



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20K609

**PRINCIPAL:** MARIELA GRAHAM **EMAIL:** MGRAHAM8@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KARINA COSTANTINO

**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
Mariela Graham	*Principal or Designee	
Cathy Czerkowicz	*UFT Chapter Leader or Designee	
Kardine Phillipe	*PA/PTA President or Designated Co-President	
Pamela McDonald	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lauren Escobar	Member/ UASCJ – UFT	
Emily Hurst	Member/ UASCJ – UFT	
	Member/ Parents	
	Member/ Parents	
	Member/ Parents	
	Member/Parents – Title I Rep.	
	Member/	

## **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.

**To improve the Integrated Algebra pass rate for the 2010 cohort.**

### **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.

**By September 2011, 72 of 84 students in the 2010 cohort had passed the Integrated Algebra Regents. Our goal is to have at least half of those remaining 12 students pass the Regents by August 2012. The Integrated Algebra Regents is required for a Regents diploma.**

### **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.

### **Beginning of the Year:**

- We scheduled a Zero Period Integrated Algebra Regents prep course that meets Mondays – Thursdays, 45 minutes each period.
- Identified students who have not yet passed the IA Regents.
- Identified transfer students still lacking the IA credits and IA Regents.

### **During the Year:**

- Zero Period IA Regents Prep begins the third week of school and will continue until January.
- Zero Period IA Tutoring/ Reteach (by a math teacher)
- In math department meetings, all math teachers will develop units of study that are aligned to the Common Core and Key Cognitive Strategies (a DOE-approved interim assessment aligned to NCCSS)
- In January, the students will take the Regents exam. Those who pass, will no longer be required to attend IA Regents prep.

### **End of the year:**

**June Regents Prep program. If necessary, students requiring summer school IA Regents prep will be identified and notified.**

**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.

**To increase parental involvement for this goal, we will send home notices to parents informing them of the additional help opportunities that exist. We will also share these opportunities with parents during conferences. Finally, we will call home when students seem to be in need of reinforcement at home (to come on time, to attend sessions, to seek help, etc.).**

**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.

**Our teachers are already HQ.**

**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.

**The financial support to fund these additional courses and help-times comes in part from these revenue sources.**

**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.
  - **We use FSF and NYSTL to purchase AMSCO textbooks for student-use.**
  - **We use Title I money to ensure that all students have a graphing calculator for home use.**
  - **We use FSF/NYSTL software funds to use Carnegie Learning for 8<sup>th</sup> grade math (the curriculum is Bridge to Algebra).**

## 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.

### **To improve student attendance.**

#### **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.

**Attendance is crucial to student learning. School wide attendance will improve from 92.68% (in 2010-2011) to 93.5% in 2011-2012.**

#### **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.
- **Guidance counselor will have at-risk group for students with poor attendance patterns. (ongoing)**
- **Deans and attendance coordinator will call home to students who are absent and/or late. (daily)**
- **Students with perfect attendance at the end of each marking period will be recognized and celebrated by the school. (quarterly)**
- **College counselor and parent coordinator will work together to schedule parent conferences to create attendance plan for students with poor attendance records. (ongoing, as needed)**

#### **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.
  - **Providing additional opportunities for parents to become involved in school**
  - **Calling home when students are absent or frequently late**

#### **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.

**NA**

**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.

**FSF is used in part for 2 school aides including one of whom is in charge of attendance.**

**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.
  - **We decided, last year, to hire two school aides to assist in the daily follow up and procedures related to attendance tracking and improving student attendance. (We used FSF funds).**
  - **We are having a celebration each marking period for those students with perfect attendance (including latenesses).**

### 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.

**To improve student writing skills; By June 2012, 80% of students will be able to consistently incorporate accurate, specific and relevant vocabulary words in short answer test questions.**

#### **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.

**Students have not scored well on the extended-response section of state exams, including the ELA and Math exams in grades 6-8 and the Regents in grade 9.**

#### **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.

#### **Fall:**

**In departments, teachers will create a uniform way of assessing use of content-specific vocabulary in short answer test questions and essays.**

#### **Winter:**

**All teachers will begin assessing and tracking use of content specific vocabulary using a school wide data tracker. At least three of the writing assignments given in Social Studies and English will be aligned to the NCCSS.**

#### **Spring:**

**Teachers will continue to track student progress and provide individual assistance to those not consistently incorporating specific vocabulary.**

#### **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.

**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.

**All major subject area teachers are HQ.****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 would use FSF to cover teachers who attend PD sessions.

