



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE URBAN SCIENCE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):  
09X325

PRINCIPAL: PATRICK F. KELLY  
EMAIL: PKELLY6@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

**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 |
|-------------------|--|-----------|
| Patrick F. Kelly  | *Principal or Designee   |           |
| Elizabeth Jandron | *UFT Chapter Leader or Designee  |           |
| Marisol Colberg   | *PA/PTA President or Designated Co-President   |           |
| Eva Laureano      | DC 37 Representative, if applicable  |           |
|                   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                   | CBO Representative, if applicable  |           |
| Bibhi Thomas      | Member/Parent  |           |
| Karen Williams    | Member/Parent  |           |
| Rosa Gomez        | Member/Parent  |           |
| Heather Foley     | Member/Teacher   |           |
| Natalie Bradley   | Member/Teacher   |           |
| Liliana Fermin    | Member/Parent  |           |
|                   | 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.
- Improve teacher effectiveness in planning for instruction and curriculum that aligns with the CCLS focus standards.

### **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 introduction of the Common Core is underway system wide this year, and is among the Instructional Goals for the Department.

### **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.
- Preparation for the implementation of Common Core Standards began in the Spring of last year with Network level presentations. Work continued with multi-day administrative attendance at workshops in the Summer and Fall, conducted through the Institute for Learning at the University of Pittsburgh
- Presentations to the entire Faculty took place during opening week professional development days. Teachers were introduced to the City's expectations around the Core, with a focus on the completion of a Performance Task in English Language Arts and Mathematics.
- As a second-year school in the Department's Talent Management Pilot, selected teachers were taught and administered a Performance Task in October. Analysis of the effectiveness of this baseline task will be assessed with the completion of a similar to be administered Task in the Spring of 2012.
- Teachers benefit from targeted assistance from Math AUSSIE and Reading specialist on this Competency.
- Teachers will participate in classroom intervisitations to learn from each other about effective questioning.
- Teachers will use common planning time to share feedback and discuss best practices and to discuss professional literature on effective question, including the book "Socratic Circles," which all teachers have received.

### **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.
- Teachers are encouraged to remind parents of the upcoming demands the Common Core will place on their students at conferences and other teacher-to-home communications.
- A workshop for Parents on the Common Core, delivered by teachers and administrators, will take place in February 2012.

**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.
- N/A

**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.

N/A

**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.

N/A.

**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.
- Students will show progress in using evidence to support written arguments, as aligned with CCLS and NYC Learning Expectations.

**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.
- Student data, as identified through an item analysis of the NYSED Spring 2011 ELA exam, students in all grades demonstrated significant shortfalls in student achievement levels on questions requiring short responses
- Data points following "Key Finding 1," of the Spring External School Curriculum Audit (ESCA) highlighted deficits in following up and assessing progress following interventions as well as specific strategic instructional move

**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.

- Information identifying student deficits as reflected in in Spring 2011 ELA results are shared with teachers in Fall of 2011
- ELA teachers identify students and classes in need of remediation and design groups and instructional strategies around what the data indicates
- ELA teachers create and monitor student use of standard prompts to assist students in starting their replies to short response questions
- American Reading Company (ARC) coach provides teachers support in the composition of short responses through the strategy of Develop and Support an Interpretation Rubric (DSI) which posits in three steps a formulaic approach to short response question
- Lesson design includes teacher-created assessments for measuring the effectiveness of interventions and instructional practices

**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.
- Parental support for this work takes place during the March workshop with a presentation on the DSI strategy, delivered by a teacher or an administrator

**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.

**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.

N/A

**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.
- Title I funding will be used to support the cost of the contract for the ARC Coach

### 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.
- Improve student achievement in Reading comprehension, and 75% of students will advance 1.5 years in their independent reading level as measured by the Independent Reading Level Assessment (IRLA) framework.

#### **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.
- Student performance school wide on the NYSED ELA Spring 2011 examination gave evidence of significant shortfalls in achievement with 15.8% of students achieving proficiency

#### **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.
- Teachers will receive continuing professional development from the Reading coach on effectively leveling students and identifying the next step each student needs to advance. Data showing benchmarks and developmental gains will be reflected in the Data Wall in Room 346B, where each student in the subgroup “below grade level” at the beginning of the year will have an index card showing the next steps for achieving gains, and showing teaching strategies pertaining to each students, so that they can advance.
- Checks for the integrity of leveling data is made in each class by spot-checking, accomplished by the reading coach, administrators and supporting teachers, on a bi-monthly basis.
- Every student will read a text at their independent level for 30 minutes daily in school, and be expected to read an additional 30 minutes each night, and provide evidence of this with a signed reading log. Teachers track this progress daily.
- On a daily basis, teachers record student Reading Steps and IRLA progress on a cloud-based program SchoolPace, which is monitored daily by the AP for Curriculum and 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.
- Parental support for this work takes place during the February workshop with a presentation on the importance and measurement of daily reading, delivered by a teacher or an administrator
-

**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.

- 

**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.

NA

**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.
- Title I funding will be used to support the cost of the contract for the ARC Coach

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **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.
- Student performance school wide on the NYSED Mathematics Spring 2011 examination gave evidence of significant shortfalls in achievement with 26.4% of student achieving proficiency.
- ESCA Key finding 1, #13, indicated that diagnostic data in mathematics was collected but that better systems are indicated as to the analysis and use of this information.

### **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.
- Teachers will receive continuing professional development from an AUSSIE mathematics coach on the use of exemplars to advance the depth of student conceptual understanding of operations. Each mathematics class will perform a minimum of five exemplars before the end of May 2011, and many classes are expected to advance beyond this number, once the process is understood and practiced.
- The Assistant Principal for Instruction and Curriculum will perform monitoring of student and class progress on a monthly basis.
- The Mathematics faculty will determine additional assessment of student progress by December of 2011.
- All formal observations will highlight Danielson's competency 3D, on using formative and summative assessment to make decisions about grouping and instruction during lessons and in the course of units of study.

### **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.
- As a component of the April monthly parent/guardian workshop, a presentation will be made by a Math teacher on what exemplars are in math, and how they reflect the new demands of the Common Core coming soon to a school near you.

**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.

**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.

Along with a number of schools in District Nine, we applied for and won a \$20,125 grant from the Helmsley Foundation.

**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.

Federal funding provided by the Schools in Need of Improvement Program will provide funding for 50% of the AUSSIE contract.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Improve the academic achievement of ELL students by the end of the 2011-12 school year. 25% percent of the English Language Learners will demonstrate improved academic progress in their raw scores on the NYSESLAT Exam, as measured against their performance on the 2010-11 exam.

### **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.
- In 2010-11, less than 10% of ELLs who took the NYSESLAT achieved proficiency in all elements of the test. While this was an improvement over 2010 results (0% of students tested out), it still indicates the need for increased attention.

### **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.

All ELLs will receive targeted instruction through ESL classes, and to measure their progress they will take interim and predictive assessments in ELA.

The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas, and a standard approach to the teaching of vocabulary (QTEL) will be taught to all teachers of ELLs prior to school's opening and observed to be in practice by late September.

Teachers of ELLs will engage in QTEL training through the DOE and / or engage in a QTEL book study via our network, and all ELLteachers are supported by our Network Specialist.

SIFE students who are English Language Learners will receive additional academic support from ESL-certified teacher in a class of fewer than 20 students.

ELL teams will work with network specialists to refine one unit to reflect the principles of Universal Design for Learning by January 2012.

