



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** SCHOOL FOR THE URBAN ENVIRONMENT

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 14K330

**PRINCIPAL:** KOURTNEY BOYD      **EMAIL:** KBOYD@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **ALICJA WINNICKI**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Kourtney Boyd	*Principal or Designee	
Paul Berizzi	*UFT Chapter Leader or Designee	
Aida Dones	*PA/PTA President or Designated Co-President	
Sandra Dacres	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	
T. Irvin	Member/Parent	
Christine Longo	Member/Teacher	
Rosalyn Perez	Member/Teacher	
Tameika Carlise	Member/DC37	
Jacqueline Robinson	Member/Social Worker	
Jenny Rosas	Member/Parent	
Jacqueline Frias	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2012 SED ELA average student proficiency level 2.37/SED math average student proficiency level 2.30, 2012 LES teacher responses: 43% disagree my school has clear measures of progress for student achievement throughout the year; teachers in my school use student achievement data to improve instructional decisions.

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Improve teacher practice and effectiveness of observation by implementing two-week observation and feedback cycles focusing on Danielson Framework for Teaching Competencies 1e, 3b and 3d.**

### 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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

### Action Plan:

- **Teachers will conduct self-assessment using ARIS Learn Danielson Framework for Teaching self-assessment**
- **Administration will establish and follow a schedule for snapshot observations and feedback sessions of teacher teams twice over a cycle of two weeks**
- **Teachers will participate in professional development tailored to improve their pedagogy**
- **Teachers will be grouped by self-assessment ratings and levels of self efficacy as Professional Improvement Partners (PIPs)**
- **Teachers will join administration for informal snapshot observations**
- **A variety of professional development resources will be made available to teachers as a component of the feedback from observation**

### Evidence:

- **Whole-school and individual professional development improvement plans with measureable steps towards improvement at incremental levels according to the Danielson Framework for Teaching rubric as evidenced by teacher advancement to higher Danielson rating**
- **Improved teacher response of "Agree" on LES sighting administration "conducts frequent observations, conveys high expectations for meeting instructional goals and provides clear, actionable feedback."**

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus Funds

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**TLFSF; ARRA TRR CITYWIDE INST EXP; FOCUS FUNDING; ARRA TRRR DATA SPECIALIST;C4E;TLPARENT COORDINATOR;TITLE I SWP; TITLE III LEP; TLNYSTL HARDWARE ,LIBRARY AND TEXTBOOK- STAFFING TO MEET IDENTIFIED STUDENT ACADEMIC WEAKNESSES, TO PROVIDE A SAFE LEARNING ENVIRONMENT IN ASSOCIATION WITH OUTSIDE AGENCIES, BRINGING TECHNOLOGIES AND TRAINING INTO THE CLASSROOM TO IMPROVE INSTRUCTION.**

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2012 SED ELA average student proficiency level 2.37/SED Math average student proficiency level 2.30, 2012 LES teacher response: 43% disagree my school has clear measures of progress for student achievement throughout the year; teachers in my school use student achievement data to improve instructional decisions.

### Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Improve the use of data and action planning to effectively raise student progress on 2013 SED ELA and Math exams as measured by a year's increase in scale score for students who previously scored Level 1.**

### 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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

### Action Plan:

- **Teachers and administrators will disaggregate SED ELA and Math data by sub-accountability groupings**
- **Academic intervention pullout classes will be scheduled within the day for those students identified**
- **Professional development for ELA and Math**
- **Purchase online academic support program aligned to CCLS and state content standards**
- **Content specific common planning for department teams to look at student data and make plans for student support**
- **Co-teaching schedule to support students with disabilities and differentiated instruction**
- **Daily pullout schedule to support students with disabilities**

### Evidence:

- **Samples of teacher made tasks and rubrics aligned to CCLS**
- **Samples of student work**
- **Administration of diagnostic and predictive tests form Acuity to determine student progress**
- **Administration of Castle Learning to determine student progress**

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2012 LES teacher response of 57% disagree that school helps students to develop challenging learning goals.