**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.
  - **Writing is a fundamental aspect of any subject area; therefore, all teachers will be responsible for implementing the action plan as stated above.**
  - **We will continue to provide teachers with adequate school supplies for writing instruction.**
  - **Two teachers attended the NCTE Conference in Chicago using Title I funds.**

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	36	31			5			
<b>7</b>	48	34			4			
<b>8</b>	52	35			3			
<b>9</b>	54	46			3			
<b>10</b>	~50	21			4			
<b>11</b>								
<b>12</b>								

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
<b>ELA:</b>	<p>*All grades- twice weekly, seminar periods (116 minutes total) are used to address word/grammar skills and reading comprehension strategies. These seminars include Book Club, Creative Writing, Latin American Literature, American Literature, and Current Events. Groups range in size from 10 students to 25. Scholastic magazines and Time for Kids are used as resources.</p> <p>*Based on the results of the McCloud Reading Assessment and running records, 15 students are receiving the Great Leaps program to increase word recognition and fluency. This program is done on a one-to one basis 2 to 5 times weekly depending on the student's needs.</p>
<b>Mathematics:</b>	<p>*All grades- twice weekly, seminar periods (116 minutes total) are used to address word/grammar skills and reading comprehension strategies. These seminars include Book Club, Creative Writing, Entertainment &amp; the Media and Current Events. Groups range in size from 10 students to 25. Scholastic magazines and Time for Kids are used as resources.</p> <p>*There is a Math Foundations seminar for 6<sup>th</sup> grade students.</p> <p>*8<sup>th</sup> grade- Cognitive tutor is used twice a week during seminar (116 minutes).</p> <p>*Geometry Math Lab for 10<sup>th</sup> graders is an additional prep course.</p> <p>*Geometry Tutoring for 9<sup>th</sup> graders in Geometry is available 3x/wk.</p>
<b>Science:</b>	<p>*6<sup>th</sup> , 7<sup>th</sup> and 8<sup>th</sup> grade-on a weekly basis during the school day, 2 extra periods (116 minutes total) of science instruction are provided to each grade, broken up into 3 groups of less than 25 students</p> <p>*9<sup>th</sup> and 10<sup>th</sup> grades-15 students receive intensive lab skills twice a week for one period (116 minutes total) as a seminar class, Forensic Science</p>
<b>Social Studies:</b>	<p>*Students receive 280 minutes of SS instruction weekly – 100 minutes more than the state minimum. DBQ's, map skills and literacy are addressed.</p> <p>*Grade-wide writing assignments reinforce writing within a social studies context.</p> <p>*9<sup>th</sup> grade-through weekly seminars (116 minutes total) 40 students receive social studies services through topics of Debate and Latin American Literature.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Depending on need, at-risk students are serviced by the guidance counselor once a week either one-on-one or small group. Services last until the student has managed to use the social/behavioral skills needed to succeed in the classroom.</p>

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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

# PARENT INVOLVEMENT POLICY

## PART I -GENERAL EXPECTATIONS

The Urban Assembly School for Criminal Justice agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with Section 118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultations with parents of participating children.
- In carrying out the Title I, part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State plans of the ESEA in an understandable and uniform format including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program (s) in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular two-way meaningful communication, involving students' academic learning, and other school activities ensuring the following:
  - That parents play an integral role in assisting their child's learning;
  - That parents are encouraged to be actively involved in their child's education at school.
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees assisting to the education of their child;
  - Lastly, carrying out of other activities, such as those described in Section 118-parental involvement of the ESEA.

## PART II- DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. UASCJ will take the following action(s) to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP addendum) under Section 1112-Local Educational Agency Plans of the ESEA.
  - Through the implementation and use of the Parent Leadership Committee in conjunction with faculty and administration, parents will develop a Parental Improvement Plan as described in the RDCEP/DCEP Addendum.
2. UASCJ will take the following action(s) to involve parents in the process of school review and improvement under section 116- Academic Assessment and Local Educational Agency and Improvement of the ESEA.
  - Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner to help all children in Title I; Part A programs meet the challenging State's student academic achievement standards.
3. UASCJ will coordinate and integrate parental involvement strategies in Title I, Part A under the following other programs:

- Will coordinate with PPP monitors and/or guidance intervention program to effectively work with parents.
4. UASCJ will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will identify barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.
5. UASCJ will build parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents and the community to improve student academic achievement through the following activities specifically described below:
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following: Undertaking and integrating the State's academic content standards in conjunction with the State's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part 54 program(s).
  - The school will, with the assistance of the Region and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school by:
    - providing professional learning opportunities on communicating with parents
    - analyzing parental involvement evaluations with school personnel
    - setting goals related to the feedback provided by the parents through the evaluation process, including an ongoing dialogue with the PTA committee and other pertinent personnel.



