



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : UNITY CENTER FOR URBAN TECHNOLOGIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M500

PRINCIPAL: FAUSTO DE LA ROSA **EMAIL:** FDELAROSA@SCHOOLS.NYC.GOV **DECEMBER 1, 2011**

SUPERINTENDENT: TAMIKA MATHESON

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
Fausto De la Rosa	*Principal or Designee	
Daniel Skilins	*UFT Chapter Leader or Designee	
Arelis Henriquez	*PA/PTA President or Designated Co-President	
Anabella Balks	DC 37 Representative, if applicable	
Jordy Mercado	Student Representative	
Naif Hernandez	Student Representative	
	CBO Representative, if applicable	
	Member/	
	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.

100% of the teachers at Unity High School for Urban Technology will have a curriculum map to guide their instruction by June 2012

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.

The need that generated this goal was the feedback we received from our quality review from the previous school year (2010-2011) and the need to align our instruction across grades with assessment and common core state standards as well as focus on college and career readiness.

Instructional strategies/activities

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

The strategies and activities we are using to achieve this goal is having staff participate in professional development on curriculum mapping facilitated by the assistant principal, consultants from Collaborative Learning, Inc. and Teaching Matters. Staff will view videos by Heidi Hayes-Jacobs on how to begin the curriculum mapping process, read professional books on mapping by Heidi Hayes-Jacobs. Staff will receive professional development on de-constructing the common core state standards facilitated by our consultant from Collaborative Learning, Inc. and how to include the standards in their content area map to meet the needs of all sub groups in their class. Staff is provided with a calendar that included timeline for benchmark dates they have to follow in order to meet the deadline for completion of their curriculum map. Administrators meet with staff once a week to get feedback and input about the effectiveness of the strategies/activities being used in order to make changes in the process when and where necessary. Staff will receive professional development on how to incorporate the identified needs of sub groups and the use of performance tasks in their maps to enable them to identify gaps and repetition where necessary.

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.

Some of strategies use in our school are as follow: 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; our school will build its own parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

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.
To ensure that staff become highly qualified, we ensure that staff attend professional developments sessions in differentiating instruction and academic rigor, offered by the CFN and where possible, offered in the school where the CFN and/or other consultants facilitate the workshop. Staff participate in learning walks throughout the year where they inter-visit with their colleagues with a specified focus on higher order questions, academic rigor and student engagement. They subsequently engage in a feedback session where they are provided the opportunity to share what they viewed and discuss next steps. Staff are also participating in videotaping sessions where our consultant from Teaching Matters videotapes a teacher, meets with them right after for a feedback session from the teacher based on what they see in the video and areas to improve upon in their instruction. Staff are observed formally and informally and provided immediate feedback and specific next steps for improvement. This is followed up with subsequent observations to see if the next steps identified are being implemented. This process occurs throughout the year with every teacher to ensure that they are moving along the teacher effectiveness continuum that will help them achieve the goal of becoming highly effective.

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 guidance counselors and the deans attend violence prevention workshops and turnkey the information learned to staff in the building. Guidance counselors also facilitate respect for all and bullying prevention workshops with students in the school. They collaborate with teachers to discuss where and when these activities would best fit in the teachers curriculum map so as to align the information with teachers' daily lessons.

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.
**English, Mathematics, English Language Learners and SESI consultants from New York University Metropolitan Center for Urban Education
English, social studies and data specialist Consultants from Teaching Matters
F-Status teacher(s) for AIS service
Laptop Computers as enhancement teaching resources
Ipad as enhancement instructional resources
Smart boards in all classrooms as daily enhancement instructional resources
Instructional materials
AIS component
Tutoring program
Saturday Academy**

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.
Increasing literacy across the content areas.

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.

The identified need that generated this goal is teacher's assessment of students' writing ability on baseline assessments and their performance on the regents exam, specifically, ELA, Global and US History. In addition, teachers are aware of the criteria on the common core state standard that students have to meet in literacy on every grade level, As a result, they are engaging students in a variety of writing activities that provide them with opportunities to learn to write and write to learn throughout the day. Teachers assess students writing based on the common core state standards and classroom quizzes and tests. They use exit slips and a variety of writing activities throughout the day to enable them to assess individual students needs. Thereby helping them meet each students need in writing and areas to improve. Finally, one of the recommendations indicated on Unity Center for Urban Technologies 2010-2011 school quality review was to increase the level of student writing across classrooms that required critical analysis and/or application of knowledge. This has also prompted the school to make writing an area of focus this school year.

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.

Our ELLs and IEP students receive additional help in writing during extended day and in Saturday academy wherein content area teachers work with them to give them strategies that they could use in writing and reading to help with decoding and comprehension. Student needs are identified via baseline assessments, running records, teacher exams, NYSESLAT, class work, homework, ongoing observations, and student conference. Teachers, consultants in literacy, science and math, ELLs and IEPs, AIS are utilized to implement strategies in reading, writing, and math.

Consultants work with teachers of ELLs and IEP students and provide them with one-to-one professional development in the areas of common core state standards and effective instructional practices AVENTA, Scholastic reading materials and professional developments, receive school-wide professional development and one-to-one professional development with a focus on specific instructional strategies geared to meet individual needs are facilitated by consultants from Writing Matters, New York University, and the CFN to help teachers implement the strategies they are taught.

This occurs through demonstration lessons, classroom visitation visitations. Teachers engage students in large amounts of vocabulary instruction which encompasses a knowledge of the words they encounter throughout the content they are learning. This will enable students to enhance their reading and writing skills. By the end of the school year students in each cohort should perform at a level of 75 or higher or their regents exam.

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.

Our Parent Coordinator serves as a liaison between the school and families. Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and we work to ensure that our school environment is welcoming and inviting to all parents. Our Parent Coordinator will also maintain a log of events and activities planned for parents each month.

Topics that will be discussed during may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectation; literacy accessing community and support services and technology training to build parents' capacity to help their children at home.

Schedule additional parent meetings with flexible times, such as meeting in the morning or evening to share information about the school or their children.

Provide information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.

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.

To ensure that current staff become highly qualified, we will have them participate in ongoing professional development throughout the year. They will attend workshops in the areas of common core state standards, differentiated instruction, curriculum mapping. In addition, staff are participating in workshops on academic rigor, offered by the CFN. These workshops are intended to help staff move along the continuum on the Charlotte Danielson's framework to highly effective.

To help staff become highly effective, we also conduct inter-visitations wherein an administrator and teachers visit the classes of their colleagues to identify effective instructional practices that enhance student achievement for all students. They also focus on how the practice of differentiation is implemented through the use of higher order questions and engaging students in the content. Subsequent to these inter-visitations, teachers and administrators meet to discuss what teachers observed, identify evidence of teaching practices that were effective and contributed to student achievement, evidence of differentiated instruction, academic rigor and evidence of student engagement. Administrators also provide feedback to the teacher in the areas that need improvement and follow-up to observe the implementation of suggested recommendation.

