of students will demonstrate proficiency or higher in these learning targets.
- By January 2012, 75% of students, through conferencing support both in class, and in after school tutoring, will have a system that enables them to independently track progress towards goals
- Struggling students, particularly our target group of students with IEPs, will be assigned to mandated after school tutoring and aligned into specific groups based on the outcomes of the DRP (degrees of reading power) and/or the Performance Scan Series. All students with IEPs will improve (via scale score improvement) in Math & ELA, with 40% of these student increasing their performance in one or both areas by one level or more.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In the PSA meetings leading up to the October Parent conferences, we will have a series of sessions introducing Mastery Based Grading (JumpRope) and Learning Targets to families. In conferences (starting in October and scheduled as needed for individual students via Grade Teams), teachers will engage parents in developing support strategies for helping students meet learning targets. Parents will also be trained on how to use the website to track class learning goals and contact classroom teachers to provide input and/or ask questions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Through Professional Development, we aim to ensure that our staff become highly qualified in their knowledge of the common core and their execution of rigorous tasks.

- Professional Development both in Subject and Grade Level teams will occur weekly with Team leaders to lead their teams through the task review protocol and developing understanding of the Common Core in general, and these selected Common Core targets, in particular.
- Weekly Professional development covering topics such as student conferencing and assessment, with particular focus in supporting students with IEPs, will occur with the full staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have two fully integrated partnerships with Girls Inc and the Carrerra Treasure Academy. In addition to providing a wide array of support services including social-emotional and health education, both partners offer academic and classroom support. These two organizations will support teacher work in classrooms to provide on-going tutoring and conferencing support in the classrooms and in after school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- \$124,782 Assistant Principal Salary – Planning Differentiated, After School Teacher PD (Title I and FSF)
- \$17,528 Assistant Principal Per Session – Executing After School Teacher PD workshops (FSF)
- \$35,682 Team Leader Teacher Per Session – Planning and Executing Differentiated After School PD Sessions and Leading Teacher Teams (FSF) and Teacher Per Session – Participating in After School PD (FSF)
- \$14,231 Teacher Per Session – After School Tutoring (FSF)
- \$14,410 OTPS – Purchasing of classroom libraries and leveled readings for developing appropriately rigorous tasks (NYSTL Textbooks and Software)
- \$22,000 OTPS – Purchasing of classroom supplies and manipulatives for multi-modal learning (FSF)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Improve teacher use of data particularly around special populations of students.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Last year, our special education population was the only population that failed to make significant gains on standardized assessments. All other populations (Lowest Third, Upper Quartile, Economically Disadvantaged) did show positive growth. As a result, we are narrowing our focus to the students with IEPs

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Student Conferencing, mastery based grading and assessment
 - b) staff and other resources used to implement these strategies/activities,
Assistant Principals, Instructional Coach, Teacher Leaders
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Professional Development
 - d) timeline for implementation.
- September 2011 and weekly thereafter - Teachers will work collaboratively in grade teams to use itemized analysis of Middle School ELA and Math and High School Regent exams (both interim and last year state data) results for our IEP population to generate individualized instructional goal plans for the year. In addition, teachers will work in grade teams to analyze course passing rates and develop grade-wide strategies for targeting students off-track for promotion, again with particular focus on students with IEPs.
- Students with IEPs will take interim and predictive assessments in ELA and math to measure periodic growth (Performance Series). Negative results of these periodic assessments will trigger extra support services in after school for students.
- The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas. Teachers will receive external PD, individual coaching and full staff PD to adapt lessons and conferences for this specific population.
- Diverse strategies and materials will be used to address student needs. Additionally, grade teams will engage in student case-conferences and team inquiry to investigate and problem solve student achievement dilemmas for individuals with IEPs
- IEP Instructional Support Specialists will work with network specialists to refine at least one unit to reflect the principles of Universal Design for Learning.
- By the end of the school-year, there will be a 30% increase from last year of students with IEPs who meet standard promotional criteria.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Each grade team will meet at the beginning of the year to establish annual academic and social emotional goals for the girls with IEPs. This meeting is different than their IEP annual review as it pertains to their academic and character goals for the academic and not the calendar year. Parents are part of this compact between the grade team , student, and home. Additionally, parents on the Academic Committee will be working with grade teams to understand data and develop strategies to support learning at home and turnkey those strategies during parent workshops coordinated by Girls Inc, Carrerra or .