## Urban Assembly School for Criminal Justice 2010-2011

### School-Parent Compact

The Urban Assembly School for Criminal Justice, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

#### School Responsibilities

**The Urban Assembly School for Criminal Justice will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables your child to meet the State's student academic achievement standards as follows:**
  - Encourage and promote reading and writing across the subject areas.
  - Provide structural support in math and literacy for remediation and enrichment.
  - Incorporate the use of technology to integrate other resources.
  - Conduct explicit grammar, writing and reading instruction.
  - Hire highly qualified teachers who are experts in their subject areas.
  - Create a nurturing and comfortable learning environment free of unnecessary distractions such as cell phones and electronic gadgets.
  - Promote a healthy lifestyle by helping students make thoughtful decisions about nutrition and fitness.
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to your child's achievement.** Specifically, those conferences will be held:
  - Tuesday, November 16, 2010
  - Thursday, March 17, 2011
- 3. Provide families with frequent reports on their children's progress.** Specifically, the school will provide grade reports as follows:
  - Snapgrades progress reports at least once each quarter, approximately half-way through the marking period.
  - Parent/guardian online access to their child's grades on Snapgrades (for more information visit [www.snapgrades.net](http://www.snapgrades.net))
- 4. Provide families with reasonable access to staff.** Specifically, staff will be available for consultation with families as follows:
  - Parents can call and request an appointment to meet or talk with school staff.
  - Staff has school-based email addresses for communication with parents. Email addresses are located at [www.uascriminaljustice.org](http://www.uascriminaljustice.org). Parents can also call the school for this information.

5. **Provide families opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**
- **Parents/guardians may volunteer as trip chaperones.**
  - **Parents/guardians may visit classrooms during special presentations and, with advanced notice, observe their child in class.**

**Family Responsibilities**

**We, as parents/guardians, will support our child’s learning in the following ways:**

- Attendance: Ensuring that your child attends school regularly and on time.
- Uniform: Ensuring that your child wears her school uniform every day. The school uniform consists of a UASCJ logo shirt, sweatshirt or school-issued shirt. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students must wear black pants while 9<sup>th</sup> graders are required to wear grey pants.
- Homework & Academic Success:
  - Ensuring that your child completes her homework on time and helping your child study for tests and quizzes.
  - Ensuring that television, video games, and non-school related computer use do not get in the way of your child’s academic success.
  - Ensuring that your child receives an ample amount of sleep each night.
  - Encouraging your child to participate in after school activities and clubs.
  - Helping your child obtain a library card and regularly visit the local library.
  - Encouraging your child to read for at least 30 minutes every night.
  - Helping your child perform her work in a focused and sanitary environment by prohibiting her from bringing soda, sunflower seeds, or chewing gum to school. These items are forbidden at all times, including during breakfast and lunch. If your child brings these items into school, they will be confiscated and thrown out.
  - Ensuring that your child does not bring a cell phone or any electronic devices to school. These items will be confiscated and a parent will need to come to the school to retrieve these items.
- School Involvement:
  - Participating in decisions relating to your child’s education. This includes a willingness to meet with teachers when asked.
  - Building positive relationships with teachers and staff.
  - Staying informed about your child’s education by reading all notices/reports from the school or the school district and responding if necessary. This includes checking for the Parent Blast which is distributed every Tuesday.
  - Informing the school of any matters that might affect your child’s academic success.
  - Serving, if possible, on school committees. Positions include:
    - Member of the Parent Teacher Association (PTA)
    - Parent representative on one of several school advisory or policy groups, including:
 

School Improvement Team	School Leadership Team
Title I Policy Advisory Committee	District wide Policy Advisory Council
State’s Committee of Practitioners	School Support Team

UA School for Criminal Justice

\_\_\_\_\_

Parent Signature

Student Name

\_\_\_\_\_

Phone Number

Date

**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 <b>Jon Green/ Patrick Fagan</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>609</b>
School Name <b>UASCJ</b>			

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

Principal <b>Mariela Graham</b>	Assistant Principal <b>Nathalie Jufer</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Katie Ostrager</b>	Guidance Counselor <b>Natalie Cazeau</b>
Teacher/Subject Area <b>Lauren Norman/ SPED</b>	Parent <b>Hardeen Phillips</b>
Teacher/Subject Area <b>Emily Hurst/ ELA</b>	Parent Coordinator <b>Pamela McDonald</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Jon Green</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>27</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>375</b>	Total Number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>16.00%</b>
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## 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. 

1. Upon registration, the test history and the students' cumulative records are carefully reviewed. If it has been indicated that the student receives ESL services, services are started immediately. If the student is new to the New York City Department of Education, the following steps are taken. We identify English Language Learners by administering the Home Language Identification Survey, including an informal oral interview in English and in the native language and the formal initial assessment, to all newly admitted students. Ms. McDonald, the Parent Coordinator provides the Home Language Identification Survey, and students who indicate that their native language is not English are then given the LAB-R to determine their level of speaking, listening, reading, and writing proficiency in English. Ms. Ostrager, the ESL teacher (highly qualified and fully certified) performs the oral interview and administers the formal initial assessment. Students who do not meet the criteria, according to the LAB-R, to pass the speaking, listening, reading, and writing sections, receive ESL services and are assessed annually with the New York State English as a Second Language Achievement Test, until they reach proficiency in English. There is a parent meeting to discuss LEP options and students are provided with the appropriate services based on their scores on the initial assessment, or previous test history. Students are prepared to take the NYSESLAT and their services are updated according to their needs as determined by their scores on formative and summative classroom assessments, in addition to the annual NYSESLAT assessment.