### **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.
- As a component of the March monthly workshop, a presentation will be made by an ESL teacher on how to teach vocabulary to ELLs.

**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.

**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.

**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.

Title III funds will be allocated to provide learning materials (to be selected by ESL teacher teams) , and per session will be allocated to provide targeted after school programs for subgroups struggling with the three components of the test.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  | 15                                 | 13                                 | <b>0</b>                           | <b>0</b>                           | 0   | 0  | 4                                      | 0                                      |
| <b>6</b>  | 15                                 | 20                                 | 6                                  | 6                                  | 2   | 0  | 5                                      | 0                                      |
| <b>7</b>  | 20                                 | 17                                 | 7                                  | 4                                  | 4   | 0  | 12                                     | 0                                      |
| <b>8</b>  | 16                                 | 18                                 | 13                                 | 9                                  | 4   | 0  | 16                                     | 0                                      |
| <b>9</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>10</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>11</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>12</b> |                                    |                                    |                                    |                                    |   |  |  |  |

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

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

| Name of Academic Intervention Services (AIS)                | Description   |
|---|---|
| <b>ELA</b>  | All students who scored Level 1 in the NYS 2011 ELA Exam are included in Extended Day classes 2x per week for 50 minutes before school. All special education students receive AIS one period per day for 2 out of every 3 weeks, and rotate between their math and ELA teachers. Our reading specialist has a small group for Wilson Reading of students below a 1 <sup>st</sup> grade reading level, and 2 groups of Just Words (Wilson) reading for students 3-4 reading levels below grade level. Additionally, our SETSS teacher pushes into the 5 <sup>th</sup> grade classrooms to work with at-risk students on ELA and math. |
| <b>Mathematics</b>  | All students who scored Level 1 the NYS 2011 Math Exam are included in Extended Day classes 2x per week for 50 minutes before school. All special education students receive AIS one period per day for 2 out of every 3 weeks, and rotate between their math and ELA teachers. Additionally, our SETSS teacher pushes into the 5 <sup>th</sup> grade classrooms to work with at-risk students on ELA and math.   |
| <b>Science</b>  | Each science teacher has a small group of students during Extended Day (2x per week for 50 minutes before school) of students whose performance in class requires that they receive remediation in science skills in order to perform on grade level.   |
| <b>Social Studies</b>                                       | Each social studies/humanities teacher has a small group of students during Extended Day (2x per week for 50 minutes before school) of students whose performance in class requires that they receive remediation in social studies and/or writing skills in order to perform on grade level.   |
| <b>At-risk Services provided by the Guidance Counselor</b>  | Guidance counselor sees approximately 10 students per day for 1 :1 check-ins, as well as running a lunch group for students with attendance and anger issues.   |
| <b>At-risk Services provided by the School Psychologist</b> | Individual assessment, completion of Functional Behavioral Plans and Behavior Intervention Plans, IEP Reviews.  |

|   |  |
|---|--|
| <b>At-risk Services provided by the Social Worker</b> | Social Worker and interns see approximately 20-25 students per day on a regular schedule as well as run the PPT (Pupil Intervention Team) to set up additional at-risk counseling or academic services for students struggling behaviorally in school, often due to low academics. |
| <b>At-risk Health-related Services</b>                | The Dean, Nurse and Gym Teacher see students at-risk who appear to lack the education or home support to be physically healthy.  |

---

## 1. PARENT INVOLVEMENT POLICY

### I. General Expectations

MS 325: The Urban Science Academy agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information

and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request,

and, to the extent practicable, in a language parents understand.

- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic

learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory

committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Urban Science Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: A survey of parental needs and ideas for improvement of instruction will be designed by each grade level team in June, 2012 and disseminated to parents at registration for the 2012-13 school year. An electronic survey will also be sent to parents that provide an email address at registration. After the results of the survey are compiled, the academic cabinet and school leadership teams will analyze them, identify patterns of need. A professional development meeting will be held for staff members and members of the parent association to devise an action plan with 2 goals for increasing parental involvement. As soon as it has been created this action plan will be communicated to staff and parents in a letter from the principal. A second survey will then be conducted in May to evaluate the effectiveness of the parental involvement policy. Again, results will be compiled and analyzed by the academic cabinet and school leadership team, and an action plan for next year will be

developed. This action plan will be posted publicly and sent to all staff and parents.

2. The Urban Science Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: parents will be nominated for and elected to the School Leadership Team, and parents will be involved in the school review and improvement process through the parent surveys described above, in section II.1.

3. The Urban Science Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: teachers and staff members will be trained in effective parent-involvement strategies, and parent letters and homework logs will be developed by grade-level teams in June, 2008, so they will be uniform in the 08-09 school-year. Teachers and the parent coordinator will also be provided with sample templates for developing new parent letters as they become necessary. All communication between MS 325 and parents will be translated into Spanish and French.

4. The Urban Science Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Balanced Literacy, READ 180, the 100 Book Challenge, System 44, the Wilson Reading System, and the UPs behavior management system by: holding a pot-luck and/or parent night to describe these programs to parents in September, 2011, sending home daily log sheets to track students' reading progress, and requiring a parent signature on daily homework and/or behavior sheets. In addition, the chairperson of the School Leadership Team will send a monthly parent bulletin with important dates, examples of student work, and highlights from upcoming units of study.

5. The Urban Science Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. The Urban Science Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following,

by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's

progress, and how to work with educators: in workshops, conferences, classes, both in-State and out-of-State,

including any equipment or other materials that may be necessary to ensure success.

b. The 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

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the 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

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Minutes of SLT meeting. This policy was adopted by the Urban Science Academy on 1/31/2011 and will be in effect until rewritten by the SLT.

The school will electronically distribute this policy to all parents of participating Title I, Part A children on or before 2/1/2012.

## 2. School-Parent Compact

Urban Science Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-012.

#### Required School-Parent Compact Provisions

##### School Responsibilities

1. 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 and will encourage them to attend.
2. 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.
3. 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.
4. 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.
5. 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.
6. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

##### Parent Responsibilities

We, as parents, will support our children's learning

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions Urban Science Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning

environment that enables the participating children to meet the State's student academic achievement standards

2. Hold parent-teacher conferences twice each year during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held in November 2011 and March 2012.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports quarterly

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

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

**December 2011**

Student Responsibilities (revise as appropriate to grade level)

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

o Do my homework every day and ask for help when I need to.

o Read at least 30 minutes every day outside of school time.

o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

\_\_\_\_\_  
SCHOOL PARENT(S) STUDENT

\_\_\_\_\_  
DATE DATE DATE

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 09X325      **School Name:** Urban Science Academy

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**            x Restructuring Year 2

**Category:**        x Comprehensive

**Intervention**    x Not Required for 2011-2012

---

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our student achievement levels, as reported in the New York State Testing Program in English Language Arts, revealed that all students and all subgroups show on-going improvement in instruction and data systems.

This was highlighted by the ESCA findings from the Spring of 2011, where the summary for Key Finding #1 emphasized the need for "systems of tracking or measuring progress for interventions or evaluating effectiveness of follow-through."

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will continue to develop data systems with the help of the American Reading Company (ARC), with a particular focus on developing tracking systems through the collection of data in the web-based School Pace systems. The ARC coach will work with the school's Assistant Principal for Instruction and Curriculum in identifying strategies and systems to review the effectiveness of this work in moving students forward, and for making recommendations to make adjustments where these interventions are not shown to be successful.