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

General Education teachers frequently struggle with how to support students with learning challenges. By creating a rich professional development environment targeted at developing this specific skill set, we aim to increase efficacy of our teachers and have our current staff become highly qualified instructors.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have two fully integrated partnerships with Girls Inc and the Carrerra Treasure Academy. In addition to providing a wide array of support services including social-emotional and health education, both partners offer academic and classroom support. For many of our students with IEPs, counseling, in addition to academic intervention support is a key component to their success. Carrerra and Girls Inc work seamlessly with our social worker to provide these services both during and after school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- After School Per Session for Team Inquiry After School
- \$2500 DYO Assessment – common planning time to analyze results of IEP students on CPAS tasks
- \$124,782 Assistant Principal – professional development and team support
- \$2215 Data Specialist – supports teams with data production and analysis
- \$4500 After school per session for teams to conduct inquiry work on students with IEPs
- \$22000 OTPS for classroom resources and textbooks
- \$28490 Per Diem for Inter- Visitation – to visit team teachers both on-site and at other UA schools

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 84 | 84 | 84 | 84 | 0 | 16 | 84 | 84 |
| 7 | 86 | 86 | 86 | 86 | 0 | 8 | 86 | 86 |
| 8 | 85 | 85 | 85 | 85 | 0 | 13 | 85 | 85 |
| 9 | 97 | 97 | 97 | 97 | 0 | 12 | 97 | 97 |
| 10 | 62 | 62 | 62 | 62 | 0 | 7 | 62 | 62 |
| 11 | 62 | 62 | 62 | 62 | 0 | 4 | 62 | 62 |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | We have included our extended day time within our school day to provide longer classes for our students so that teachers can have more time to conference and provide intervention. In our Middle School we are implementing The Learning Cultures approach. This approach has teachers constantly working with (and conferencing with) individual students on a daily basis. The students identified in ARIS as the lowest third as conferenced with twice as often, In addition, all students receive additional support during the school day working with teachers around specific academic goals. Students designated to receive special services work with our Special Education teacher and/or ICT teacher on both skill work and social work. In addition, all students who are struggling in their classes have “homework help” mandated after school for hour. |
| Mathematics | We have included our extended day time within our school day to provide longer classes for our students so that teachers can have more time to conference and provide intervention. All teachers have identified the lowest third in their classes and work individually with these students. All students receive additional support during the school day working with teachers around specific academic goals. Students designated to receive special services work with our Special Education teacher and/or ICT teacher on both skill work and social work. In addition, all students who are struggling in their classes have “homework help” mandated after school for hour. |
| Science | We have included our extended day time within our school day to provide longer classes for our students so that teachers can have more time to conference and provide intervention. All teachers have identified the lowest third in their classes and work individually with these students. All students receive additional support during the school day working with teachers around specific academic goals. Students designated to receive special services work with our Special Education teacher and/or ICT teacher on both skill work and social work. In addition, all students who are struggling in their classes have “homework help” mandated after school for hour. |
| Social Studies | We have included our extended day time within our school day to provide longer classes for our students so that teachers can have more time to conference and provide intervention. In our Middle School we are implementing The Learning Cultures approach. This approach has teachers constantly working with (and conferencing with) individual students on a daily basis. The students identified in ARIS as the lowest third as conferenced with twice as often, In addition, all students receive additional support during the school day working with teachers around specific academic goals. Students designated to receive special services work with our Special Education teacher and/or ICT teacher on both skill work and social work. In addition, all students who are struggling in their classes have “homework help” mandated after school for hour. |
| At-risk Services provided by the Guidance Counselor | N/A |