2. When parents register their children at UASCJ, they are made aware of the supports provided for ELLs. Because UASCJ is a small school, Freestanding ESL has proven to be a flexible, successful model for our ELL students. Documents and translation services are available in a variety of languages, including Spanish, Urdu, Bengali, and Arabic. Moreover, parents are encouraged to participate in all opportunities available for parent- school collaboration. Parents of ELLs are involved with the PTA. Parents are given progress reports on their children's progress with their English language learning, as well as concrete strategies for assisting their children. Grade reports are provided in the native languages of the students, and a translator is available at Parent Teacher Conferences when necessary.

3. Parents have parent choice and transfer option. Parent surveys are distributed and collected by our Parent Coordinator, Ms. McDonald. Documents are translated into the languages that the parents speak and translators are available for meetings, when requested.

4. Parents are informed of the services offered for students and elect to enroll their children in Freestanding ESL; therefore, there is no assessment to place students in a bilingual program. Parents receive translated documents and translators, when necessary.

5. There is no data for program selection given that parents who choose UASCJ solely choose to follow the freestanding ESL program.

6. The program model has shown success and thus parents are satisfied with the offering.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 21

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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	4	6	7				19
<b>Push-In</b>							5	8	12	10	6			41
<b>Total</b>	0	0	0	0	0	0	7	12	18	17	6	0	0	60

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	14
SIFE	5	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	10

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	33	4	0	17	1	8	10	0	6	60
<b>Total</b>	<b>33</b>	<b>4</b>	<b>0</b>	<b>17</b>	<b>1</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>60</b>

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

**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
<b>TOTAL</b>	<b>0</b>													

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	
<b>TOTAL</b>	<b>0</b>																				

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	
<b>TOTAL</b>	<b>0</b>										

**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							2	1	7	3	1			14
Chinese														0
Russian														0
Bengali							2	1	2	5				10
Urdu							3	8	7	6	5			29
Arabic								2	2	1				5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>12</b>	<b>18</b>	<b>17</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>60</b>

## 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.
  - 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

## A. Programming and Scheduling Information

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?

1. The ESL Program provides one hundred percent (100%) of the instruction in English. ESL instruction is delivered in either a Push-In, or self-contained, model so that students can receive the additional attention, assistance, and reinforcements they need without missing content material. Middle School students are placed in their classes according to their NYSESLAT designated levels. High School students do not travel in cohorts, but are scheduled to receive both push-in and self-contained ESL instruction. It is important that students begin to learn to use their English language skills in a variety of contexts—social and academic, thus their ESL instruction is mainly provided during their English Language Arts classes, or seminar classes. This way, they are given additional ESL supports, while receiving all of the same content instruction aligned with grade level standards. The push-in model serves a heterogeneous group of students, as there is sufficient support for differentiation with multiple teachers in the room. In one of the seventh grade classes, there is an Urdu speaking paraprofessional who travels with the students across content classes. In the push-in classes, the ESL teacher often works with ELLs on vocabulary, reading comprehension, and writing development. She/ he receives a copy of the lesson plan in advance and prepares necessary supplementary materials for ELL students. Beginner and intermediate students receive additional instruction during the day as well as before and after school. During this time, the ESL teacher can focus on specific reading, writing, listening, and speaking skills and strategies. Some of the focused intervention strategies include guided reading and Great Leaps. Instruction is aligned with the ESL standards, as per the CR-Part 154 mandates. In Middle School, the beginner and intermediate level students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes of ESL instruction per week. In High School, the beginner level students receive 540 minutes, intermediate level students receive 360 minutes, and beginner level students receive 180 minutes, of ESL instruction per week. To ensure that our ELLs meet and exceed standards, we have instituted a number of additional targeted interventions. In the spring, we have before/ after school programs for advanced (as designated by the NYSESLAT) students. This program covers a combination of test prep strategies, as well as reading strategies. ELL students are also encouraged, as are all of our students, to participate in a variety of after school clubs.

2. After the results of the NYSESLAT are reports, the Language Allocation Policy team and the School Leadership Team, review instructional minutes and models for each student. The ELL students' schedules are individually created according to their needs and the ESL teachers' schedules are subsequently created to ensure that the mandated number of instructional minutes is provided according to proficiency levels in the most effective program models. All teachers involved in the instruction of ELLs are fully certified and work with the ESL teachers on best practices to serve the specific needs of individual ELLs.

3. All content areas are delivered in English. Students receive push-in ESL support in ELA. The ESL teachers also provide extra support for other content areas. These aids include supports such as leveled reading passages on theme, vocabulary instruction or keys, visuals, and scaffolds for writing assignments.

4. ELLs are evaluated in their native language with the assistance of our Urdu paraprofessional, or older, more advanced students of other native languages. Many of our students, however, are not literate in their native languages.