In addition, administrators conduct frequent observations of teachers to identify focus areas for improvement. These observations are followed up with a conference with the teacher where in the teacher discusses how she thinks the lesson went and they provide evidence that demonstrates what they think the outcome is. Subsequently, the administrator provides feedback and recommendations to the teacher with a timeline. So that the proper recommendation can be done in a timely manner.

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.

Guidance counselors and deans attend workshops on violence prevention, bullying and respect for all and our health coordinator receives information throughout the year on best nutritional practices. These individuals are responsible for ensuring that students in the school are aware of appropriate and inappropriate behaviors between and among their peers, other students and staff. The Health Coordinator receives information on healthy nutritional programs for students and the parent coordinator provides parents with parent outreach for students living in temporary housing conditions. Teachers incorporate lessons on violence prevention, respect for all and nutritional information in their lessons periodically throughout the year.

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.

During FY'12 fiscal year, we will utilize Title I ARRA SIG Cohort year 1 and year 2 funds, TL Fair Student Funding and Title I funds which have enabled us to secure consultants from Teaching Matters who provide professional development and ongoing help on how to implement the most effective instructional practices that include higher order thinking, academic rigor project-based working, curriculum mapping, differentiated instruction, and integrating technology New York University, and Collaborative Learning, Inc.

The funds have enabled us to purchase reading materials, additional desktops, Ipads, educational software, textbooks, non-fiction, fiction books, novels, periodicals and resources that teachers can use to align with their instructional practice. Common core state standard flip-charts and flip charts that contain instructional strategies for IEP students and ELLs are being used by teachers to help them address the needs of our sub-groups. We also have additional tech support available to assist teachers with the use and implementation of technology during their instructional time so that they can teach their lessons using the smart board and students can utilize laptops, Ipads and desktops to enhance, enrich and scaffold their learning.

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.
All teachers will engage in looking at students' work to increase academic rigor across classrooms.

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.

The identified need that generated this goal is the assessment of teachers challenge around planning high quality lessons that required students to produce work that demonstrated metacognitive thinking, student engagement in the content, and enable students to access the content.

In addition students' performance on the regents exam, specifically, ELA, Global and US History and baseline assessments and periodic assessments. We also considered factors in determining goals, teachers are aware of the criteria on the common core state standard that students have to meet in math and literacy on every grade level, As a result, they are engaging students in a variety of activities that include questions from Bloom's hierarchy of thinking.

Teachers assess students work based on the common core state standards and classroom quizzes and tests. They use exit slips and a variety of writing activities throughout the day to enable them to assess individual students needs an areas to improve. Additionally, one of the recommendations indicated on Unity Center for Urban Technologies 2010-2011 school quality review was that rigorous tasks for all students across classrooms, including our sub-groups, needed to be embedded to increase the level of student discourse in discussion.

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.

Student needs are identified via baseline assessments, running records, teacher exams, NYSESLAT, class work, homework, ongoing observations, and student conference. Teachers, consultants in literacy, science and math, ELLs and IEPs, AIS are utilized to implement strategies in reading, writing, and math. Consultants work with teachers of ELLs and IEP students and provide them with one-to-one professional development in the areas of common core state standards and effective instructional practices AVENTA, Scholastic reading materials, receive school-wide professional development and one-to-one professional development with a focus on specific instructional strategies geared to meet their individual needs, facilitated by consultants from Writing Matters, New York University, and the CFN are utilized to help teachers implement the strategies they are taught. This occurs through demonstration lessons, classroom visitations and videotaping. Teachers engage students in a large amount of vocabulary instruction which encompasses a knowledge of the words they encounter throughout

the content they are learning. and to enable students to enhance their reading and writing skills. By the end of the school year students in each cohort should perform at a level of 75 or higher or their regents exam.

Teachers are given the opportunities to assess the effectiveness of the strategies/activities by way of feedback at the end of the month, during teacher team meetings teachers get the opportunity to determine the effectiveness of programs and activities. During inquiry team meetings, teachers get the opportunity to discuss and evaluate the effectiveness of the strategies and the activities in place. By the end of the year all of our teacher are expected to increase academic rigor in their instruction.

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. 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.

Our Parent Coordinator serves as a liaison between the school and families. Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and we work to ensure that our school environment is welcoming and inviting to all parents. Our Parent Coordinator will also maintain a log of events and activities planned for parents each month.

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

Schedule additional parent meetings with flexible times, such as meeting in the morning or evening to share information about the school or their children. Provide information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.

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.

To ensure that current staff become highly qualified, we will have them participate in ongoing professional development throughout the year. They will attend workshops in the areas of common core state standards, differentiated instruction, curriculum mapping. In addition, staff are participating in workshops on academic rigor, offered by the CFN. These workshops are intended to help staff move along the continuum on the Charlotte Danielson's framework to highly effective. To help staff become highly effective, we also conduct inter-visitations wherein an administrator and teachers visit the classes of their colleagues to identify effective instructional practices that enhance student achievement for all students, they also focus on how the practice of differentiation is implemented, the use of higher order questions and the practice of engaging students in the content. Subsequent to these inter-visitations, teachers and administrators meet to discuss what teachers observed, identify evidence of teaching practices that were effective and contributed to student achievement, evidence of differentiated instruction, academic rigor and evidence of student engagement.

Administrators also provide feedback to the teacher in the areas that need improvement and follow-up to observe the implementation of suggested recommendation.6 Another activity staff engage in is videotaping their lessons to view their classroom environment, to determine if they are engaging their students in the content, observing the questions they are asking their students and to look for evidence of student engagement in the lesson. In addition, administrators conduct frequent observations of teachers to identify focus areas for improvement. These

observations are followed up with a conference with the teacher wherein the teacher discusses how she thinks the lesson went and they provides evidence that demonstrates what they think the outcome is. Subsequently, the administrator provides feedback and recommendations to the teacher with a 2 week timeline for the teacher to begin to implement the recommendations and for the administrator to observe them.

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.

Guidance counselors and deans attend workshops on violence prevention, bullying and respect for all and our health coordinator receives information throughout the year on best nutritional practices. These individuals are responsible for ensuring that students in the school are aware of appropriate and inappropriate behaviors between and among their peers, other students and staff. The Health Coordinator receives information on healthy nutritional programs for students and the parent coordinator provides parents with parent outreach for students living in temporary housing conditions. Teachers incorporate lessons on violence prevention, respect for all and nutritional information in their lessons periodically throughout the year.

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.

During FY'12 fiscal year, we will utilize Title I ARRA SIG Cohort year 1 and year 2 funds, TL Fair Student Funding and Title I funds which have enabled us to secure consultants from Teaching Matters who provide professional development and ongoing help on how to implement the most effective instructional practices that include higher order thinking, academic rigor project-based working, curriculum mapping, differentiated instruction, and integrating technology New York University, and Collaborative Learning, Inc.