In summary, in response to the ESCA, the school will improve:

- Tracking systems to follow student progress in response to interventions
  - Improve systems for monitoring progress and for identifying students where interventions are falling short
  - Provide alternative strategies to replace ineffective ones and measure their effectiveness
- 

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Title I funding supports pre-service professional development for teachers in August and early September of the school year, providing targeted trainings for teachers in specific academic disciplines, for all-staff trainings on behavior management systems, and for implementation sessions on the Common Core and the Talent Management Pilot.

Additional professional development takes place in the Spring, with planning for a year-end retreat, and for the costs affiliated with that event.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are initially supported through early and frequent informal observation by school administrators, followed up with written feedback and conversations. Inter-visitation with experienced and effective colleagues is scheduled, with a focus on deficits/strengths; if the new teacher struggles with lesson planning, they are scheduled to work with a colleague whose work in planning is exemplary.

Individual new teachers are also supported by a single experienced teacher, who meets with them on a scheduled basis, providing support with instruction, assessment and management. Mentor teachers answer new teacher questions and support their learning.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters will be provided to families in the language identified as the Home Language. In cases where this is impracticable, the Parent Coordinator will make arrangements through the translation unit to get the information communicated to families.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

|   |                   |                      |                          |
|---|-------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader <b>Yuet Chu</b> | District <b>9</b> | Borough <b>Bronx</b> | School Number <b>325</b> |
| School Name <b>Urban Science Academy</b>      |                   |                      |                          |

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

|   |   |
|---|---|
| Principal <b>Patrick Kelly</b>                          | Assistant Principal <b>Kerin Hoffman</b>    |
| Coach <b>Mandy Ehrlich</b>                              | Coach                                       |
| ESL Teacher <b>Jeanette Consoro (Science, ESL)</b>      | Guidance Counselor <b>David Summerville</b> |
| Teacher/Subject Area <b>Jessica Morales (ESL, Math)</b> | Parent <b>Bebhi Thomas</b>                  |
| Teacher/Subject Area <b>Jennifer Timm (SIFE, ESL)</b>   | Parent Coordinator <b>Luis Gratereaux</b>   |
| Related Service Provider                                | Other                                       |
| Network Leader <b>Yuet Chu</b>                          | Other                                       |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>6</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>1</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>1</b> |  |          |

### D. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>451</b> | Total Number of ELLs | <b>158</b> | ELLs as share of total student population (%) | <b>35.03%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## 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. 

Upon enrollment guardians of new admits to the country complete the Home Language Identification Survey (HLIS) in English or their native language. The initial student screening is conducted by the assistant principal, Kerin Hoffman. Ms. Hoffman conducts an informal interview of the parents and students and assists the parent in filling out the HLIS. Translation is provided for parents who speak another language other than English. Our school has a list of languages spoke by staff member, however if the language is not available at the school, we contact the Translation and Interpretation Unit at the NYC Dpartment of Education for assistance. Once it has been determined that the student may be an ELL the LAB-R is administered and an initial reading assessment. If the student is an ELL as determined by the LABR scores, an Entitlement Letter is sent home indicating the child has been identified as an ELL by the LAB-R test. The results of the test are included in this letter and an appointment for a parent orientation is also included in this letter. At the parent orientation an ESL teacher (varies), the assistant Principal (Ms. Hoffman) and the Parent Coordinator (Mr. G) are present. During the orientaiton parents are informed of the rights as parents of students identified as ELLs, the process of identifying ELLs, and the three programs available for their ELL child. Parents will also be provided information about the core curriculum, learning standards, expectations for students, and assessment. In addition, parents are shown a video provided by NYCDOE which furthers explains the three programs available in NYC and a parent brochure. Parents are then instructed to fill out the Parent Program Selection form. This forms asks parent to choose the program they prefer their child to attend. Parents are provided with translated materials and interpreters when necessary. The process administering the LAB-R and conducting the parent orientation are completed within 10 days of enrollment.

Students identified as LEP and enrolled in an English Language Learner program will be evaluated annually to determine their continuance of services using the New York State English as a Second Language Achievement Test (NYSESLAT).

Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the Transitional Bilingual Education programs. If fewer than 15 parents of ELL students select TBE in their parent selection form, students will be placed in an ESL class and receive native language support through our after school programs. A running record is kept of parents selections, this data is revisited every time a new student is enrolled to determined whether or not the school has now the appropriate number of students in contiguous grades to open the requested program.

At the start of the school year we sent out a mailing with information on program selection and the orientation date to all students on register at the time. Several forms were returned. A second mailing was done in late September for parents of all students who were articulated from other schools where they had been previously coded as ELLs. A third mailing was done in October. All Selection Forms have been counted. 8/8 parents of new admits selected freestanding ESL. Placement Letters have been sent to all parents of new admits, and continued entitlement letters were sent to parents of returning ELLs. Where parents wish additional information they may contact the assistant principal or the parent coordinator at any time throughout the school day to set up a meeting.

Over the past few years it has been a trend for parents to request a program model instruction in English, with over 80% of parents selecting ESL. In response to the increased preference for freestanding ESL model, our curriculum includes the use of English

only instruction with native language supports during extended day instruction as needed. However, where changes in this trend of program selection occur, our administration will respond with the required programmatic changes mandated by NYS laws. Decisions to make programmatic changes are to be made no later than October after the majority of program selection forms have been returned by parents and are assessed by our ESL coordinator.

All students identified as ELL are assessed every year using the NYSESLAT. The NYSESLAT measures their language proficiency. The school ensures that all LEP students are tested by cross reference ATS (RLAT, RLER, etc.) report and list of LEP students which is kept by Ms. Hoffman, assistant Principal, and is updated as students register. The NYSESLAT has subtest, the speaking part is Administered on an individual basis to every LEP students by their ESL teacher. The Listening, Reading and Writing part are administered to ELLs by grade. Each subtest is done on a different days. For students who were absent during the initial administration of the subtest, they are administered the subtest during the makeup period.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |    |                               |    |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs                    | 158 | Newcomers (ELLs receiving service 0-3 years) | 83 | Special Education             | 17 |
| SIFE                        | 17  | ELLs receiving service 4-6 years             | 47 | Long-Term (completed 6 years) | 23 |

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  |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|--|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|  | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|  | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE  | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| Dual Language  | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL  | 65               | 17   | 2                 | 41               | 0    | 8                 | 18                                 | 0    | 7                 | 124   |
| Total  | 65               | 17   | 2                 | 41               | 0    | 8                 | 18                                 | 0    | 7                 | 124   |
| Number of ELLs in a TBE program who are in alternate placement: <u>0</u> |                  |      |                   |                  |      |                   |                                    |      |                   |       |

### C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K       |    | 1       |    | 2       |    | 3       |    | 4       |    | 5       |    | 6       |    | 7       |    | 8       |    | TOTAL   |    |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
|              | EL<br>L | EP |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 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: ____  | Asian: ____                        |
| Hispanic/Latino: ____   | Other: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |

**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      |   |   |   |   |   | 5  | 35 | 48 | 40 |   |    |    |    | 128   |
| Chinese      |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Haitian      |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| French       |   |   |   |   |   | 2  | 2  | 5  | 3  |   |    |    |    | 12    |
| Korean       |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |    |    |    |    |   |    |    |    | 0     |
| Other        |   |   |   |   |   | 4  | 5  | 2  | 7  |   |    |    |    | 18    |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 11 | 42 | 55 | 50 | 0 | 0  | 0  | 0  | 158   |

# 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?

We currently have eight self-contained ESL classes in grades 5-8. This includes one class in fifth grade, two classes in grades 6-8, and one 5-8 SIFE/Newcomer class. Classes in grades 6-8 are organized based on NYSESLAT proficiency level: beginner/intermediate and intermediate/advanced.