5. Differentiated instruction is a huge priority at UASCJ. We make sure that all teachers who teach the same ELLs discuss how they are progressing in their distinct content classes. Content area teachers collaborate with the ESL teachers to determine whether differentiated texts, vocabulary work, and assessments are necessary. Beginner and intermediate students receive additional pull-out classes to ensure that, if need be they work on basic phonics instruction. We typically pair newcomers and SIFE students with other

## A. Programming and Scheduling Information

students who speak the same native language and can assist them with directions. For ELLs have been receiving services for 4-6 years, their levels from the NYSESLAT dictate their schedules. The Long- Term ELLs receive extra reading and writing support and test preparation in order to ensure that they will be able to reach proficiency on the NYSESLAT. Students who are identified as having special needs receive services from the special education teachers according to their IEPs. These services may come in the form co- teaching or pull- out reading or math groups.

6. Similar instructional strategies are used for ELL-SWDs as ELLs without IEPs. We find that providing students with differentiated materials based on their individual needs is the most successful strategy. Most of our ELL-SWDs are our long term ELLs and are proficient in speaking and listening in English, but need additional work in reading and writing. Special Education teachers work closely with ESL teachers, when they have overlapping students.

7. Our ELL-SWDs are in the least restrictive environment, as all students are in heterogeneous classes with general education students. ELL-SWDs receive additional instruction, through push- in, or small group, pull- out to meet their diverse needs. Schedules are designed around student needs so that we are able to provide them with the necessary curricular, instructional supports.

### 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		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

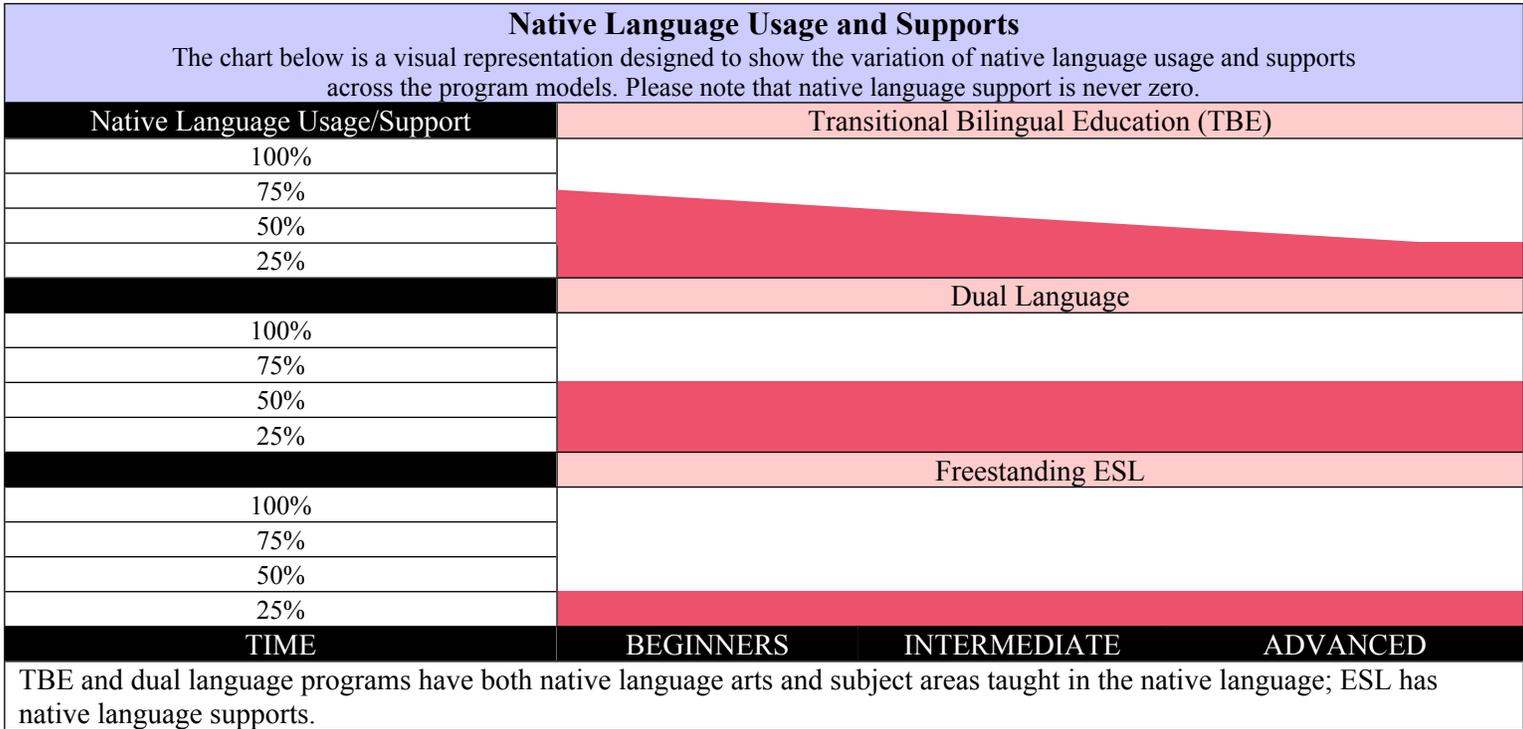
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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?
8. Both the content area teacher and the ESL teachers provide additional support for ELLs within their content areas. There is constant dialogue between the ESL teachers and the content area teachers, in order to provide extra assistance to ensure that students meet their grade level state standards in all content areas. Targeted intervention in all content areas includes visual aids, vocabulary aids, scaffolding, heterogeneous grouping, foundational instruction, etc.
9. Once students have tested out of the ESL program by attaining a proficient level on the NYSESLAT, UASCJ has adopted intervention strategies specific to the recent former ELLs. These strategies include small group instruction, continued reinforcement of vocabulary acquisition techniques, and participation in voluntary reading groups, along with extended time accommodations on exams.
10. New programs and professional development opportunities to better support our ELLs are always considered. This year we have incorporated technology more for the beginning students by taking advantage of iPads, pairing books with books on tape, etc. We plan to take our ELLs on special field trips to gain exposure to their new city and extend educational opportunities outside of the classroom. Moreover, we are planning a summit for teachers on our growing ELL population, including best practices for instruction.
11. Because of the flexibility in scheduling the ESL teachers' programs, we are constantly modifying the program models in order to