| | |
|---|--|
| At-risk Services provided by the School Psychologist | The school psychologist provides our IEP students with their mandated services. In addition, the school psychologist also works with students who are struggling meeting their learning needs. |
| At-risk Services provided by the Social Worker | Our social workers (five of them) work with individual students during the day (mandated students are pulled out of elective as well as at risk students). Students are referred to social workers via student advisors, Kid Talk recommendations, and academic teacher referrals. They also hold group intervention talks with students during the school day as well as half-day workshops for the day on such topics as; <i>Young Women's Health, Bully Prevention, and World AIDS Day.</i> |
| At-risk Health-related Services | We have a fully integrated partner, The Carrera Treasure Academy, that offers full health support to our young women – medical, mental, and dental. They also offer health-related classes during the school day to preempt at-risk behavior. All girls in 6 – 9 take part in this program. Girls Inc, services our 10 th and 11 th grade to prevent at-risk health-related services. |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

UA INSTITUTE PARENTAL INVOLVEMENT POLICY

As a Title I school, the UA Institute of Math and Science for Young Women, is required to consult with and incorporate the suggestions of all parents/parent groups in the development of UA Institute educational programs and the allocation of Title I money to fund these programs. The UA Institute's Parental Involvement Policy will be changed, if needed, to reflect new requirements. At this time, UA Institute parents will be made aware of their rights, as well as the rights of their child under Title I requirements.

If a UA Institute child has been identified for participation in an English Language Learners (ELL) Program, using Title I money, UA Institute commits to notifying the parent(s) of their child's participation, in their language of choice and in a timely manner (within 30 days of the start of the school year). Parents will also be informed, in their language of preference, of how the school determined their child's need for ELL services, the child's current level of English proficiency, the child's overall performance in school and how Title I funds will assist in improving the child's English language proficiency and overall academic performance.

All UA Institute Parents have the right to ask, verbally or in writing, for the qualifications of their child's teacher at any time. Parents may also ask, verbally or in writing, if their child's teachers are teaching in or out of their certification area. Parents will be notified, for any reason throughout the school year, if a non-certified teacher will be heading a class for four or more consecutive weeks.

A minimum of 1% of the UA Institutes total Title I allocations will be set aside to support parental involvement. Parents will be made fully aware of the amount of funds available and purpose of funds; to support parent involvement in the school/their child's education. The amount and distribution of funds will be determined through a confidential ballot. All information regarding Title I funds for parent involvement will be discussed at the UA Institute's Parent Staff Association (PSA), which is held the last Wednesday of every month. At this time, parents will be given the opportunity to ask questions, raise concerns and select programs associated with Title I money.

Once participating parents have determined the amount and allocation of Title I money, they will be asked to develop a formal budget and spending plan be created and submitted to the school's Co-Principals, Kiri Soares and Kelly DeMonaco. The parent's budget and spending plan will act as an official document that the school will utilize when allocating money and creating programs throughout the course of the school year.

The school, is first and foremost, however, required to follow the Department of Education's *Standard Operating Procedures Manual* in regard to all expenditures. The school will need to take both the *Standard Operating Procedures* and parental choices into considerations when developing programs with Title I money.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

UA INSTITUTE-PARENT COMPACT

All parents are included in the development of school-level parent activities funded by Title I through the use of the UA Institute's monthly PSA meetings. PSA meetings are advertised to parents through calls, our website, letters sent home, calendar reminders and direct outreach to parents present at the school. Parents are strongly encouraged to attend monthly PSA meetings. All meetings are held during after work hours to accommodate working parent's schedules.

PSA meetings provide the necessary forum to discuss the creation, implementation, and evaluation of parent involvement activities and school-level programs. Ballots are held regularly to ensure parent participation in all events concerning the school and their children's education. Parents are also encouraged in this forum to raise all questions concerning such issues as curriculum, promotion policies, summer school and student assessment. These topics,

however, are also covered at UA Institute's mandated new student orientations. Orientations are held in both May and September.