New admits are placed in a class based on preliminary LAB-R scores, an interview with the assistant principal, and an initial reading level assessment in English. Returning students are sorted based on previous years' NYSESLAT data as well as teacher input the previous June. Teachers meet at the end of the second marking period to assess the students' progress in class and whether the current class placement is appropriate. Newcomers identified as SIFE or possessing little to no oral communication in English are placed into a self-contained class until they reach at least a 1.5 grade level and can communicate their answers orally in English.

For the past three years we have implemented a Humanities course for ELLs that focuses on language acquisition through history, literature, and the arts. The curriculum seeks to incorporate QTEL strategies and real life context and experiences so students can access both content and practice reading, writing, listening, and speaking in English.

Students remain in these homogenous groupings throughout the day in self-contained freestanding ESL/ELA classes. Intermediate and advanced ELLs follow the scope and sequence developed collaboratively by teachers in general education and ESL teachers. Differentiation is determined in teacher meetings where groups of educators review the standards to be met in each grade and break them down into scaffolded levels and map out how they will be taught and assessed throughout the school year.

All ELL teachers deliver instruction using the balanced literacy approach. The following methods and programs are used within the ESL classroom:

- Reading mini-lessons to focus independent reading
- Independent reading of leveled books (100 Book challenge and Fountas and Pinnell leveling systems are used)
- One-to-one conferences to identify and target individualized reading growth

## A. Programming and Scheduling Information

- Shared reading of grade level texts that incorporates guided questions and structured discussions for advanced and intermediate ELLs (Making meaning)
- Word work and vocabulary instruction using Exc-ELL strategies
- Writing in the content areas (Collins Writing Program)
- Differentiation of instruction within humanities (QTEL)
- Non-fiction reading strategies, phonics, and vocabulary for beginner ELLs (RIGOR)

All students follow a grade appropriate scope and sequence based on state-standards and modified from previous curriculum maps provided by the NYCDOE Region 1 Support Center. Students are given math and science instruction for a block of 45-90 minutes. Students who are performing two levels or below are provided with academic intervention services during extended day. Students receive NYS standards aligned, rigorous math instruction with ESL methodologies in classes no larger than 25 students by teachers with certifications in mathematics, ESL or bilingual certification. These groupings are decided based on the scores attained by students in the previous year in math and ELA tests and NYSESLAT levels.

Instruction for ELLs follows the following unit requirements:

Beginning: ESL 360 minutes per week

Intermediate: ESL 360 minutes per week

Advanced: ESL 180 minutes per week/ ELA 180 minutes per week

ELL students receive 360 minutes of directed, leveled instruction of English Language Learners and English Language Arts. Beginner and intermediate ELLs receive 360 minutes of ESL and advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA. Additional ESL minutes are provided through content classes taught by math and science ESL certified teachers using ESL strategies.

### Differentiating Instruction

Describe your instructional plan for SIFE.

SIFE students who exhibit oral communication skills in English and are currently reading above a 2nd grade reading level are placed in the beginner/intermediate section and provided with intervention during Extended Day. SIFE students below this level are placed in a separate section, where they focus on basic oral communication skills, phonemic awareness, alphabet and handwriting skills. In math and science, students practice writing and speaking numbers, basic numeracy and content vocabulary.

At registration, the ELL coordinator reviews the Home Language Identification Survey for information on previous schooling. During this time an initial parent and student interview is conducted. If a gap in formal schooling is identified, the student is scheduled for formal assessment. This assessment consists of the ALLD created by the office of ELLs for English and Spanish speaking SIFE. Three teachers are trained to administer the assessment in our school. School-based assessments are used to assess SIFE who speak French and several other low incidence languages.

### Native Language Support

ELLs who require native language support are assisted by bilingual teachers in math and science and native language texts available during reading class. In the SIFE class, new vocabulary in content areas is often presented in English, Spanish and French. All ESL teachers do daily vocabulary lessons focusing on both literary and non-fiction content vocabulary. ESL teachers monitor students' independent reading for a range of genres, ensuring that students are learning vocabulary on a range of topics.

New admits who are Spanish-speaking are administered the LAB in Spanish. If their native language skills are high, they are provided with Spanish support in math and science and also given the option to train for NYS exams in Spanish.

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.

- Beginner ELLs in our school are in Beginner/Intermediate ESL and Humanities classes that provide targeted language instruction in reading, writing, speaking and listening. All classes follow the same curriculum map, with additional scaffolding provided when

## A. Programming and Scheduling Information

necessary.. This curriculum is designed to include exposure to English content used in daily activities inside and outside of the classroom. In the Beginner ESL classes, students are taught the basics of literacy (phonics, decoding, sight words, fluency, etc.). Humanities classes focus on beginner writing strategies taught through social studies content. Since students are in classes that are specifically for beginners and low intermediates, instruction and content are differentiated to make content accessible. In order to help prepare our beginners for the ELA test, all beginner ELLs who are taking the ELA test are in Extended Day programs that provide test prep strategies and extra support for students.

Describe your plan for ELLs receiving service 4 to 6 years.

- Our goal for ELLs who have been receiving services for 4 to 6 years is proficiency and for them to pass the NYSESLAT and move to General Education classes. These students are in Intermediate or Advanced ESL and Humanities classes, where the work is strenuous to prepare them for GenEd classes.
- Long term ELLs will participate in a number of academic intervention and support programs that will take place throughout the school day and during our extended day program hours. Our long term ELLs are predominantly students that have yet to receive a P in the NYSESLAT but are demonstrating growth as measured by their teacher's assessments and state examinations. In recognizing that these students perform at an advanced level for their ELLs status, they are expected to complete work at the level of native English speaking students, and are grouped during reading and writing conferences in order to support the growth of specific high-level skills.

Describe your plan for Long-Term ELLs (completed 6 years).

- The majority of our Long- Term ELLs are in Special Education or CTT classes. Our intention for Long Term ELLs is to move them from ELL classes to General Education classes. To this end, we provide pull out and push in programs to support our Long-Term ELLs in all curricular areas throughout the school day. We provide Wilson Just Words and differentiated instruction based on both reading and writing assessments in conjunction with our literacy program. The student's assessment performance is shared with all subject teachers as well as strategies for best practices in working with our ELL population to support performance growth. We have also created a special TU ( Extended Day) program to help our Long-Term ELLs pass the NYSESLAT which incorporates Wilson Just Words, differentiated reading and writing activities using trade books, Shining Star and Rev it up.

Describe your plan for ELLs identified as having special needs.

### Native Language Usage and Supports

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

| Native Language Usage/Support   | Transitional Bilingual Education (TBE)   | Dual Language   | Freestanding ESL  |
|---|--|---|---|
| Coordinator who ensures delivery of services, both and accomodations are met for both the IEP mandates created assessment and on City and State Mandated                                | special education as well as related services, and the CTT teachers ensure that all goals mandates as well as the ELL mandates particualry in the administration of in-class teacher assessments and tests |   |   |
| • We have trained all of our senecial educa   |  |   |   |
| This program is explicitly provided to our ELLs during day.   |  | being extended day and supported by the CTT classroom teachers through the school |   |
| • Targeted Intervention   |  |   |   |
| Beginner ELLs are provided with alphabet and phonics support, as well as native language support through reading books in French and Spanish and vocabulary support in all instruction. |  |   | classes. Math and science instruction is supplemented by native language vocabulary |
| • Intermediate and approaching grade level workshops and scaffold assignments, as well as   |  |   | ELLs spend extra time practicing writing and listening skills through writer's      |
| <b>TIME</b>   | <b>BEGINNERS</b>   | <b>INTERMEDIATE</b>   | <b>ADVANCED</b>   |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.  |  |   |   |
| vocabulary and writing assistance. Because many advanced ELLs are on or near grade level in reading, significant time is spent in ELA,  |  |   |   |

## A. Programming and Scheduling Information

humanities and science reading and comprehending non-fiction texts.