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Build a culture of college and career readiness by exposing to students to advanced level high school courses and on-campus college-life experiences.**

#### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

#### **Action Plan:**

- **Teachers will analyze student data and identify students that are ready for above grade level math challenges**
- **Collaboration with the campus high school; selected students will be placed in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade math classes according to readiness**
- **Teachers will adopt and refine literacy and math units of study aligned to the CCLS**
- **Teachers will develop collaborative lessons using Common Core Library bundles**
- **Teachers will use student data to create differentiated lessons**
- **Teachers will meet weekly to examine student data and refine curriculum that results in increase in student performance**
- **Partnership with Ithaca College (online Mentoring, visit by Ithaca students to school campus in fall, spring and fall visits to Ithaca College)**

#### **Evidence:**

- **Samples of teacher made tasks and rubrics aligned to CCLS**
- **Samples of student work**
- **Administration of diagnostic and predictive tests from acuity to determine student progress**
- **Administration of Castle Learning to determine student progress**

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

In 2011-2011 SVTI score of 3.89.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X  5.2 Systems and partnerships

X  5.4 Safety

5.3 Vision for social and emotional developmental health

X  5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Increase mechanisms for addressing students' social and emotional health through structured partnerships, mental health counseling and extracurricular activities.**

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Action Plan:**

- **Partnership with Children of Promise NYC to provide on-site group and individual counseling**
- **Partnership with Ithaca College to provide e-mentoring to 8<sup>th</sup> grade students**
- **Use of Daily Class Evaluation Rubric as an indicator for teachers and students to set goals re: behavioral challenges that effect academic success**
- **Implement Incident Reduction Plan with support of PRIM and BRIM**
- **Partnership with Good Shepard Services providing wrap-around services to students which include academic support, extracurricular activities and counseling**
- **Teachers will participate in professional development focused on adolescent social/emotional support**

**Evidence:**

- **Monthly progress monitoring of programs**
- **Weekly check-in with COPNYC during CPT to discuss student needs, challenges and success**

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	CCLS tasks, diagnostic and predictive tests, Rally Learning, Castle Learning, Acuity Exams	Small group, one-to-one tutoring, whole classroom, push-in and pull-out services	During school day, after school,
Mathematics	CCLS tasks, diagnostic and predictive tests, Rally Learning, Castle Learning, Acuity Exams	Small group, one-to-one tutoring, whole classroom, push-in and pull-out services	During school day, after school
Science	CCLS tasks, diagnostic and predictive tests, Rally Learning, Castle Learning, Acuity Exams	Small group, one-to-one tutoring, whole classroom, push-in and pull-out services	During school day, after school
Social Studies	CCLS tasks, diagnostic and predictive tests, Rally Learning, Castle Learning, Acuity Exams	Small group, one-to-one tutoring, whole classroom, push-in and pull-out services	During school day, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Evaluations, counseling, academic placement	Small group, one-to-one	During school day

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**Our staff is 100% Highly Qualified. As vacancies occur our hiring committee only interviews prospective faculty that are highly qualified. High quality, on-going professional development is offered from our Network, the Principal and outside agencies.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Varleton McDonald</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>330</b>
School Name <b>School for The Urban Environment</b>			

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

Principal <b>Kourtney Boyd</b>	Assistant Principal <b>Terry Swords</b>
Coach <b>N/A</b>	Coach <b>type here</b>
ESL Teacher <b>MS.Loew</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area	Parent <b>Debra Watson</b>
Teacher/Subject Area	Parent Coordinator <b>Sandra Dacres</b>
Related Service Provider <b>Jacqueline Robinson</b>	Other <b>N/A</b>
Network Leader <b>Varleton Mc Donald</b>	Other <b>N/A</b>

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

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

Number of certified ESL teachers	<b>1</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>10</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>117</b>	Total Number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>3.42%</b>
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## Part II: ELL Identification Process

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

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

When students first register at UE/330 the parents are given the HLIS survey form which is administered by the ESL Teacher. The teacher conducts an informal interview with the parent and child in either English or the native language. If the student is deemed to be an eligible ELL, then the LAB-R (and if applicable the Spanish-LAB) is administered within 10 days of enrollment. Towards the end of the school year students are given the New York State English as a Second Language Achievement Test. The proficiency level that students acquire based on the exam is used for placement and differentiation for the following school year.