The funds have enabled us to purchase reading materials, additional desktops, Ipads, educational software, textbooks, non-fiction, fiction books, novels, periodicals and resources that teachers can use to align with their instructional practice. Common core state standard flip-charts and flip charts that contain instructional strategies for IEP students and ELLs are being used by teachers to help them address the needs of our sub-groups. We also have additional tech support available to assist teachers with the use and implementation of technology during their instructional time so that they can teach their lessons using the smart board and students can utilize laptops, Ipads and desktops to enhance, enrich and scaffold their learning.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	20	19	19	0	19	5	0	6
10	3	21	20	8	22	7	0	11
11	5	5	6	40	16	5	0	4
12	13	7	11	19	9	2	0	5

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Students receive small group academic intervention services from our “F” status teacher on Monday and Tuesday during the school day. They also receive small group instruction and one-to-one tutoring during the day using Aventa Learning. They receive regents prep during the day. Students attend extended day from 3:00pm – 5:00pm where they receive tutoring and homework help on a small group and one-to-one basis. Students also attend Saturday Academy from 9:00pm – 12:00pm where they receive tutoring, homework help and test prep. In addition students receiving speech services receive additional help with tutoring and homework help
Mathematics	Students receive small group academic intervention services from our “F” status teacher on Monday and Tuesday during the school day. They also receive small group instruction and one-to-one tutoring during the day using Aventa Learning. They receive regents prep during the day. Students attend extended day from 3:00pm – 5:00pm where they receive tutoring and homework help on a small group and one-to-one basis. Students also attend Saturday Academy from 9:00pm – 12:00pm where they receive tutoring, homework help and test prep
Science	Students receive small group academic intervention services from our “F” status teacher on Monday and Tuesday during the school day. They also receive small group instruction and one-to-one tutoring during the day using Aventa Learning. They receive regents prep during the day. Students attend extended day from 3:00pm – 5:00pm where they receive tutoring and homework help on a small group and one-to-one basis. Students also attend Saturday Academy from 9:00pm – 12:00pm where they receive tutoring, homework help and test prep
Social Studies	Students receive small group academic intervention services from our “F” status teacher on Monday and Tuesday during the school day. They also receive small group instruction and one-to-one tutoring during the day using Aventa Learning. They receive regents prep during the day. Students attend extended day from 3:00pm – 5:00pm where they receive tutoring and homework help on a small group and one-to-one basis. Students also attend Saturday Academy from 9:00pm – 12:00pm where they receive tutoring, homework help and test prep
At-risk Services provided by the Guidance Counselor	During the day, the guidance counselor provides emotional support to students daily either on a one-to-one basis or in small group sessions. She also assists students with transcripts and college applications, participate in college prep workshops, provide information on student transcripts and help students interpret information on their transcripts, keep students updated as to whether they are on track for graduation.
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	In addition to students receiving speech services, either on a one-to-one basis or on in a group session, the speech teacher provides homework help, tutoring and help in areas that students might be struggling.

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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, Unity Center for Urban Technologies, 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;

Unity Center for Urban Technologies' 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- our school will build its own parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- our school will provide each parent an individual student report about the performance of their child on the State assessment in Mathematics, English Language Arts, Science, Global History and United States History by:
- Providing parents with progress reports four times a year (twice in the fall and twice in the spring.) Parents will be provided with live access via Jupiter grade of student progress and assignments. Parents will be provided with reports cards three times per semester (fall & spring) and outreaching to parents by the parent coordinator weekly or biweekly;
- our school will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph -- the State's academic content standards;
- our school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by sponsoring workshops on, but not limited to:
 - a. How to better communicate with children?
 - b. How to provide your child academic assistance?
 - c. How to monitor students academic progress?
 - d. College resources and financial assistance?
- our school will, with the assistance of its 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 schools, by: Encouraging parents to partake in school activities and celebrations;
- Unity High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parents as Teachers Program and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Outreaching to community partners such as The Door Organization, the Baruch College of New York and other available resources in the community;
- our school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All notices will be sent home in two languages (English and Spanish). These notices will also be explained and/or clarified to parents whenever necessary. Use School Messenger to send verbal notices home in both English and Spanish.

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

Unity Center for Urban Technologies High School will:

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;*
- *common planning time for all staff;*
- *department meetings;*
- *staff Professional development;*
- *pedagogue Meaningful observation process;*
- *hire highly qualified teachers;*

Support home-school relationships and improve communication by:

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

- *providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;*
- *ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;*
- *Distribute progress reports four times a year*
- *Teachers, parents and students will have access to Jupitergrade on a daily basis to track students progress*
- *Promotion in doubt letters*
- *Graduation review of transcript*
- *Communicate with parents via Email through Jupiterrade*
- *Make an appointment through the school's parent coordinator*
- *Phoning the school during regular school hours*
- *Volunteer as chaperones on school trips*
- *Volunteer as chaperones for school activities and community outreach*

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;*

I. Parent/Guardian Responsibilities:

We, as parents, will support our children's learning in the following ways:

- *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;*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *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.*
- *Accept the help that is offered to us, specifically tutoring and after school academy. .*
- *Show up to class with a positive attitude and ready to work.*
- *Seek higher education by challenging ourselves and the curriculum.*

Unity High School will further encourage school-level parental involvement by:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

**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 Corrine Rello-Anselmi/N. Scala	District 02	Borough Manhattan	School Number 500
School Name Unity Center for Urban Technologies			

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

Principal Fausto de la Rosa	Assistant Principal Claudette Robertson
Coach type here	Coach type here
ESL Teacher Ymelda Joson/ESL	Guidance Counselor Catalina Cruz
Teacher/Subject Area Elena Brito/Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator Carla Briceno
Related Service Provider Maria Prieto	Other N/A
Network Leader Nancy Scala	Other N/A

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	12
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	236	Total Number of ELLs	33	ELLs as share of total student population (%)	13.98%
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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. 

Enrollment Process: At enrollment the Spanish speaking ESL Teacher, the Spanish speaking guidance counselor and the Spanish speaking parent coordinator meet with parents and an informal oral interview is conducted in the parent's native language to make an initial determination of the child's home language. During this meeting, the parents are provided with a home language identification survey (HLIS) that parents complete to show the primary language the child speaks at home. Where necessary, a licensed pedagogue conducts the interview in the parent's native language. Once the licensed pedagogue collects the Home Language Identification Survey (HLIS), and it is determined that a language other than English is spoken in the child's home, then the child is administered a Language Assessment Battery-Revised (LAB_R) and the LAB for Spanish speaking students within 10 days of enrollment as per CR-Part 154. Students that score below the cut score on the LAB-R become eligible for state mandated services for ELLs.

ELLs are evaluated each year on the basis of their score on the NYSESLAT. Students who do not receive proficient in all areas are subsequently provided with additional support and interventions in the areas where they did not score proficient.