If for any reason a parent cannot attend a PSA meeting or arrange a conference at the school, they can also request a copy, either verbally or in writing, of the meeting agendas and/or vote for issues covered through the use of an absentee ballot.

Both the UA Institute and the parents of children attending the UA Institute are expected to work together to ensure the academic and personal success of every student.

The UA Institute is responsible for providing each student with a safe, academically challenging environment, with an emphasis on math and science. The school commits to doing this by providing an assortment of academic and elective classes to choose from, a bi-monthly speaker series and additional educational and recreational activities throughout the course of the school year.

The school commits to assisting our students through small, personal classes, additional academic support through study halls, after-school and lunch time tutoring and referrals to out of school supports. The school also provides strong academic and personal support through our partnerships with numerous academic, corporate and non-profit organizations, such as Barnard College and Girls Inc.

Every student is also assigned an academic advisory, who is able to form a supportive relationship with each student, assist them in academic and personal challenges and act as a liaison between the home and the school.

In return, the school expects each student's parent to support their child's academic and personal growth. This will require that parents take an active role in participating in school-based activities, such as parent/teacher conferences (where individual student performance and assessment is discussed), student portfolio presentations, PSA meetings and presentations and performances that the school provides for parents throughout the school year.

The school requires that each child's parent is accessible by phone and makes available time to visit the school when a parent conference is requested. The school also requires that each child's parent takes an active role in continuing their child's education at home through homework help, assisting in developing good organizational skills and engaging their child in conversation about school.

Throughout the course of the school year, the school provides numerous activities to support parental involvement. As stated above, activities include monthly PSA meetings, bi-monthly parent workshops focused on different parenting and community issues, school celebrations and performances and weekend events such as our Earth Day Celebration and Parent Social.

To accommodate working parents and ensure that all parents have the opportunity to participate in their child's education, the school provides a majority of their meetings and performances after 5 PM or during Saturdays. The school will also make necessary accommodations, when possible, to incorporate participation of parents who may suffer from a physical disability or who may not be fluent in English. Such examples of accommodations are to move PSA meetings to wheelchair accessible rooms and/or to provide written school material/meeting notes in a parent's native language.

At the end of each school year, parents that attend PSA meetings will be asked to act on an evaluation team. This team will examine the previous school years parental involvement and the school's various interventions used to encourage the participation of parents from all racial, ethnic, educational and economic backgrounds.

While previous assessment of parent involvement activities was based primarily on the number of parents who attended school-level activities, a recent shift in assessment now calls into greater account the correlation between the activity and the improvement of student achievement. While the UA Institute strives to have maximum parent involvement at all school-level activities, we also want our evaluation to focus on how helpful activities are in improving academic and emotional success of our students in the school.

School-Parent Compact

Dear UA Institute,

My daughter _____, accepts the offer to attend the Urban Assembly institute of Math and Science for Young Women. By signing this commitment, I agree to and understand the following:

- ◆ The UA Institute is committed to providing my daughter with a safe, positive learning environment where she will be challenged through high expectations and a rigorous academic curriculum.
- ◆ The UA Institute will make every attempt to schedule school events and parent meetings at times that are convenient to working parents or to parents with additional children.
- ◆ My daughter, if required, has my support in participating in all additional academic assistance provided by the school, such as after-school and lunch-time tutoring, study hall, advisory meetings, speaker series, visits with our school partners and educational field trips.
- ◆ My daughter will complete all homework and in-class projects expected of her.
- ◆ As a parent, I commit to attending school functions focused around my child's educational and personal success. Such meetings consist of Parent Staff Association, Parent/Teacher Conferences, school performances and special events.
- ◆ I understand that I must be available, both via the phone and for meetings, to discuss my daughter's academic and personal growth with the school staff when necessary
- ◆ I understand that I am always encouraged to visit the UA Institute, participate with my child in the classroom, ask questions and raise concerns with the school staff regarding my daughter's education.
- ◆ I will commit to working with my child at home to encourage academic success. I will inquire about my child's homework, help her when I am able to do so and sign any required paperwork