At the beginning of the school UE/330 holds a parent orientation for parents of ELLs. This is conducted by the Bilingual Coordinator. The parents view the Parent Information Video that is made by the Chancellor. The Bilingual Coordinator then explains the program choices on-site and their options for each grade. They then fill out the Parent Choice form based on the information presented to them and the students are appropriately placed. Parents who do not attend the orientation are contacted to come in and discuss their child's program options.

Parents at UE/330 are frequently informed of their child's standing and placement in UE/330 in terms of being an ELL. Entitlement Letters, Parent Survey and Program Selection forms are distributed in person or through mail. Parents are frequently contacted and reminded to complete the forms in a timely fashion and are given opportunities to ask questions regarding the forms. If a parent does not complete the Parent Choice Form, then the default program is Transitional Bilingual Education. Parents have an opportunity to speak to the ESL Teacher or Parent Coordinator in their Native Language. Students are placed into bilingual, dual language or ESL instructional programs based up parent choice. Following the initial meeting and orientation, frequent communication with parents is continued throughout the school year in their native language. During parent-teacher conferences parents are encouraged to speak with their ESL Teachers and Bilingual Coordinator.

The trends in the past few years based on survey data seem to indicate a preference for student placement in a Free-Standing ESL program. If a parent does not indicate their choice of program, Transitional Bilingual Education is the default choice. Parent Choice form trends are used to guide decisions in school organization for ELLs.

## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	1			2		2	1		1		4
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>		<b>4</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	3						4
Chinese														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</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 L	EP																		
Spanish													1		3				4	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>											

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

a.) For the freestanding ESL program there is mainly a push-in (co-teaching/small group instruction) model with the exception of some small-group pull-out classes.

b.) In the freestanding ESL program students are taught with students in their same grade level but with heterogeneous proficiency levels.

2. UE/330 is organized in a way that the mandated number of instructional minutes for ELLs is provided according to proficiency levels in each program model. There is a certified bilingual teacher servicing our student.

a.) As required by CR Part 154, all Beginning students in the Freestanding ESL program across all grades receive 90 minutes daily of English Language Arts. All Intermediate Students in Freestanding ESL program across all grades receive 90 minutes daily of English Language Arts. All Advanced students in Freestanding ESL programs across all grades receive 45 minutes daily of English Language Arts.

3. In freestanding ESL program the focus is on instruction in the English language, but Native Language support is given through an English/Spanish bilingual ESL teacher and literacy materials in the students' native languages. In our program the teacher uses differentiated small group instruction targeting the specific needs of our student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. Teachers use Acuity and formative assessment results to plan to instruction based on the student needs. Teachers in monolingual classes with an ELL co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom.

4. How do you differentiate instruction for ELL subgroups?

a.) SIFE students will be serviced through an after-school/Saturday program with NLA support and math taught by the bilingual coordinator/AIS specialist. Parents will also be included in the program to give strategies to help the SIFE students at home.

b.) Newcomer ELLs to the school (0-3 years of service) will be given much attention based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students will be taught language through the content areas. All the teachers of ELLs will base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) will receive ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. [and from the Early Childhood Classroom Reduction teacher] ELLs placed in monolingual classes will receive small group ESL instruction from the ESL teacher in a Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes

## A. Programming and Scheduling Information

per week for Advanced students. Instruction will be differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years will be guided toward acquisition of academic language. Therefore the teachers of ELLs at the school will focus their teaching of these students on academic content vocabulary, themes and skills. The push-in ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) There are currently no long term ELLs at UE/330, but students currently with six years of service are given extra support through AIS, ESL/NLA after school program, and/or the 37.5 extended day program.

e.) ELLs with special needs will be taught by their classroom teachers as well ESL teachers. These students are taught with both Special Education and ESL instructional strategies and methodologies. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA, Math and ESL. Students who are x-coded are serviced by an ESL teacher but are given further support.