Parent Choice:

To ensure that parents understand Transitional Bi-lingual, Bi-Lingual and English as a Second Language, the Spanish speaking Parent Coordinator mails an Entitlement letter in the student's home language and in the student's native language to the homes of ELL students during the first week of September. Included in the mailing, is self-addressed stamped envelope with the school's return address and an invitation for parents to attend a formal Parent Orientation session facilitated by the bi-lingual ESL teacher and the bi-lingual parent coordinator, where each program and the program we offer in our school is explained to parents thereby giving them the opportunity to decide on the program choice that they feel best meets the needs of their child. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences with the bi-lingual ESL teacher at the first parent/teacher conference during the month of October. The Spanish speaking ESL teacher and the Spanish speaking parent coordinator conduct a workshop around the 2nd week in October informing parents about the ESL program we offer in our school. At that meeting parents are told about scheduling and the type of class their child will be in. Parent outreach is also done via the Spanish speaking parent coordinator contacting parents via telephone and school messenger and reminder letters in the parents' native language about the deadline to return the entitlement letter is sent within 2 weeks of the deadline. The ESL teacher and the Spanish speaking parent coordinator collect the Parent Survey and Program Selection via mail. The ESL teacher maintains a file of returned letters, Parent Surveys and Program Selection forms in an ESL binder located in the main office.

Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year. After parents have received all the appropriate

information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. Placement Letters are maintained in an ESL binder by the Spanish speaking ESL teacher. Entitlement Letters are also maintained in an ESL binder by the Spanish speaking ESL teacher. For the past 2 years, According to the parent survey and program selection form, the trend has been that 100% of our parents select ESL as their first program choice.

Parent Related Documents:

Because ELL parents often speak a language other than English, Unity Center for Urban Technology uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Group orientations are offered continuously throughout the year in a number of ways, including one-on-one meetings, phone conversations, and district presentations, through informational packets. Guidance counselors, ESL Coordinator, IEP Coordinator, Social Worker, parent coordinator and others designated work closely with administration to deliver information to ELL parents in a timely manner.

Trend in Program Choices:

- In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. Within the last two years we have had four newly enrolled ELLs entitled to services and all of the parents chose to place their child into the ESL program. However, should parent selection change, Unity Center for Urban Technologies will continue to follow the CR 154 and provide ELL students with the proper program as mandated.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input type="radio"/> * 10 <input type="radio"/> * 11 <input type="radio"/> * 12 <input type="radio"/> *
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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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% →</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained											1	1	0	2
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	1	1	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	14
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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	8		4	5		5	20		1	33
Total	8	0	4	5	0	5	20	0	1	33

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										10	9	6	7	32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														0
TOTAL	0	11	9	6	7	33								

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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														0

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part 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 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?

1a. The model our school uses is a self-contained and a push-in model wherein the ESL teacher teaches a self-contained class to a mixed-level group of ELLs. We currently have three ELL classes consisting of a Level 3 class, a Level 5 class and a Level 7 class taught by the Spanish speaking ESL teacher. In order to accommodate all ELL students in the content area, the ESL teacher pushes in with a content area teacher and co-teaches with that teacher.

1b. The ELL students in each class have mixed proficiency levels. All students are taught in English, using ESL methodologies, dictionaries, amplified lesson summaries, and the same language buddy/seating system. Students are encouraged to carry bilingual

A. Programming and Scheduling Information

dictionaries at all times. Bilingual dictionaries are available to students. We also provide an after-school program and Saturday Academy using ESL strategies and methodologies. Though students in our ELL program have shown improvement on the NYSESLAT exam, the growing numbers of students from recently arrived immigrant families who lack a background in the English language and the large number of long term ELL students have presented a challenge to all subject teachers. The ESL teacher is currently teaching reading and writing through the Workshop Model approach. ELL students are mainstreamed into all subjects throughout the day. Content-area teachers working with ELLs receive professional development by both the ESL coordinator and the IEP coordinator on useful methodologies and pedagogy. ESL teachers also attend workshops offered by the network. The content-area teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development and content-area ESL instruction related to mathematics, social studies and science. Scaffolding strategies is infused into the instruction of our ELL students. An integrated instructional program includes numerous opportunities for our ELL students to develop writing skills, linguistic development and become successful users of English. Audio equipment gives our ELLs more practice with listening skills, in conversation, improves comprehension, conversation and develops fluency. ELLs are provided with Native Language instruction through the use of multicultural classroom libraries and have access to supplemental educational materials that are aligned to the core curriculum. The use of technology, smart boards and laptop carts are readily available for all ELLs. All Freestanding content-area

2a. Small group instruction consisting of 15 students or less is possible at Unity Center for Urban Technologies High School due to the leveled programming available to our ELLs. Based on the NYSESLAT scores, we have two beginner/intermediate classes, and one advanced class. Our focus is on academic language and vocabulary development. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish level; Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. ELL programs are determined by grade level and course requirements. Though all students' schedules at the school are individually programmed, the 9th and 10th grade ELL's generally travel as a block to their core courses, with the exception of a few advanced ELL's. Student schedules tend to vary in their elective courses. As it remains the mission and vision of Unity Center for Urban Technologies High School to give each student the individual attention he/she needs in order to thrive in a caring and firm family-like atmosphere, support services for ELL students extend beyond the classroom. Additional support services available for ELL's at Unity Center for Urban Technologies are as described below:

(a) Standardized Assessments: ELL's are offered their entitled test accommodations for all standardized (i.e., Regents) testing. These accommodations include time extensions (i.e., time and a half), separate locations and/or small group administration, and a third reading of listening selections for the ELA Regents exam. The test results are used to assess the academic and programming needs of ELL students, and to inform teachers' instruction and preparation of ELL's for the exam.

(b) Academic Intervention and Support Services: Unity Center for Urban Technologies High School's Student Intervention Team holds meetings daily to discuss students who have been referred by teachers as exhibiting need for academic interventions or other support services, such as ESL. The committee is composed of the guidance counselors, the social worker, the special education coordinator, and the ELL coordinator.

(c) SIFE Students: SIFE students are given extra support at our school, particularly through push-in/pull-out classroom support services. The focus of SIFE student services is to build literacy skills so that these students will be able to function at the level demanded of them in high school. In addition, SIFE students will be encouraged to enroll in after-school courses to receive additional instruction and support.

(d) Newcomers (less than 3 years) Plan: Newcomer ELLs will be given two periods of free-standing ESL class and be supported throughout their day by content teachers who use ESL methodologies in their lessons. The students will be provided with native language materials as available in an effort to maintain and promote their native language proficiency. Newcomer students will also be given extra support for Regents preparation, particularly the ELA exam, through after-school preparation courses that will gear them for the exams.

ELLs -SWDs are given support services from SETTS, CTT, and ESL instructors, who remain in communication with each other about the progress of ELLs with special needs. As these students are placed in a CTT classroom environment, they are given both push-in and self-contained ESL instruction where teachers provide extensive instruction in vocabulary, word work and the use of word wall to enhance vocabulary.