Sincerely,

(Parent/Guardian Signature)

(Please print parent/guardian name)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Jon Green | District 13 | Borough Brooklyn | School Number 527 |
| School Name The UA Institute | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|---|
| Principal Kiri Soares | Assistant Principal Kelly DeMonaco |
| Coach | Coach |
| ESL Teacher | Guidance Counselor |
| Teacher/Subject Area Denise Lee/French | Parent |
| Teacher/Subject Area Elena Brollo/It./Fr./Sp. | Parent Coordinator Carol Jones |
| Related Service Provider | Other |
| Network Leader Jon Green | Other |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|-----------|
| Number of certified ESL teachers | 0 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 4 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 17 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | 472 | Total Number of ELLs | 7 | ELLs as share of total student population (%) | 1.48% |
|------------------------------------|------------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The Urban Assembly Institute of Math and Science for Young Women, 13K527, is an all girls school located in downtown Brooklyn, New York. At present, the school shares the building with two other schools. However, each school has developed its own organization with different start and stop times. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. Most of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

The Urban Assembly Institute of Math and Science for Young Women has a population of students that come from culturally diverse backgrounds. The majority of which are Caribbean-American. We have a few Latinas and Caucasian students as well. Our Middle Eastern population is growing. Our English Language Learner population consists of seven students in the 6th, 9th, 10th, and 11th. We offer ESL services to entitled general education and special education students. The ELL Special Education population has one student in it.

Parent Choice

When a student is admitted into the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient if the child is eligible. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and parents can visit classes at the UA Institute as well as visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 2 | | | 1 | 3 | 1 | | 7 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 3 | 1 | 0 | 7 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|-------------------------------|---|
| All ELLs | 7 | Newcomers (ELLs receiving service 0-3 years) | 3 | Special Education | 1 |
| SIFE | 0 | ELLs receiving service 4-6 years | 1 | Long-Term (completed 6 years) | 3 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 3 | | | 1 | | | 3 | | 1 | 7 |
| Total | 3 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 1 | 7 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| Spanish | | | | | | | | | 0 | 0 | |
| Chinese | | | | | | | | | 0 | 0 | |
| Russian | | | | | | | | | 0 | 0 | |
| Korean | | | | | | | | | 0 | 0 | |
| Haitian | | | | | | | | | 0 | 0 | |
| French | | | | | | | | | 0 | 0 | |
| Other | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | |

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The Urban Assembly Institute of Math and Science for Young Women implements an inclusion English as a Second Language (ESL) Program with a supplementary after school taught by a teacher who is in the process of ELL certification and who has received professional development in ELL scaffolding. The primary goal of the program is to assist students in achieving English Language proficiency as soon as possible. Goals of the program included:

- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a Second Language Program

In the Freestanding ESL component we have seven students. They attend 300 minutes of ELA a week and 60 minutes of ELL Clinic/Resource Clinic a week. Students receive additional support in other tutoring sessions (60 minutes once a week) and in Push-In classes. Depending on the students' proficiency levels, they will receive from 180 minutes to 360 minutes a week of ESL Push-In assistance in their classroom. All teachers in the ESL program will be fully certified ASAP.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are working on getting fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

A. Programming and Scheduling Information

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction across the curriculum. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics
- iPads with ESL Applications installed on them

Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create supplementary programs for struggling learners in our school. As our ELL population grows we will begin to include ELLs and their families into the following programs:

- After School: ELL support occurs in our after-school homework help.
- Saturday Parent Workshops: We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Winter and Spring Fest, Cultural Diversity Day, Honor Roll Tea, and our Talent Showcase. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's brochure, and letters home. Additionally, interpretation services are available on a daily basis help in communication between school staff and parents. We currently have five Spanish-speaking staff members, one French-speaking staff member, one Cantonese-speaking staff member which help in communications with parent who speak a language other than English at home.