5. We provide AIS in English for students scoring in the bottom third in ELA and Math. Students with special needs are supported through this program.

6. ELLs that have met proficiency are still served by the school for 2 years. These former ELLs receive ELL testing accommodations on the NYS exams, are supported by the AIS teacher.

7. Some new programs and improvements will be started this year at UE/330. The freestanding ESL program this year is more collaborative by using mainly a push-in model so that the classroom and ESL teacher can articulate and co-plan to best serve the needs of the ELLs.

### Courses Taught in Languages Other than English ⓘ

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

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

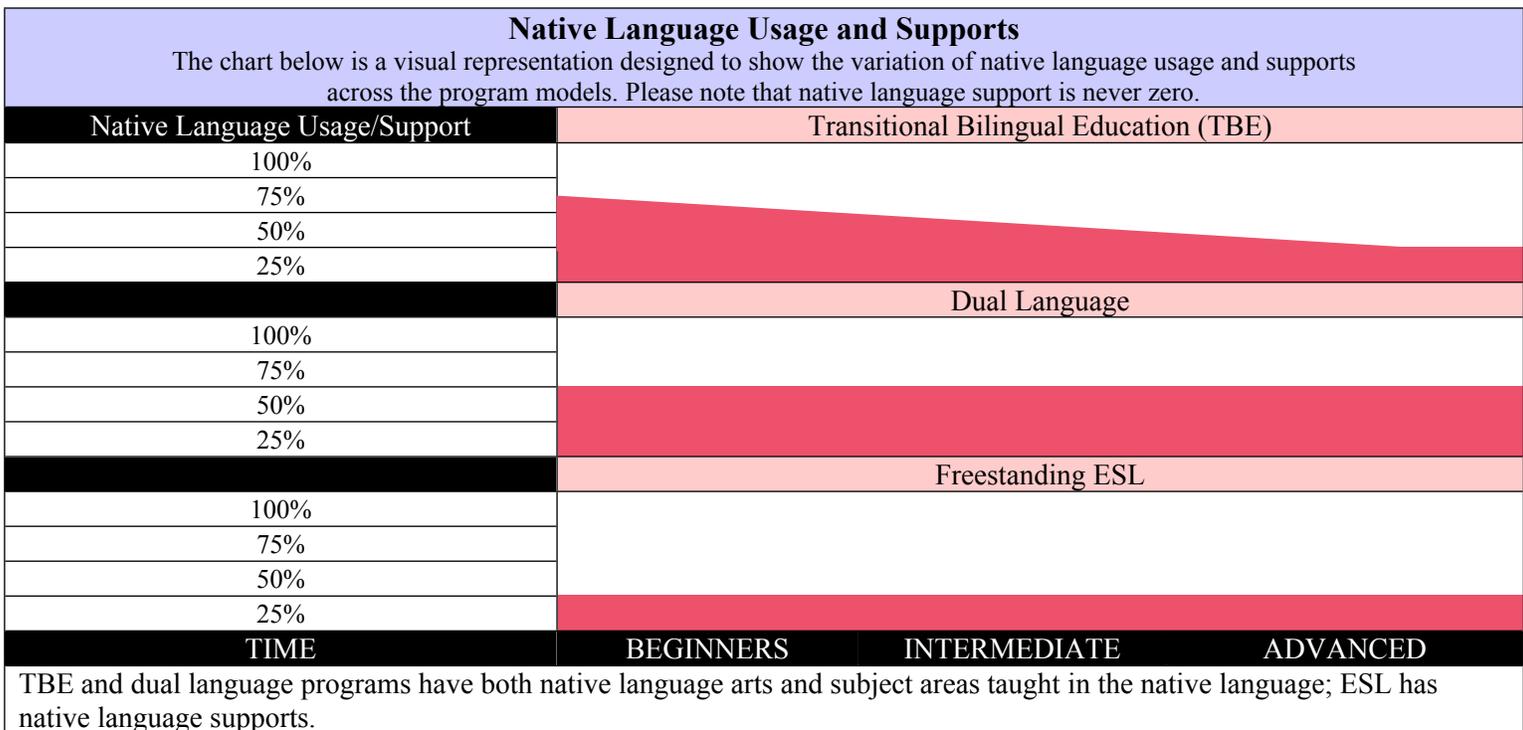
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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