We use curricular to embed instructional strategies for ELLs that are taught within the context of the curricular. Teachers use the curricular to plan a variety of lessons based on the instructional and diverse needs of ELLs-SWD's. Students are given opportunities to interpret and

A. Programming and Scheduling Information

analyze written text throughout the course of a lesson

2b. Because of scheduling and staffing, ELL students in the beginner/intermediate class receive 90 minutes a day in ESL instruction by the Spanish speaking ESL teacher and 90 minutes a day in ELA instruction by the English speaking ELA teachers. In addition, some ELL students are programmed for ELA twice a day. Based on the NYSESLAT scores, most of our students fall in the beginner and intermediate levels in reading and writing.

3. At Unity High School because ELL students are grouped in mixed-ability classes, students receive native language support by the Spanish speaking ESL teacher when it is necessary. In addition, students in content area classes are usually paired with a native language student who assists them in their native language. In addition, where possible, content area teachers provide work in the ESL student's native language. In math the Spanish speaking ESL teacher co-teaches with the math teacher to provide support for the ELLs in math. However, the majority of our ELLs appear to be proficient in math. In addition, the Spanish speaking IEP teacher pushes in and co-teaches with the ELA teacher to provide support in reading and writing for the ELLs. Where scheduling permits, the Spanish speaking ESL teacher also pushes in with the ELA teacher to provide additional support in the content area for ELL students.

4. At Unity High School, to ensure that ELLs are appropriately evaluated in their native language we administer the LAB-R in their native language. The results of this LAB-R determine where ELLs are placed.

5a. SIFE students are given extra support at our school, particularly through push-in/pull-out. The focus for SIFE students is on developing their literacy skills and vocabulary development so that they will be able to function on their grade level and beyond, if possible. Additionally, SIFE students are provided with native language dictionaries and English dictionaries and they encouraged to participate in the after-school program and Saturday Academy so they can receive additional help by content area teachers.

b. Newcomers (Less than 3 years) Plan: Newcomers ELLs will be given two periods of free-standing ESL class and be supported throughout their day by content area teachers who use ESL methodologies in their lessons. The students will be provided with native language materials as available in an effort to maintain and promote their native language proficiency. Newcomer students will also be given extra support for Regents preparation, particularly the ELA exam, through after-school preparation courses that will prepare them for the exam.

c. ELL students receiving service for 4 to 6 years receive additional support during the day through push-in/pull-out. The focus for these students is on reading comprehension skills and writing. The content area teacher also provides additional support for these students during the day by pairing them with a proficient student. They, too, are encouraged to participate in after-school and Saturday academy.

d. The focus on Long-term ELLs is in the area of reading comprehension and writing. Content area teachers provide additional support by providing them with English/Spanish dictionaries and thesauruses. They are also given support during the day through push-in/pull-out. They are often paired with an English speaking student or a native language student. They are encouraged to attend after-school and Saturday Academy where they will receive additional support in reading and writing.

6. ELL-SWDs are given support services from SETTS, CTT, and ESL instructors, who communicate with each other throughout the day about the progress of ELLs -SWDs. Students are provided with an IPAD 2 to enable them to access academic content on their grade level and accelerate their English language development. Students use laptops and teachers use smartboards deliver their instruction to those

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	During their team meetings, they discuss with the LEP and the ELL teacher appropriate strategies, grouping and scheduling that would best benefit these students. We also use curricular to assess our instruction and make decisions based on student's performance to determine the best instructional needs for our ELLs-SWDs.
75%	
50%	
25%	
0%	
Dual Language	
100%	
75%	
50%	
25%	
0%	
Freestanding ESL	
100%	
75%	
50%	
25%	
0%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

Courses Taught in Languages Other than English

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. Every teacher, paraprofessional, administrator, and other staff members will be actively involved in continuous staff development process focused on the issues of addressing the unique educational needs of the ELL population. Topics such as the following will be addressed in a series of workshops offered to every staff member working with the ELL population:

Scaffolding instruction for ELLs, QTELL methodologies, The use of native language in a content area classroom, Differentiated instruction, Effective assessment and evaluation, Using Technology in a content area bilingual/ESL classroom.

Instructional approaches for the adaptations and modifications needed depending on the developmental level of students' cognitive and academic language skills in L2-English include: Gestures, facial expressions, comprehensible input for language acquisition and content learning by speaking clearly, slowly, objects/manipulative, lots of visual aids, videos, movies, tape recording activities/listening practices of pronunciation, Internet exposure with audio headphones/microphones, or labs sessions (if available), choral repetitions, read-aloud, a good phrase dictionary, constant and consistent repetition of key points, rephrase info and define new words if needed, drawing, wording of questions for understanding, defining essential vocabulary, utilizing pictures, graphs, simulation and pronunciation games (Lots of online games and web sites), hand-on-activities, painting, small projects, cut-up pictures-magazines, newspaper, books, phonemic awareness material, etc... In addition to guided reading, differentiated instruction for reading and literature may take many other forms, such as shared reading with the whole class, buddy reading, and cooperative group work on a task.

Teachers and administrators work with translators to communicate successfully with non-English Speaking parents. In addition teachers establish a strong rapport with non-English speaking parents and meet with parents jointly (ESL/bilingual and the classroom teacher). Teachers must help non-English speaking parents understand the demands of school and the goals of schooling. Teachers must also familiarize themselves with the cultural (linguistic) differences in the classroom in order to better understand and communicate with non-English speaking parents.

9. At Unity High School, our plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT is to continue to provide the supports needed for these students during the day by scaffolding instruction for them with a focus on literacy. Where necessary, a student might continue in an ESL class as an elective to receive additional support by the Spanish speaking ESL teacher. ELLs that reach proficiency continue to receive test accommodations.

10. In cases where students have come to our school who speak only their native language, we have tried to place those students in schools that provide them with 100% of the services they need to help them be successful. For the other ELLs that opt to choose the program we offer, we intend to continue to provide the support needed as we have found it to be successful for our ELL students.

11. We do not foresee discontinuing any of programs for ELLs since the trend seems to be that we will receive ELL students each year.

12a. ELLs are afforded equal access to all programs because they take the LAB-R and they are placed accordingly which deems them eligible for all of the programs we offer our ELL students. In addition, we use cohort data to make sure that they are scheduled the same as students in their cohort.

b. We offer after school and supplementat services for ELLs on Monday - Thursday from 3pm - 5pm and Saturday Academy on Saturdays from 9AM - 12PM. During these programs students are given opportunities to receive tutorials in content areas by content area teachers. They are also given an opportunity to get help in specific areas that they made be having trouble in during the school day. They also have an opportunity to receive homework help.