## 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?

8. Both the content area teacher and the ESL teachers provide additional support for ELLs within their content areas. There is constant dialogue between the ESL teachers and the content area teachers, in order to provide extra assistance to ensure that students meet their grade level state standards in all content areas. Targeted intervention in all content areas includes visual aids, vocabulary aids, scaffolding, heterogeneous grouping, foundational instruction, etc.

9. Once students have tested out of the ESL program by attaining a proficient level on the NYSESLAT, UASCJ has adopted intervention strategies specific to the recent former ELLs. These strategies include small group instruction, continued reinforcement of vocabulary acquisition techniques, and participation in voluntary reading groups, along with extended time accommodations on exams.

10. New programs and professional development opportunities to better support our ELLs are always considered. This year we have incorporated technology more for the beginning students by taking advantage of iPads, pairing books with books on tape, etc. We plan to take our ELLs on special field trips to gain exposure to their new city and extend educational opportunities outside of the classroom. Moreover, we are planning a summit for teachers on our growing ELL population, including best practices for instruction.

11. Because of the flexibility in scheduling the ESL teachers' programs, we are constantly modifying the program models in order to best serve our ELLs. For example, we discontinued the self-contained 7th/ 8th grade ESL/ ELA bridge class because this year the ELLs in 7th and 8th grades are more advanced and can keep up with their ELA classes with push-in support.

12. ELLs are fully integrated into the school and participate in all of the same school, and after school, activities as the rest of the student body. ELLs are actively encouraged to get involved in extracurricular activities at school. The newcomers are typically urged to stay after school or come before school for additional academic English language instruction, in addition to their participation in school-wide after school clubs, including newspaper, soccer, flag football, etc.

13. The ESL teachers work with the other teachers to prepare and deliver the necessary, extra resources to aid students' learning in English and content areas. These resources are varied based on students' levels and needs. In addition to other assessments, we rely on Teachers College Running Records to regularly assess students' levels and progress throughout the year so that resources can be appropriately adjusted as students improve and become more independent. Teachers employ websites such as Reading A-Z to find texts at students' levels to help them access the content; teachers use vocabulary glossaries for students who are literate in their native languages; teachers allow students to work on iPads for reading; etc.

14. All content is taught in English. Native language support is occasionally used. There is an Urdu speaking paraprofessional who assists students in one of the seventh grade classes. At times, teachers ask students with more advanced English skills to translate for beginner ELLs, who speak the same native language.

15. Required services support, and resources correspond to ELLs' appropriate ages and grade levels. We hold this standard to be true even for students who are extremely below grade level.

16. Newly enrolled ELL students are invited to a student orientation before the beginning of the school year. Newly enrolled ELLs are usually put into contact with a student who can be the new student's "buddy" to help her negotiate the new school's procedures.

17. There are currently no foreign language electives offered at the school; however, when there are, ELLs will receive the same offerings as the rest of the students.

## 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?

### 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.

1. ELL personnel at the school regularly attend professional development lectures and training in order to stay abreast of the widely accepted best practices for teaching English Language Learners. Both of the ESL teachers are involved with Teach For America and receive training from the organization. Their ongoing training maintains the highest level of instruction for the ELLs in order to help them reach their highest potential.
2. As a staff, the needs of ELLs and methods to address these needs are discussed regularly during grade team meetings, whole staff meetings, and individual meetings between content teachers and the ESL teachers. There was much collaboration among the staff to determine the ESL push- in schedule that would be most effective for the progress of the ELLs. Differentiation in instruction is a large focus for PDs and staff development at UASCJ. The ESL teachers periodically provide reports on the progress of the ELL students.
3. In accordance with Jose P., 7.5 hours of professional development is scheduled for the staff throughout the year to support teaching ELLs. By keeping ELL students in mainstream classes, they are held to grade level state learning standards. The push- in system ensures that ESL learning standards are both incorporated and met or exceeded.