## 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?

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs AIS such as pullout groups.

- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening. In addition to this, intermediate and advanced ELL students are assigned to use Read 180, a computer program that incorporate listening modules to test for comprehension, during their ESL block. Beginner and SIFE ELLs use System 44, a program that targets the phonics instruction for emergent readers.

- In addition to the regular reading period, 2 ELL teachers facilitate literature circles, guided reading groups, and conduct individual conferencing for a 45 minute intervention period. This intervention takes place daily. During this time students practice comprehension and fluency with the assistance of 2 teachers and a bilingual paraprofessional. Students that are reading below a second grade reading level participate in paired reading with readers above their grade level. These daily sessions are 45 minutes long and take place in the library. During this time teachers set a reading focus and provide a scaffolded way to share. This may involve a graphic organizer or a series of sentence starters that can help them express their comprehension in a structured way. After the focus has been set the entire class engages in independent reading. Teachers then pull aside a group of 3 to 5 students for targeted reading instruction based on their reading levels as assessed by the IRLA, a reading assessment tool aligned with our independent reading program and leveled libraries from Benchmark (100 Book Challenge). These daily sessions are instrumental in them achieving reading proficiency by the end of the year.

- Students who are struggling with writing participate in NYSESLAT test prep after school. At the beginning of the school year, students are assessed to determine a baseline. The instrument used to establish the baseline is a prompt provided by Collins Writing consultant who coaches our teachers in implementing effective instructions for our ELLs. Teachers then analyze the baseline using a writing rubric which helps in developing individualized writing goals for each student. Instruction is tailored to meet these goals by targeting focus correction areas which a guide for the development of specific writing skills. We provide an after school writing program which emphasizes in preparing students for the writing part of the NYSESLAT using Getting Ready for the NYSESLAT and Beyond books.

- Teachers provide academic intervention services for SIFE through small group instruction in reading from phonics with the use of programs like Rigor and Wilson. Students are pulled out of the classroom to receive these services.

Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT will receive continued ELL supports through our extended day program. During this one hour period they receive focus instruction from reading and writing specialists who are certified in delivering instruction for ELLs. In addition, they will receive time and a half during state ELA testing for two years after they have received a P in the NYSESLAT. Generally, high performing ELLs in transition are assessed in the beginning of the year and placed in general education classes. ELLs in transition who demonstrate some difficulty in reading or writing are placed in general education CTT classes where they can receive a higher level of support than in general education classes with one teacher.

## 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?

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs AIS such as pullout groups.

- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening. In addition to this, intermediate and advanced ELL students are assigned to use Read 180, a computer program that incorporate listening modules to test for comprehension, during their ESL block. Beginner and SIFE ELLs use System 44, a program that targets the phonics instruction for emergent readers.

- In addition to the regular reading period, 2 ELL teachers facilitate literature circles, guided reading groups, and conduct individual conferencing for a 45 minute intervention period. This intervention takes place daily. During this time students practice comprehension and fluency with the assistance of 2 teachers and a bilingual paraprofessional. Students that are reading below a second grade reading level participate in paired reading with readers above their grade level. These daily sessions are 45 minutes long and take place in the library. During this time teachers set a reading focus and provide a scaffolded way to share. This may involve a graphic organizer or a series of sentence starters that can help them express their comprehension in a structured way. After the focus has been set the entire class engages in independent reading. Teachers then pull aside a group of 3 to 5 students for targeted reading instruction based on their reading levels as assessed by the IRLA, a reading assessment tool aligned with our independent reading program and leveled libraries from Benchmark (100 Book Challenge). These daily sessions are instrumental in them achieving reading proficiency by the end of the year.

- Students who are struggling with writing participate in NYSESLAT test prep after school. At the beginning of the school year, students are assessed to determine a baseline. The instrument used to establish the baseline is a prompt provided by Collins Writing consultant who coaches our teachers in implementing effective instructions for our ELLs. Teachers then analyze the baseline using a writing rubric which helps in developing individualized writing goals for each student. Instruction is tailored to meet these goals by targeting focus correction areas which a guide for the development of specific writing skills. We provide an after school writing program which emphasizes in preparing students for the writing part of the NYSESLAT using Getting Ready for the NYSESLAT and Beyond books.

- Teachers provide academic intervention services for SIFE through small group instruction in reading from phonics with the use of programs like Rigor and Wilson. Students are pulled out of the classroom to receive these services.

Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT will receive continued ELL supports through our extended day program. During this one hour period they receive focus instruction from reading and writing specialists who are certified in delivering instruction for ELLs. In addition, they will receive time and a half during state ELA testing for two years after they have received a P in the NYSESLAT. Generally, high performing ELLs in transition are assessed in the beginning of the year and placed in general education classes. ELLs in transition who demonstrate some difficulty in reading or writing are placed in general education CTT classes where they can receive a higher level of support than in general education classes with one teacher.

## 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?

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs AIS such as pullout groups.

- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening. In addition to this, intermediate and advanced ELL students are assigned to use Read 180, a computer program that incorporate listening modules to test for comprehension, during their ESL block. Beginner and SIFE ELLs use System 44, a program that targets the phonics instruction for emergent readers.
- In addition to the regular reading period, 2 ELL teachers facilitate literature circles, guided reading groups, and conduct individual conferencing for a 45 minute intervention period. This intervention takes place daily. During this time students practice comprehension and fluency with the assistance of 2 teachers and a bilingual paraprofessional. Students that are reading below a second grade reading level participate in paired reading with readers above their grade level. These daily sessions are 45 minutes long and take place in the library. During this time teachers set a reading focus and provide a scaffolded way to share. This may involve a graphic organizer or a series of sentence starters that can help them express their comprehension in a structured way. After the focus has been set the entire class engages in independent reading. Teachers then pull aside a group of 3 to 5 students for targeted reading instruction based on their reading levels as assessed by the IRLA, a reading assessment tool aligned with our independent reading program and leveled libraries from Benchmark (100 Book Challenge). These daily sessions are instrumental in them achieving reading proficiency by the end of the year.
- Students who are struggling with writing participate in NYSESLAT test prep after school. At the beginning of the school year, students are assessed to determine a baseline. The instrument used to establish the baseline is a prompt provided by Collins Writing consultant who coaches our teachers in implementing effective instructions for our ELLs. Teachers then analyze the baseline using a writing rubric which helps in developing individualized writing goals for each student. Instruction is tailored to meet these goals by targeting focus correction areas which a guide for the development of specific writing skills. We provide an after school writing program which emphasizes in preparing students for the writing part of the NYSESLAT using Getting Ready for the NYSESLAT and Beyond books.
- Teachers provide academic intervention services for SIFE through small group instruction in reading from phonics with the use of programs like Rigor and Wilson. Students are pulled out of the classroom to receive these services.

Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT will receive continued ELL supports through our extended day program. During this one hour period they receive focus instruction from reading and writing specialists who are certified in delivering instruction for ELLs. In addition, they will receive time and a half during state ELA testing for two years after they have received a P in the NYSESLAT. Generally, high performing ELLs in transition are assessed in the beginning of the year and placed in general education classes. ELLs in transition who demonstrate some difficulty in reading or writing are placed in general education CTT classes where they can receive a higher level of support than in general education classes with one teacher.

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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

|          |     |  |  |  |
|----------|-----|--|--|--|
| Science: | N/A |  |  |  |
|----------|-----|--|--|--|

### D. Professional Development and Support for School Staff

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

ELL training for all staff occurs at professional development meetings in- house or offered through the office of English Language Learners.

Topics include:

- Writer's Notebook (September)
- 100 Book Challenge: Leveling Students (September & October)
- Incorporating Instructional Materials for Older ELLs or SIFE: Rigor, English, Science, & Social Studies Explorers (November)
- 100 Book Challenge: Advanced Conferencing for ELLs (November)
- Quantitative analysis of student data: NYSESLAT (November & December)
- Using effective vocabulary strategies across the content areas: ExcELL (January)
- Test Prep Strategies: Preparing ELLs for Math and Science testing (February)
- Writer's Notebook: Building Stamina and Style in Non-fiction Writing (Once a month)
- Differentiating Instruction for ELLs: Breaking Down the New ELA Writing Standards (October – November)

### E. Parental Involvement

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

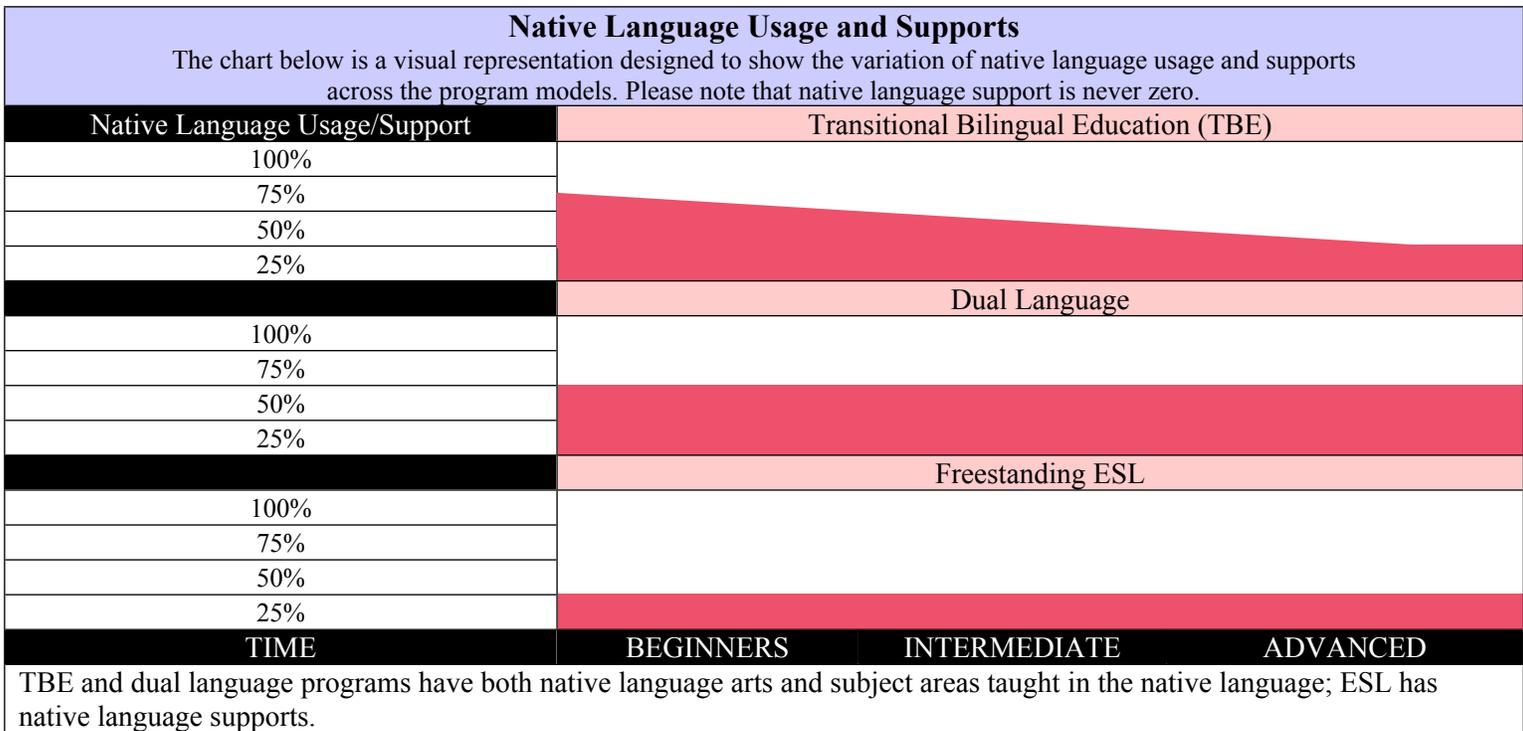
• Parents of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2010-11. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our ELL Learning Team, guidance counselor, assistant principal of instruction, and dean of instruction to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked.

• We formally reach out to parents to join parent workshops through and memos and phone calls. Parents' participation in monthly presentations and ELL Family Dinners/ Student work showcase are planned and designed to give parents a clearer picture of what their students experience with their teachers.

• Parents are also invited and encouraged to be part of planning committees and to take on leadership responsibilities.

|   | Beginning             | Intermediate          | Advanced             |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

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



## B. Programming and Scheduling Information--Continued

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

## 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?

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs AIS such as pullout groups.

- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening. In addition to this, intermediate and advanced ELL students are assigned to use Read 180, a computer program that incorporate listening modules to test for comprehension, during their ESL block. Beginner and SIFE ELLs use System 44, a program that targets the phonics instruction for emergent readers.

- In addition to the regular reading period, 2 ELL teachers facilitate literature circles, guided reading groups, and conduct individual conferencing for a 45 minute intervention period. This intervention takes place daily. During this time students practice comprehension and fluency with the assistance of 2 teachers and a bilingual paraprofessional. Students that are reading below a second grade reading level participate in paired reading with readers above their grade level. These daily sessions are 45 minutes long and take place in the library. During this time teachers set a reading focus and provide a scaffolded way to share. This may involve a graphic organizer or a series of sentence starters that can help them express their comprehension in a structured way. After the focus has been set the entire class engages in independent reading. Teachers then pull aside a group of 3 to 5 students for targeted reading instruction based on their reading levels as assessed by the IRLA, a reading assessment tool aligned with our independent reading program and leveled libraries from Benchmark (100 Book Challenge). These daily sessions are instrumental in them achieving reading proficiency by the end of the year.

- Students who are struggling with writing participate in NYSESLAT test prep after school. At the beginning of the school year, students are assessed to determine a baseline. The instrument used to establish the baseline is a prompt provided by Collins Writing consultant who coaches our teachers in implementing effective instructions for our ELLs. Teachers then analyze the baseline using a writing rubric which helps in developing individualized writing goals for each student. Instruction is tailored to meet these goals by targeting focus correction areas which a guide for the development of specific writing skills. We provide an after school writing program which emphasizes in preparing students for the writing part of the NYSESLAT using Getting Ready for the NYSESLAT and Beyond books.

- Teachers provide academic intervention services for SIFE through small group instruction in reading from phonics with the use of programs like Rigor and Wilson. Students are pulled out of the classroom to receive these services.

Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT will receive continued ELL supports through our extended day program. During this one hour period they receive focus instruction from reading and writing specialists who are certified in delivering instruction for ELLs. In addition, they will receive time and a half during state ELA testing for two years after they have received a P in the NYSESLAT. Generally, high performing ELLs in transition are assessed in the beginning of the year and placed in general education classes. ELLs in transition who demonstrate some difficulty in reading or writing are placed in general education CTT classes where they can receive a higher level of support than in general education classes with one teacher.

## 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?

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs AIS such as pullout groups.

- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening. In addition to this, intermediate and advanced ELL students are assigned to use Read 180, a computer program that incorporate listening modules to test for comprehension, during their ESL block. Beginner and SIFE ELLs use System 44, a program that targets the phonics instruction for emergent readers.

- In addition to the regular reading period, 2 ELL teachers facilitate literature circles, guided reading groups, and conduct individual conferencing for a 45 minute intervention period. This intervention takes place daily. During this time students practice comprehension and fluency with the assistance of 2 teachers and a bilingual paraprofessional. Students that are reading below a second grade reading level participate in paired reading with readers above their grade level. These daily sessions are 45 minutes long and take place in the library. During this time teachers set a reading focus and provide a scaffolded way to share. This may involve a graphic organizer or a series of sentence starters that can help them express their comprehension in a structured way. After the focus has been set the entire class engages in independent reading. Teachers then pull aside a group of 3 to 5 students for targeted reading instruction based on their reading levels as assessed by the IRLA, a reading assessment tool aligned with our independent reading program and leveled libraries from Benchmark (100 Book Challenge). These daily sessions are instrumental in them achieving reading proficiency by the end of the year.

- Students who are struggling with writing participate in NYSESLAT test prep after school. At the beginning of the school year, students are assessed to determine a baseline. The instrument used to establish the baseline is a prompt provided by Collins Writing consultant who coaches our teachers in implementing effective instructions for our ELLs. Teachers then analyze the baseline using a writing rubric which helps in developing individualized writing goals for each student. Instruction is tailored to meet these goals by targeting focus correction areas which a guide for the development of specific writing skills. We provide an after school writing program which emphasizes in preparing students for the writing part of the NYSESLAT using Getting Ready for the NYSESLAT and Beyond books.

- Teachers provide academic intervention services for SIFE through small group instruction in reading from phonics with the use of programs like Rigor and Wilson. Students are pulled out of the classroom to receive these services.

Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT will receive continued ELL supports through our extended day program. During this one hour period they receive focus instruction from reading and writing specialists who are certified in delivering instruction for ELLs. In addition, they will receive time and a half during state ELA testing for two years after they have received a P in the NYSESLAT. Generally, high performing ELLs in transition are assessed in the beginning of the year and placed in general education classes. ELLs in transition who demonstrate some difficulty in reading or writing are placed in general education CTT classes where they can receive a higher level of support than in general education classes with one teacher.

## 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.

ELL training for all staff occurs at professional development meetings in-house or offered through the office of English Language Learners.

Topics include:

- Writer's Notebook (September)
- 100 Book Challenge: Leveling Students (September & October)
- Incorporating Instructional Materials for Older ELLs or SIFE: Rigor, English, Science, & Social Studies Explorers (November)
- 100 Book Challenge: Advanced Conferencing for ELLs (November)
- Quantitative analysis of student data: NYSESLAT (November & December)
- Using effective vocabulary strategies across the content areas: ExcELL (January)
- Test Prep Strategies: Preparing ELLs for Math and Science testing (February)
- Writer's Notebook: Building Stamina and Style in Non-fiction Writing (Once a month)
- Differentiating Instruction for ELLs: Breaking Down the New ELA Writing Standards (October – November)

## E. Parental Involvement

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

• Parents of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2010-11. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our ELL Learning Team, guidance counselor, assistant principal of instruction, and dean of instruction to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked.

• We formally reach out to parents to join parent workshops through and memos and phone calls. Parents' participation in monthly presentations and ELL Family Dinners/ Student work showcase are planned and designed to give parents a clearer picture of what their

## E. Parental Involvement

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

- Parents of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2010-11. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our ELL Learning Team, guidance counselor, assistant principal of instruction, and dean of instruction to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked.

- We formally reach out to parents to join parent workshops through and memos and phone calls. Parents' participation in monthly presentations and ELL Family Dinners/ Student work showcase are planned and designed to give parents a clearer picture of what their students experience with their teachers.

- Parents are also invited and encouraged to be part of planning committees and to take on leadership responsibilities.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |    |    |    |    |   |    |    |    |       |
|---|---|---|---|---|---|----|----|----|----|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5  | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   | 0  | 7  | 12 | 17 |   |    |    |    | 36    |
| Intermediate(I)   |   |   |   |   |   | 7  | 12 | 23 | 16 |   |    |    |    | 58    |
| Advanced (A)  |   |   |   |   |   | 4  | 23 | 20 | 17 |   |    |    |    | 64    |
| Total   | 0 | 0 | 0 | 0 | 0 | 11 | 42 | 55 | 50 | 0 | 0  | 0  | 0  | 158   |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |    |    |    |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   | 0 | 1  | 5  | 6  |   |    |    |    |
|                            | I                 |   |   |   |   |   | 0 | 5  | 12 | 6  |   |    |    |    |
|                            | A                 |   |   |   |   |   | 3 | 22 | 27 | 18 |   |    |    |    |
|                            | P                 |   |   |   |   |   | 7 | 10 | 4  | 9  |   |    |    |    |
| READING/ WRITING           | B                 |   |   |   |   |   | 0 | 6  | 9  | 13 |   |    |    |    |
|                            | I                 |   |   |   |   |   | 6 | 10 | 20 | 12 |   |    |    |    |
|                            | A                 |   |   |   |   |   | 4 | 19 | 11 | 12 |   |    |    |    |
|                            | P                 |   |   |   |   |   | 0 | 3  | 9  | 2  |   |    |    |    |

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      | 3       | 7       | 0       | 0       | 10    |
| 6                      | 18      | 16      | 0       | 0       | 34    |
| 7                      | 29      | 14      | 4       | 0       | 47    |
| 8                      | 23      | 14      | 0       | 0       | 37    |
| 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                      | 3       | 0  | 8       | 0  | 0       | 0  | 0       | 0  | 11    |
| 6                      | 9       | 5  | 15      | 8  | 2       | 0  | 0       | 0  | 39    |
| 7                      | 10      | 4  | 17      | 19 | 1       | 3  | 0       | 0  | 54    |
| 8                      | 19      | 9  | 13      | 5  | 0       | 1  | 0       | 0  | 47    |
| 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                      | 2       | 0  | 5       | 0  | 1       | 0  | 0       | 0  | 8     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |
| Integrated Algebra          |                            |                 |                             |                 |
| Geometry                    |                            |                 |                             |                 |
| Algebra 2/Trigonometry      |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |
| Earth Science               |                            |                 |                             |                 |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

**Native Language Tests**

|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                  |                  |                  | # of EPs (dual lang only) scoring at each quartile<br>(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**

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

Newly admitted ELLs are initially assessed by the ESL Coordinator who administers a reading assessment using an assessment tool called the IRLA, part of 100 Book challenge which is our selected reading program. Additionally, they are administered a writing baseline in English and/or their native language. ELLs that transitioned from a previous grade in our school or those who come to us from other schools are assessed by their ESL teachers using the same methods and tools. Data for these assessments is stored electronically and collected periodically to track student progress and teacher effectiveness.