13a. ELL students are given IPAd2s, laptops and there is a laptop cart in every teacher's classroom so that they have access to technology

B. Programming and Scheduling Information--Continued

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Instructional approaches for the adaptations and modifications needed depending on the developmental level of students' cognitive and academic language skills in L2-English include: Gestures, facial expressions, comprehensible input for language acquisition and content learning by speaking clearly, slowly, objects/manipulative, lots of visual aids, videos, movies, tape recording activities/listening practices of pronunciation, Internet exposure with audio headphones/microphones, or labs sessions (if available), choral repetitions, read-aloud, a good phrase dictionary, constant and consistent repetition of key points, rephrase info and define new words if needed, drawing, wording of questions for understanding, defining essential vocabulary, utilizing pictures, graphs, simulation and pronunciation games (Lots of online games and web sites), hand-on-activities, painting, small projects, cut-up pictures-magazines, newspaper, books, phonemic awareness material, etc...In addition to guided reading, differentiated instruction for reading and literature may take many other forms, such as shared reading with the whole class, buddy reading, and cooperative group work on a task.

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13a. ELL students are given IPAd2s, laptops and there is a laptop cart in every teacher's classroom so that they have access to technology so they can go online themselves to access the content. They are given English dictionaries and dictionaries in their native language. They are given a thesaurus to help with their vocabulary. They are given books in Spanish and in English.

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.
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Teachers and administrators work with translators to communicate successfully with non-English Speaking parents. In addition teachers establish a strong rapport with non-English speaking parents and meet with parents jointly (ESL/bilingual and the classroom teacher). Teachers must help non-English speaking parents understand the demands of school and the goals of schooling. Teachers must also familiarize themselves with the cultural (linguistic) differences in the classroom in order to better understand and communicate with non-English speaking parents.

9. At Unity High School, our plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT is to continue to provide the supports needed for these students during the day by scaffolding instruction for them with a focus on literacy. Where necessary, a student might continue in an ESL class as an elective to receive additional support by the Spanish speaking ESL teacher. ELLs that reach proficiency continue to receive test accommodations.

10. In cases where students have come to our school who speak only their native language, we have tried to place those students in schools that provide them with 100% of the services they need to help them be successful. For the other ELLs that opt to choose the program we offer, we intend to continue to provide the support needed as we have found it to be successful for our ELL students.

11. We do not foresee discontinuing any of programs for ELLs since the trend seems to be that we will receive ELL students each year.

12a. ELLs are afforded equal access to all programs because they take the LAB-R and they are placed accordingly which deems them eligible for all of the programs we offer our ELL students. In addition, we use cohort data to make sure that they are scheduled the same as students in their cohort.

b. We offer after school and supplementat services for ELLs on Monday - Thursday from 3pm - 5pm and Saturday Academy on Saturdays from 9AM - 12PM. During these programs students are given opportunities to receive tutorials in content areas by content area teachers. They are also given an opportunity to get help in specific areas that they made be having trouble in during the school day. They also have an opportunity to receive homework help.

13a. ELL students are given IPAd2s, laptops and there is a laptop cart in every teacher's classroom so that they have access to technology so they can go online themselves to access the content. They are given English dictionaries and dictionaries in their native language. They are given a thesaurus to help with their vocabulary. They are given books in Spanish and in English.

13b. They are provided the same materials in their content area: Ipad2, laptop, they have access to a book in the content area, periodicals,

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

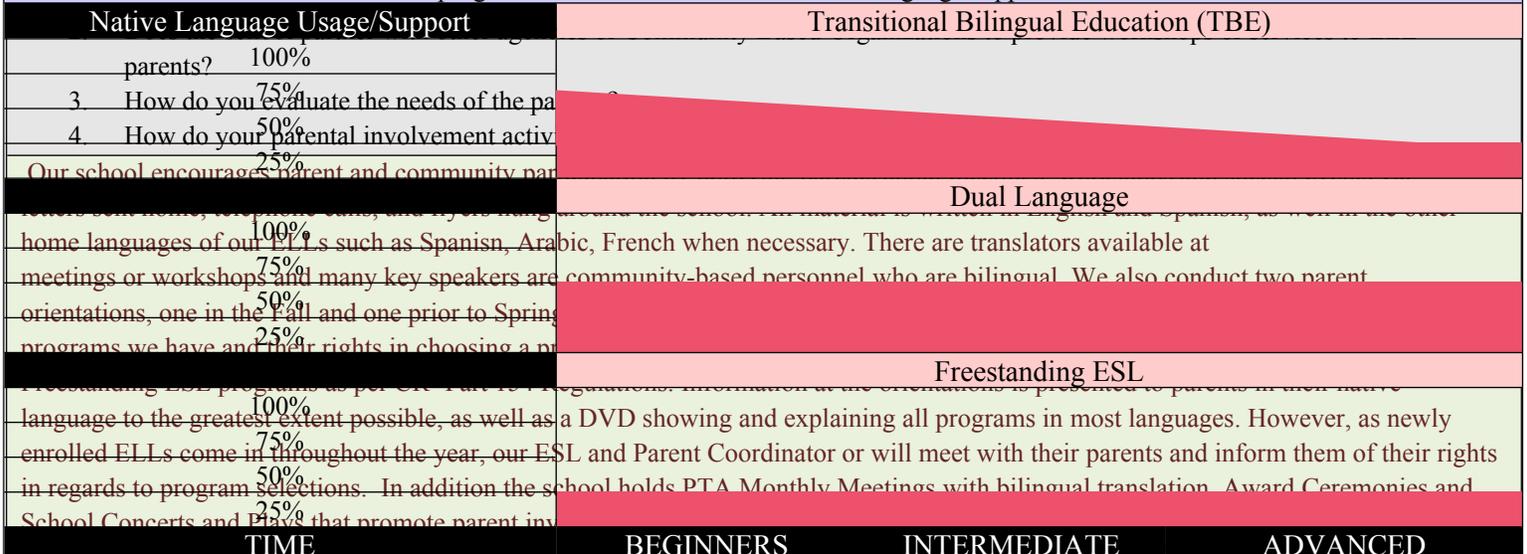
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated for instruction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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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.	Throughout the course of the year, the assistant principal, all teachers, paraprofessionals, attend professional development on the best instructional practices to provide ELLs. They learn how to incorporate the common core state standards in reading and writing in their daily lesson plans to enable them to address the academic needs of their ELL students. They attend workshops on differentiation of instruction to meet the needs of the beginner, intermediate and advanced ELL students. Teachers attend workshops on current ELL mandates, native language supports; incorporating technology into their daily lessons. In addition, staff attend workshops on how to help ELLs access the content through the use of technology.		
2.	The guidance counselors support ELLs as they transition from one grade to the next by meeting with them and informing them of the expectations for the next grade and what is required of them to meet those recommendations. They also meet with the ELLs to help them interpret their transcript and make them aware of the number of credits they need to accumulate at each grade level. The Spanish speaking counselors also provide emotional support for ELLs who may be having difficulty acclimating to a new grade and the expectations.		
3.	Most professional development for teachers of ELLs is offered over the course of three (3) 6 hour sessions thereby enabling the teacher to meet the required 7.5 hour mandate of ELL training. The teacher is responsible for keeping a record of their hours, however the date, time and location of the workshop is documented by the school secretary.		