VI. Assessment Analysis

NYSESLAT

We will gather and use NYSESLAT data when it becomes available and relevant to the growth of the ELL population. For the ELL student who went through the program for one year, she was assessed on the NYSELAT as “advanced” in reading and writing, and “proficient” in listening and speaking, which showed growth for her, and is evidence of the efficacy of the program. For our new ELL student, we will monitor her progress through periodic assessments, conferencing, and classroom based assessment until the NYSELAT test is taken and scored in 2010.

Implications for Instruction

As we track the trends in growth, the implications for instruction have shown that literacy across the curriculum and specific ELL clinics are improving the listening, reading, speaking and writing skills of our ELL population, shown by the growth of the students who have placed out of ELL in our program, and those who have shown growth. We will check the growth of our newest student to ELL to see if the implications for instructions change.

Implications for LAP in English Language Arts Area

In order to assist our ELL students in ELA achievement, our ELA teachers have been using ELL scaffolding techniques in her class. The results, according to NYSELAT data have shown growth (proficient in listening and speaking, advanced in reading and writing). The 9th grade Humanities teacher has been making sure that our two ELL students have more access to materials through using the following strategies:

A. Programming and Scheduling Information

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g., group discussions, journals

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | Dual Language | Freestanding ESL |
|--|--|---------------|------------------|
| 100% • Implement a print rich environment, we will buy ESL dictionaries and Glossaries in the Humanities classrooms. | 100% | 100% | 100% |
| 75% • In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions. | 75% | 75% | 75% |
| 50% • Encourage teachers to participate on professional development opportunities, e.g., ELL conferences, workshops, etc. | 50% | 50% | 50% |
| 25% • Collaborate with ELL students to create a safe and supportive environment. | 25% | 25% | 25% |
| 100% Implications for LAP in Mathematics Content Area | 100% | 100% | 100% |
| 75% The Math teachers have been making sure that our | 75% | 75% | 75% |
| 50% • interactive word wall | 50% | 50% | 50% |
| 25% • Incorporating writing as a component of the mathematics lesson, e.g. journals | 25% | 25% | 25% |
| • Provide opportunities to convey to others problem solving strategies and the justification of their answer | 25% | 25% | 25% |
| • Ensure the identification and analysis of | 25% | 25% | 25% |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

- In the future we will hire a fully licensed ELL instructor.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Targeted interventions are listed above as is NYSESLAT support. Our ICT teachers also work with the ELLs and as for programs, etc., we have seven students. We offer Spanish, French, and Italian at our school and have purchased the Rosetta Stone CDs for these classes and the ELLs have access to this. This year we have given some of our "Beginning" and "Intermediate" ELL students iPads to work with during the school day.

Plan for Long Term ELLs

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

A. Programming and Scheduling Information

- An after school program targeting reading and writing three days during the week

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development:

As our ELL population grows we will provide professional development for:

- School Staff: Within the schools Professional Development program, the focus will be on:
 - o The literacy needs of our ELL population within the prescription of the America’s Choice program.
 - o Sessions will be given also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions will be given to instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops will be taken by teachers on our ESL staff will include:
 - o Scaffolding in the content areas
 - o Native Language Literacy Development
 - o Differentiation in the ESL classroom
 - o ESL in the Mathematics classroom
- Our future ELL teachers will attend a variety of off-site workshops to promote collaboration between content area and language teachers. Such workshops may include:
 - I. Quality Teaching Workshop series
 - II. Social Studies and Technology workshop
 - III. Wilson Program for Special Education teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are involved in the SLT and PTA - they attend field trips, chaperone events, and organize fundraisers. Girls Inc. and the Carrera Treasure Academy (both school partners) run over 25 parent workshops over the school year. Parents are given surveys that determine the topics of these workshops and surveys are posted online (including the DOE learning environment survey).