Overall NYSESLAT scores show that a third of our ELLs are beginners. 29 ELLs scored Beginner, 36 scored intermediate and 58 scored advanced. Last year, the the beginners were the largest group, this year we have more students at advanced than in previous years. of our 186 ELLs scored advanced, and 42 scored Advanced. Our 6 and 7 grade have ELLs scoring Intermediate and Advanced, generally. However, our 5th grade class tends to be the highest performing based on these scores and in the different modalities.

The test data reveals that even as our most advanced ELLs achieve oral communicative English proficiency across grade 5-8, with most

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

| <b>School Name: <u>Urban Science Academy</u></b>                                  |                      | <b>School DBN: <u>09X325</u></b> |                 |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                      |                                  |                 |
| Name (PRINT)  | Title                | Signature                        | Date (mm/dd/yy) |
| Patrick Kelly   | Principal            |                                  | 11/3/11         |
| Kerin Hoffman   | Assistant Principal  |                                  | 11/3/11         |
| Luis Gratereaux   | Parent Coordinator   |                                  | 11/3/11         |
| Jessica Morales   | ESL Teacher          |                                  | 11/3/11         |
| Bebhi Thomas  | Parent               |                                  | 11/3/11         |
| Jeanette Consoro-Green  | Teacher/Subject Area |                                  | 11/3/11         |
| Jennifer Timm   | Teacher/Subject Area |                                  | 11/3/11         |
| Mandy Ehrlich   | Coach                |                                  | 11/3/11         |
|   | Coach                |                                  |                 |
| David Summerville   | Guidance Counselor   |                                  | 11/3/11         |
| Yuet Chu  | Network Leader       |                                  |                 |
|   | Other                |                                  | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X325      **School Name:** Urban Science Academy

**Cluster:** 1      **Network:** 103

**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.

When students are admitted to our school parents are interviewed and complete a survey that includes the home language and if there is a need for a translator for home calls and/or parent teacher conferences.

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.

Many families do not speak English as a first language, and have requested translation of documents. Spanish translation has been provided at meetings using wireless headsets, and all DOE notifications and letters are to be sent home are available in the translations the DOE provides. Staff members are available for translation to Spanish in parent teacher meetings and other school functions. Translation services during parent workshops are provided by teachers and the parent coordinator in French and Spanish. Where translation services cannot be conducted by our school community, outside vendors will be requested to provide such services.

## 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.

Document translation services are provided by the Department of Education Translation Department and are available for distribution within a week. Teacher notices and workshop announcements are translated either by teachers or the parent coordinator.

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.

Translation equipment is used during parent meetings. As information is presented in English, our parent coordinator will translate simultaneously to Spanish. Translation and interpretation to French is provided by our teachers when necessary. Where interpretation services in a language other than Spanish or French are required, we may contract outside vendors such as interpreters from the Board of Education translation 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>.

Based on the needs expressed in family surveys, families will receive translated copies of the Bill of Parent Rights and Responsibilities. Information in those languages will be posted at the entrance to the Main Office (Room 323), as well as hung in the Parent Coordinator's office and kept on hand with our guidance counselors. The information on display in these rooms will include instructions for obtaining/requesting translation services.

## 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: Urban Science Academy  | DBN: 09X325              |
| Cluster Leader: Corinne Remo-Alsemi  | Network Leader: Yuet Chu |
| This school is (check one):    ✳conceptually consolidated (skip part E below)<br>●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):<br>●Before school      ●After school      ●Saturday academy      ✳Other: <u>5 periods of reduced class size in Reading, 3 push-in classes in Math</u> |
| Total # of ELLs to be served: 16<br>Grades to be served by this program (check all that apply):<br>●K    ●1    ●2    ●3    ●4    ✳5<br>✳6    ✳7    ✳8    ●9    ●10    ●11    ●12  |
| Total # of teachers in this program: 1<br># of certified ESL/Bilingual teachers: 1<br># of content area teachers: 0   |

## 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:

This year we have opened a new full-time ESL section of less than 20 students for our growing population of SIFE and beginner ESL students. The class features a supplemental period of instruction (see attached schedules) in Literacy designed to support newly emergent English Language Learners. This service of five (5) periods is provided for that subgroup of children who are Students with Interrupted Formal Education (SIFE), and who are reading/speaking/writing at the most rudimentary levels of English. Students receive reduced class size literacy instruction, until they have reached reading, communication and number sense levels adequate to their beginner or intermediate ESL peers. On average, the time students spend in this section is 3-4 months. Upon achievement of benchmarks in ELA and Mathematics (where supplemental instruction is provided through the push-in model), students move to the Beginner ESL class, one of which is in place in each of grades 6, 7 and 8.

The SIFE teacher is Ms. Jennifer Timm, and 34.67% of her salary (\$19,998/\$57,678) is dedicated to this supplemental instruction. During this time (indicated as "reading" on the teacher and student schedules) the students learn the English language alphabet, letter sounds, phonemic awareness (Pre-K, K and 1<sup>st</sup> grade level instruction) and oral communication skills necessary to progress in the regular class. Ms. Timm is the only teacher in our school providing this level of focused instruction for our newly arrived students who are receiving their first introduction to English.

The additional mandated elements in the students' instructional schedule (ELA, Humanities, where she provides mandated ESL services, as well as Math, Science, Gym, Art) are provided with other school funding sources.

## 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:

Twice a month, Ms. Timm receives 1:1 or small group professional development from Laura Willner from American Reading Company. Ms. Willner coaches on how to address individual student needs, from letter sounds to sight words to oral book summaries. Ms. Timm is the only teacher in our middle

### Part C: Professional Development

school required to provide instruction for students in need of phonemic awareness and vocabulary building, it is imperative that very tailored and specific professional development is provided around this critical need. Additional teachers are provided with training in Structured Instruction Observation Protocol (SIOP) delivered in several session during the course of the year. These training are delivered by specialists in Network 103 (1/30/2012, 2/16/2012, 3/27/2012), and follow up observations sessions are held at the school within a week of the professional development sessions. The school has also been selected to participate in the New York State Initiative on Emergent Bilinguals (NYSIEB) administered through the City University of New York. As part of a select number of schools from across downstate, the Principal has participated in two all day sessions with leading staff at CUNY's Research Institute Institute for the Study of Language in Urban Society. Later sessions will involve additional teachers and administrators, as well as needs assessment visits to our school from CUNY personnel (1/12/2012, 2/10/2012, 3/16/2012, school visitation 3/19/2012, two additional spring dates to be set by CUNY). This proces will result in evaluation and improvement in our service to our ELLs. This program will extend into the 2012-13 academic year with implementation and continuous evaluation, though these dates and their frequency have not been organized by CUNY and participating schools.

### 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:

In order to celebrate and therefore support student achievement parent and guardians attend an evening event where each student participates in academic presentations of their work. Student work will include video presentations (short films, e.g. news reports) as well as more traditional written reports, plays and art (5/24/2012). Title III funds are used to advertise this celebration and to provide materials and food and drink to attract families to this early evening event. Parents and guardians are further engaged through Spring adult ESL classes held on Saturday mornings (3/3/2012 through 5/19/2012, from 9:30 am - 12:30 pm), presented at school by a certified ESL teacher. Notification of these events takes place through flyers, phone call invitations, the school's monthly calendar and newsletter, and at monthly Parent Association meetings and workshops. Translation is provided by the school's Parent Coordinator, who provides simultaneous translation through a shortwave microphone-to-headphone system.

### Part E: Budget

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

Allocation Amount: \$0

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