### 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?

1. Parents are encouraged to participate in all opportunities available for parent- school collaboration. There are parents of ELLs who participate in PTA activities. Parents of the ELL students are given progress reports on their children’s progress with their English language learning and concrete strategies to assist their children.
2. We hold workshops for parents about school policies, high school applications, summer programs, preparing for college, etc.
3. We evaluate the needs of parents through conversations with them and other parents who have been involved in the school for a longer amount of time and have a sense of the parents’ needs. We provide translation services when necessary, or upon request.
4. Our parental involvement activities address the needs of the parents by designing them specifically with their needs in mind.

## 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)														0
Intermediate(I)														0
Advanced (A)														0

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

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		4			
	A							2	7	5	7	2		
	P							2	1	10	3	1		
READING/ WRITING	B								1		1			
	I							1	2	4	10	1		
	A							3	7	10	3	1		
	P							1				1		

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	3	1		5
7	5	3			8
8	2	13			15
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		2		2				5
7	3		5		2				10
8	1		10		4				15
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	4		8						12
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	2		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		1	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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)								
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?

## 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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: UA School for Criminal Justice</b>		<b>School DBN: <u>20K609</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mariela Graham	Principal		12/1/11
Nathalie Jufer	Assistant Principal		12/1/11
Pamela McDonald	Parent Coordinator		12/1/11
Katie Ostrager	ESL Teacher		12/1/11
Hardeen Phillips	Parent		12/1/11
Laurne Norman/ SPED	Teacher/Subject Area		12/1/11
Emily Hurst/ ELA	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Natalie Cazeau	Guidance Counselor		12/1/11
Jon Green	Network Leader		12/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 20K609      **School Name:** UA School for Criminal Justice

**Cluster:** \_\_\_\_\_      **Network:** 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**

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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.

When students enroll, they are given the Home Language Identification Survey, in which home language is identified. An oral interview is also conducted with the ESL teacher. When the native language is identified as a language other than English, translation services, including interpreters and translated documents, are provided. The school maintains records of the primary languages of each parent in ATS and on the student emergency cards.

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.

There are four major linguistic groups: the primary languages represented are 48% Urdu; 23% Spanish; 17% Bengali; 8% Arabic; 3% other. Approximately one third to one half of parents utilize translation and interpretation services. These findings are available to the school community.

## Part B: Strategies and Activities

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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 has written translation in all primary languages for required documents, including registration, academic performance, conduct and discipline, Special Education and related services, health, safety, and parent programming. These documents are disseminated in a timely fashion. The documents are translated by in-house school staff, parent volunteers, or available DOE documents, depending on language and availability.

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.

Oral interpretation for primary languages is available through full time staff or outside services whenever necessary. We have multiple full time staff members who speak Spanish, 2 full time staff members who speak Urdu, and 1 full time staff member who speaks Bengali. Occasionally parents bring friends or family members with them as oral interpreters.

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>.

Section VII is fulfilled by immediate identification of primary language with comprehensive follow through in accordance with Chancellor's Regulations A-663. Parents are provided with a translated version of the Parent Bill of Rights with information about the services to which their children are entitled. Flyers and posters with ELL parent meetings are available in applicable primary languages. Parents are aware of their rights to - and the means by which to - obtain translation and interpretation services. Staff members who are fluent in the same languages as parents help to ensure the ease in fulfilling notification requirements for translation and interpretation.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: UA School for Criminal Justice	DBN: 20K609
Cluster Leader: Rello-Anselmi Corinne	Network Leader: Jonathan Green
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Students' academic needs will be addressed through additional support provided in three forms of direct instruction.

First, 6th - 8th grade ELL students will attend After School ELA/ ESL Supplemental Instruction for Middle School Students. The program will begin March 1 and will continue through June 15. The students are divided into groups by grade level. There are approximately 10 6th grade students, approximately 10 7th grade students, and approximately 15 8th grade students. 6th Grade ELLs will attend Tuesdays from 3:35 - 4:45 pm, 7th Grade ELLs will attend Thursdays from 3:35 - 4:45pm, and 8th Grade ELLs will attend Mondays from 3:35 - 4:45 pm. These sessions are geared specifically towards working on Common Core standards. The program is taught by one teacher who is fully certified in ESL. These sessions are in addition to the regular ESL classes they receive during the school day. The focus of the program is on direct instruction in reading, writing, listening, and speaking in English. Data will be collected from regular assessments to ensure that students' skills are improving. Students will use a variety of fiction and nonfiction texts, and appropriately leveled texts from Reading A-Z. Students will strengthen their writing skills by writing a variety of different types of essays, including persuasive, expository, narrative, memoir. Students will work individually and collaboratively on oral presentations. Students will also work on the computer program "Accelerated Reader." NYSESLAT preparation is included in the curriculum. For the NYSESLAT preparation, they will use Empire State NYSESLAT test prep books and continue to develop the skills tested on the NYSESLAT: reading, writing, listening, and speaking in English.