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|
| Native Language Arts | 0 |
| Social Studies: | 0 |
| Math: | 0 |

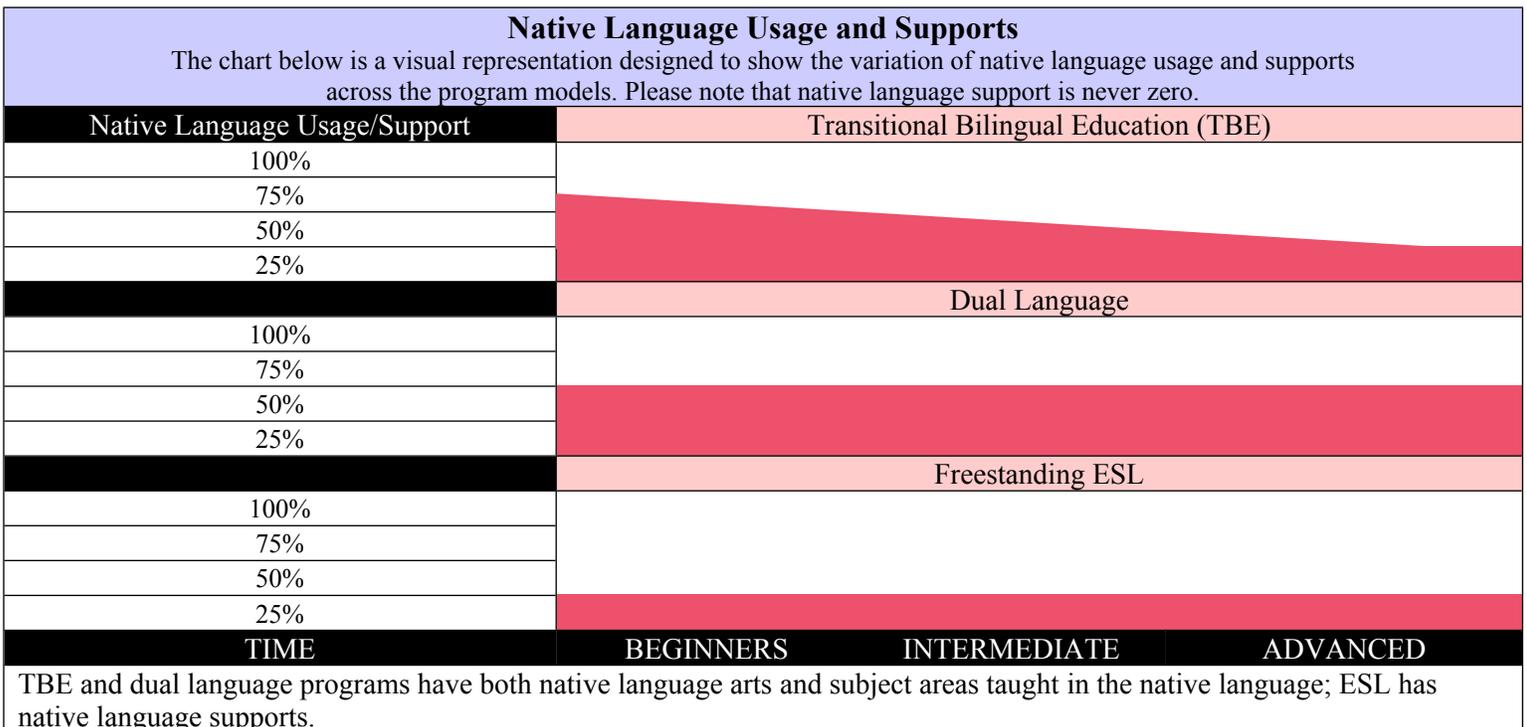
| Class/Content Area | Language(s) of Instruction |
|--------------------|----------------------------|
| | |
| | |
| | |

| | |
|----------|---|
| Science: | 0 |
| | |
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| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Targeted interventions are listed above as is NYSESLAT support. Our ICT teachers also work with the ELLs and as for programs, etc., we have seven students. We offer Spanish, French, and Italian at our school and have purchased the Rosetta Stone CDs for these classes and the ELLs have access to this. This year we have given some of our "Beginning" and "Intermediate" ELL students iPads to work with during the school day.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development:

As our ELL population grows we will provide professional development for:

- School Staff: Within the school's Professional Development program, the focus will be on:
 - o The literacy needs of our ELL population within the prescription of the America's Choice program.
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 - o Scaffolding in the content areas
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 - o ESL in the Mathematics classroom
- Our future ELL teachers will attend a variety of off-site workshops to promote collaboration between content area and language teachers. Such workshops may include:

Additional Information

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

Our French teacher is currently getting certified as an ELL teacher.

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1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents are involved in the SLT and PTA - they attend field trips, chaperone events, and organize fundraisers. Girls Inc. and the Carrera Treasure Academy (both school partners) run over 25 parent workshops over the school year. Parents are given surveys that determine the topics of these workshops and surveys are posted online (including the DOE learning environment survey).

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | 1 | | | | | | | 1 |
| Intermediate(I) | | | | | | | 1 | | | | 2 | | | 3 |
| Advanced (A) | | | | | | | | | | 1 | 1 | 1 | | 3 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 3 | 1 | 0 | 7 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | 1 | | | | | | |
| | I | | | | | | | 1 | | | | 2 | | |
| | A | | | | | | | | | | 1 | 1 | 1 | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | 1 | | | | | | |
| | I | | | | | | | 1 | | | | 2 | | |
| | A | | | | | | | | | | 1 | 1 | 1 | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 1 | | | | 1 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 1 | | 1 | | | | | | 2 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | 3 | | 1 | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 1 | | 0 | |
| Physics | | | | |
| Global History and Geography | 3 | | 0 | |
| US History and Government | | | | |
| Foreign Language | 1 | | 1 | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|--|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | |
| ELE (Spanish Reading Test) | | | | | | | | | |

| Native Language Tests | | | | | | | | |
|-----------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

We have a small ELL population and focus on the individual learning needs of all of our students. Therefore, the modalities, multiple intelligences, and other strategies used by teachers to reach the different learning needs of our students will continue. In addition, portfolio assessments have shown that our ELLs are prepared to speak and defend ideas in English with fluency.

In terms of data patterns, our ELL students are either scoring higher since they have been with us or have maintained - with the exception being the reading section of the NYSESLAT. We will be continuing work with our ELA and Special Education teachers to ensure that our ELL students receive the support they need to continue to raise their scores. Literacy is a huge issue for many of our students. Therefore, we have instituted a new approach to literacy in the school called Learning Cultures. With the individual focus on student-centered literacy and accountability we will see our students make great progress.

Additional Information

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

Our French teacher is currently getting certified as an ELL teacher.

Part VI: LAP Assurances

School Name: The UA Institute **School DBN:** 13K527
 Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------|----------------------|-----------|-----------------|
| Kiri Soares | Principal | | 1/1/01 |
| Kelly DeMonaco | Assistant Principal | | 1/1/01 |
| Carol Jones | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| Denise Lee | Teacher/Subject Area | | 1/1/01 |
| Elena Brollo | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| Jon Green | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K527 **School Name:** The UA Institute

Cluster: 105 **Network:** The Urban Assembly

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use home language surveys and ARIS to determine the languages spoken at home. We then call homes to determine if parents need translations of written documents. If it is determined that they do, we use a translator to translate documents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have determined that there are three parents that need written and oral translation. We use school community members to translate such documents and conversations.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school provides written translation services on a case by case basis. The school prints out the DOE documents from the website. More personalized school correspondences are done in-house.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

As stated above, for oral correspondences we rely on in-house translators from the school community.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will ensure that parents receive notification in a prompt manner. We do not use minor students when discussing student's confidential information and we ensure that all parents are kept up to date and informed.