Native Language Usage and Supports

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



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

attending their classes on a daily basis. As such, we began to send parents an ELL Parent Needs Assessment Form which basically asks parents to provide us with the best way to contact them, the best way to communicate with the school and their child's teacher and we ask them to identify which of the resources we provide, they use to ascertain their child's grades and daily attendance. This form will be sent to the parents via the Native Language Education and Multicultural Services Department. We also have a list of 85 interpreters.

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?

Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as Spanish, Arabic, French when necessary. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages. However, as newly enrolled ELLs come in throughout the year, our ESL and Parent Coordinator or will meet with their parents and inform them of their rights in regards to program selections. In addition the school holds PTA Monthly Meetings with bilingual translation, Award Ceremonies and School Concerts and Plays that promote parent involvement. The school provides parents with opportunities for ELL parents to attend workshops from Community Based Organizations as well. In working with the parents of ELLs at Unity High School, we found that parents are concerned with how to communicate with the school and their child's teacher, and how to ensure that their students are attending their classes on a daily basis. As such, we began to send parents an ELL Parent Needs Assessment Form which basically asks parents to provide us with the best way to contact them, the best way to communicate with the school and their child's teacher and we ask them to identify which of the resources we provide, they use to ascertain their child's grades and daily attendance. This form will be sent out three times a year in November, February and March. Once the form is returned, we use the form to assess the most efficient way to meet the needs of our ELL parents.

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.
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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. Every teacher, paraprofessional, administrator, and other staff members will be actively involved in continuous staff development process focused on the issues of addressing the unique educational needs of the ELL population. Topics such as the following will be addressed in a series of workshops offered to every staff member working with the ELL population: Scaffolding instruction for ELLs, QTELL methodologies, The use of native language in a content area classroom, Differentiated instruction, Effective assessment and evaluation, Using Technology in a content area bilingual/ESL classroom.

Instructional approaches for the adaptations and modifications needed depending on the developmental level of students' cognitive and

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.
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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. Every teacher, paraprofessional, administrator, and other staff members will be actively involved in continuous staff development process focused on the issues of addressing the unique educational needs of the ELL population. Topics such as the following will be addressed in a series of workshops offered to every staff member working with the ELL population:
Scaffolding instruction for ELLs, QTELL methodologies, The use of native language in a content area classroom, Differentiated instruction, Effective assessment and evaluation, Using Technology in a content area bilingual/ESL classroom.

Instructional approaches for the adaptations and modifications needed depending on the developmental level of students' cognitive and academic language skills in L2-English include: Gestures, facial expressions, comprehensible input for language acquisition and content learning by speaking clearly, slowly, objects/manipulative, lots of visual aids, videos, movies, tape recording activities/listening practices of pronunciation, Internet exposure with audio headphones/microphones, or labs sessions (if available), choral repetitions, read-aloud, a good phrase dictionary, constant and consistent repetition of key points, rephrase info and define new words if needed, drawing, wording of questions for understanding, defining essential vocabulary, utilizing pictures, graphs, simulation and pronunciation games (Lots of online games and web sites), hand-on-activities, painting, small projects, cut-up pictures-magazines, newspaper, books, phonemic awareness material, etc...In addition to guided reading, differentiated instruction for reading and literature may take many other forms, such as shared reading with the whole class, buddy reading, and cooperative group work on a task.

Teachers and administrators work with translators to communicate successfully with non-English Speaking parents. In addition teachers establish a strong rapport with non-English speaking parents and meet with parents jointly (ESL/bilingual and the classroom teacher). Teachers must help non-English speaking parents understand the demands of school and the goals of schooling. Teachers must also familiarize themselves with the cultural (linguistic) differences in the classroom in order to better understand and communicate with non-English speaking parents.

9. At Unity High School, our plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT is to continue to provide the supports needed for these students during the day by scaffolding instruction for them with a focus on literacy. Where necessary, a student might continue in an ESL class as an elective to receive additional support by the Spanish speaking ESL teacher. ELLs that reach proficiency continue to receive test accommodations.

10. In cases where students have come to our school who speak only their native language, we have tried to place those students in schools that provide them with 100% of the services they need to help them be successful. For the other ELLs that opt to choose the program we offer, we intend to continue to provide the support needed as we have found it to be successful for our ELL students.

11. We do not foresee discontinuing any of programs for ELLs since the trend seems to be that we will receive ELL students each year.

12a. ELLs are afforded equal access to all programs because they take the LAB-R and they are placed accordingly which deems them eligible for all of the programs we offer our ELL students. In addition, we use cohort data to make sure that they are scheduled the same as students in their cohort.

b. We offer after school and supplementat services for ELLs on Monday - Thursday from 3pm - 5pm and Saturday Academy on Saturdays from 9AM - 12PM. During these programs students are given opportunities to receive tutorials in content areas by content area teachers. They are also given an opportunity to get help in specific areas that they made be having trouble in during the school day. They also have an opportunity to receive homework help.

13a. ELL students are given IPAd2s, laptops and there is a laptop cart in every teacher's classroom so that they have access to technology so they can go online themselves to access the content. They are given English dictionaries and dictionaries in their native language. They are given a thesaurus to help with their vocabulary. They are given books in Spanish and in English.

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?
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13b. They are provided the same materials in their content area: Ipad2, laptop, they have access to a book in the content area, periodicals,

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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. Throughout the course of the year, the assistant principal, all teachers, paraprofessionals, attend professional development on the best instructional practices to provide ELLs. They learn how to incorporate the common core state standards in reading and writing in their daily lesson plans to enable them to address the academic needs of their ELL students. They attend workshops on differentiation of instruction to meet the needs of the beginner, intermediate and advanced ELL students. Teachers attend workshops on current ELL mandates, native language supports; incorporating technology into their daily lessons. In addition, staff attend workshops on how to help ELLs access the content through the use of technology.

2. The guidance counselors support ELLs as they transition from one grade to the next by meeting with them and informing them of the expectations for the next grade and what is required of them to meet those recommendations. They also meet with the ELLs to help them interpret their transcript and make them aware of the number of credits they need to accumulate at each grade level. The Spanish speaking counselors also provide emotional support for ELLs who may be having difficulty acclimating to a new grade and the expectations.

3. Most professional development for teachers of ELLs is offered over the course of three (3) 6 hour sessions thereby enabling the teacher to meet the required 7.5 hour mandate of ELL training. The teacher is responsible for keeping a record of their hours, however the date, time and location of the workshop is documented by the school secretary.

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?

Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as Spanish, Arabic, French when necessary. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESI programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native

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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)										2	0	0	1	3
Intermediate(I)										5	4	4	3	16
Advanced (A)										0	1	1	0	2
Total	0	0	0	0	0	0	0	0	0	7	5	5	4	21

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										2	1	1	0
	A										1	2	1	2
	P										3	1	3	2
READING/ WRITING	B										1	0	0	1
	I										3	3	3	3
	A										0	1	1	0
	P										0	0	0	0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		3	
Integrated Algebra	13		12	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	5		2	
Living Environment	5		4	
Physics	0		0	
Global History and Geography	11		4	
US History and Government	3		1	
Foreign Language	13		13	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

In analyzing the assessment tools the results imply that our ELL's English language proficiency is limited primarily in reading and writing skills as opposed to listening and speaking. Since the majority, about 75% of the ELL's at our school have received ESL services for more than 4 years, they have been able to acquire the verbal skills needed for English fluency however they are lacking the comprehension and reading skills needed for proficiency. The focus of ESL services this year will be placed on developing ELL academic English skills.

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

School Name: <u>Unity High School</u>		School DBN: <u>02M500</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fausto de la Rosa	Principal		11/15/11
Claudette Robertson	Assistant Principal		11/15/11
Carla Briceno	Parent Coordinator		11/15/11
Ymelda Joson	ESL Teacher		11/15/11
	Parent		
Elena Brito	Teacher/Subject Area		11/15/11
	Teacher/Subject Area		
	Coach		
	Coach		
Catalina Cruz	Guidance Counselor		11/15/11
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M500 **School Name: Unity Center for Urban Technologies**

Cluster: 1 **Network: Children First Network (107)**

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

Part A: Needs Assessment Findings

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

In order to assess parents' needs, a language survey is fill out up during student matriculation. The parent is also interview by the Guidance Counselor and the Parent Coordinator.

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.

The predominate lauguage found in our school community are English and Spanish. We also have families that speak Arabic, Mandarin, and Tagalog. This information was provided to the Parent Coordinator who in turn provides the families with the necessary resources they may need in their corresponding language.

Part B: Strategies and Activities

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

All forms that are being sent out from the Department of Education are already available in multiple languages. The Parent Coordinator will make sure that each family receives the forms in their language of preference. Any letters that are sent out that do not come directly from the Department of Education are translated in house by the Parent Coordinator or school staff. If no one is able to assist in house, the Parent Coordinator utilizes the services of the translation unit.

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.

When the parent is in need of oral interpretation, the Parent Coordinator will provide assistance. In the event the parent speaks a language other than English or Spanish, an in house staff member will be asked to provide assistance. If one cannot be found in house, the Parent Coordinator will call 718-752-7373 for over-the-phone interpretation services.

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>.

With the assistance of the Parent Coordinator and the Guidance Counselor, the home language survey is assessed and the parent preferred language is determined. The Parent Coordinator will keep a record of that information and will ensure that all written correspondence is sent out in the appropriate language by utilizing the services of in house staff, the translation unit, or translating the documents herself. If oral translation is needed the Parent Coordinator will provide that service or encourage the parent to bring an interpreter as well as inform them of the over the phone interpretation services that are available by the Department of Education.

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: Unity High School	DBN: 02M500
Cluster Leader: Corrinne Rello-Anselmi	Network Leader: Nancy Scala
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ✱Other: Pushi-In
Total # of ELLs to be served: 36 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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:

Based on the NYSESLAT scores and the results of the regents examination and school and class work, it was deemed necessary for ELL students to receive supplemental direct instruction in the core subject areas to enable them to pass the regents exam and perform on grade level by the end of the year. The native language of the students is Spanish, however, we have one student whose native language is Hebrew and one student whose native language is Arabic. As such, we have purchased dictionaries in their native language to assist them with vocabulary. The students range from grade 9 through grade 12. Students will receive instruction during extended day from 3:00pm - 5:00pm for 4 days a week and in Saturday academy from 9:00am - 12:00pm. Students will receive instruction in English by the certified ESL teacher and by English speaking teachers. There are 2 certified ESL teachers and 11 certified content area teachers in math, science, english and social studies, that will be servicing the students. Teachers will incorporate technology into their teaching. Each student is provided with a laptop in order to do research and access information online from a variety of websites. Teachers will utilize workbooks where appropriate, manipulatives, and videos to supplement lessons.

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:

All teachers of ELLs receive professional development in order to keep abreast of how to incorporate CCSS into their ELL instruction and given we are a small school, all teachers provide instruction to ELLs in each of the content areas. As such, every teacher receives professional development on best instructional practices to support ELLs in the classroom. They attend PD sessions on how to teach vocabulary to ELLs, they learn about a variety of websites they can use in the classroom to provide the most effective instruction to ELLs. ELL workshops tend to occur over the course of 5-7 sessions so that teachers can receive certificates for attending the workshops. Topics covered ranged from how to teach vocabulary, how to infuse the common core state standards in ELL instruction, familiarize teachers with a multitude of websites that are available to assist ELLs in the classroom, policy and procedures for ELL students, Chancellor's Directives for English Language Learners, strategies to teach specific content and the most effective way to deliver specific content to ELL students, best practices for assessing ELL students and ways to create a classroom environment conducive to the teaching and learning of ELL students.

Part D: Parental Engagement Activities

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

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

Begin description here:

To ensure that parents are made aware of support services and activities that will better support their need and their child's need and help them achieve academic success, during the 3rd week of school Carla Briceno, the Parent Coordinator, sends out the monthly calendar of events for the month and upcoming events, to parents including the ELLs ones. She also makes phone calls to the home as a reminder of upcoming events to confirm that they received notification. The notices are sent out in both English and the native language of the parent. In the beginning of the year, the parent coordinator mails an invitation for parents to attend a formal Parent Orientation session facilitated by the bi-lingual/ESL teacher and the bi-lingual parent coordinator, where each program we offer in our school is explained to parents thereby giving them the opportunity to decide on the program choice they feel best meets the needs of their child. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences with the bi-lingual ESL teacher at the first parent/teacher conference during the month of October. The ESL teacher and the parent coordinator conduct a workshop around the 2nd week in October informing parents about the ESL program we offer in our school. At that meeting parents are told about scheduling and the type of class their child will be in. Parent outreach is also done via the Spanish speaking parent coordinator contacting parents via telephone and school messenger and reminder letters in the parents' native language about the deadline to return the entitlement letter. Parents are notified two weeks prior to the deadline. The ESL teacher and the bilingual parent coordinator collect the Parent Survey and Program Selection via mail. The ESL teacher maintains a file of returned letters, Parent Surveys and Program Selection forms in an ESL binder located in the main office.

In addition, Carla Briceno, our parent coordinator sends parents a letter regarding parent workshops wherein parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. We also send out an ELL Needs Assessment Survey where parent have the opportunity three times a year to inform us of the best way to contact them and inform the school of what supports they might need throughout the year.

Part E: Budget

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

Allocation Amount: \$

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