9th and 10th grade ELL students will also participate in After School ELA/ ESL Supplemental Instruction for High School Students for support in language development. The program will begin March 1 and will continue through June 15. This program will be taught by one fully certified ESL teacher. These sessions will take place on Mondays and Tuesdays from 3:35 - 4:45pm. Approximately 20 9th grade students will attend on Mondays and approximately 5 10th grade students will attend on Tuesdays. Students will read a variety of fiction and nonfiction texts and use the program Accelerated Reader. Moreover they will work on group presentations. Students will also work on documents based essays. Building these skills in English will help students improve the skills they need to succeed in High School ELA. NYSESLAT preparation will also be included in this program and students will use Empire State NYSESLAT test prep books and continue to develop the skills tested on the NYSESLAT: reading, writing, listening, and speaking in English.

Lastly, 9th and 10th grade ELL students will attend Saturday Academy in order to develop their English language skills to increase performance in High School level courses and Regents Exams. Saturday Academy will begin Saturday, March 24 and continue through June 15. Sessions will be from 10am - 1pm and will be team taught by 1 certified ESL teacher and 1 certified Social Studies teacher. One ESL teacher will be there with the ELL students. Approximately 25 9th and 10th grade students will attend. Students will use regentsprep.org, Barron's review books, in addition to primary sources, websites, and the Social Studies textbook. The ESL teacher will work with the Social Studies teacher to plan and carryout instruction. Students' academic progress will be tracked throughout the program.

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

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

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

Begin description here:

Ongoing professional development will occur in the form of a study group focused on ELLs' achievement. ESL teacher, Ms. Ostrager will lead the sessions based on strategies from "Making Content Comprehensible for English Language Learners: The SIOP Model" to implement with ELLs. Teachers examine student work and plan for intervention strategies through this text. Teachers analyze trends in ELLs' progress within grades and across grades. The teachers who will participate in the group are 7th Grade Special Education Teacher, 8th-10th Grade ESL Teacher, 6th Grade Science Teacher, 8th grade ELA Teacher. These teachers will read chapters from the text and discuss the text with a focus on their students. The meetings will occur every other week on Wednesdays from 3:45-4:45 pm, starting March 28 and running through June 15.

Additionally, all teachers at our school - 31 total - participate in our PDs that relate to instruction for ELLs. We have had 1 ELL Summit already (12/19/2011, 4-6pm) where we discussed best practices for working with ELLs, including specific strategies geared towards supporting ELLs in mainstream classrooms.

We will have 3 more meetings, led by our ESL teachers, in the class as follows:

3/21/2012: ELLs Benchmarking Progress this school year, 3:35 - 5:30pm

6/7/2012: ELLs @ UASCJ: Planning for 12-13, ELL Priorities and Grouping, 9 - 11am

Date TBD: Implementing the Accelerated Reader Program, Boosting ELLs' Reading Levels

## Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here:

Teachers reach out to the parents of all students, including ELLs, on a regular basis to update them on students' progress. We have at least 2 meetings with parents at the school during the school year. Translation services are provided when necessary.

Further, we have a number of parent engagement events. We will hold 4 parent workshops this spring with the explicit purpose of helping parents a) gain better understand schooling and expectations and b) learn specific skills themselves and c) become more invested in the education and lives of their children.

The workshops as currently outlined, will be as follows:

March 17, Preparing for the NYSESLAT, ESL Teachers, Katie Ostrager & Shingi Mutasa: 10am - 1pm

March 24, Technology workshop for ELL parents, Technology Specialist, Robin Samad: 10am - 1pm

May 5, Road to College for ELL parents, college counselor, Allison Ruth: part I 10am - 1pm

May 19, Road to College for ELL parents, college counselor, Allison Ruth: part II 10am - 1pm. Each session will be from 10am - 1pm, including lunch.

These workshops will be provided by UASCJ staff members, Katie Ostrager, ESL teacher; Shingi Mutasa, ESL teacher; Allison Ruth, College Counselor; Natalie Cazeau, Guidance Counselor; Robin Samad, Technology Specialist; Mariela Graham, Principal; Nathalie Jufer, Assistant Principal. Like all events, parents will be notified by flyers sent home with students, an automated phone call system and personal calls by the parent coordinator.

Lastly, the Parent Cordinator works with the ESL coordinator to coordinate services and outreach to the parents of ELL students. They solitic input from the parents of ELL students as to the type of services required and work with school administration to implement this support.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services	\$0	

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		