**B. Programming and Scheduling Information--Continued**

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

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8. ELLs have equal access to all school programs at UE/330. All ELLs participate in our extracurricular activities. All ELLs participate in the 37.5 extended day program.
9. ELLs have access to a wide range of instructional materials. Classrooms are equipped with smartboards, computers and listening stations. The ELA is taught in grades 6-8 using readers and writers workshops. Mathematics is taught using Saxon Math and Connected Math Program. Instructional materials in science include the Scott Foresman and Pearson Inquiry science program
10. In freestanding ESL students are encouraged to use their native language when it helps them produce or interpret English in classroom activities. Books, websites, and resources are provided in the students' native language.
11. Required services support ELLs at their age and grade level. All instruction for ELLs however is age and grade-level appropriate.
12. To assist with newly enrolled ELL students before the beginning of the school year, we hold parent-student school orientation meetings whenever we have students registering prior to the end of August.
13. Ells are places with are placed with one of our subject teachers who is fluent in spanish durring AIS. Ells attend AIS from Monday - Friday where they are given personalized instruction and Rosetta Stone.
14. Ells are given Instruction based on how much of english language they have learned. Students are given assesment after each unit if students score close

### 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.

Pa

1. Through the school's partnership with the CFN Empowerment Support Organization the following professional learning activities will take place in the 2009-10 school year:

August 2010-December 2011

Planning and Implementing an Effective Dual Language Program

January-May 2011

Developing Thematic Curriculum Units for the Dual Language Classroom

November – December 2010

Using Data to Differentiate Instruction for ELLs

January-March 2011

Creating a Language Rich Classroom for ELLs

April-May 2011

Test Sophistication Strategies for the NYSESLAT

Part of our Title III funding will be utilized to pay for Per Diem substitutes for five (5) teachers to attend two (2) DOE professional Development workshops on Dual Language Instruction. We will also utilize Title III funding to pay for per session for teacher to do thematic curriculum planning after-school for a total of 10 – two hour sessions beginning January -May 2011.

2. As students transition to high school, we make our social worker available to help ELLs make a smooth transition.

3. New teachers receive 7.5 hours (10 hours for special education teachers) from workshops given by the ESL teacher. The workshops include instruction on language acquisition theory, strategies and methodology for teaching ELLs, and NYSESLAT preparation strategies.

## E. Parental Involvement

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

1. The principal of the school maintains an Open-Door policy with all parents and is accessible to parents of ELLs. The principal ensures that parents understand program placement policies by providing individual conferences and program tours as needed to help parents understand the structure of the TBE, Dual Language and ESL programs. Parents of our ELL student population are provided with program information through their native language (Spanish) via parent workshops, parent brochures, parent choice letters, telephone communication with our bilingual parent coordinator, PA monthly meetings, and special program orientations sessions at the beginning of the year using Chancellor's Klein orientation video in Spanish and English. After parents receive the orientation, they are given a parent program selection form to choose the program they want for their child. Parents who have not attended an orientation or filled out the selection form are called by the parent coordinator to ensure that they receive the orientation and choice. Students are placed into their appropriate classes within 10 days. Parent communication is ensured at the school

# Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
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				
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 (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									

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

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

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

1. We use Fountas and Pinnell. This data shows us the benchmark levels for these students as well as their progress in literacy. It helps teachers differentiate instruction based on the students’ individual needs. This information helps inform the school’s instructional plan by grouping students based on needs and informing the teachers’ classroom planning and groupings.

Implications for Instruction

1. Classroom teachers may provide Tier 1 intervention to the ELL. ESL teachers will provide additional support to the ELL students in monolingual classes. The Intervention teacher will provide additional support to the “at risk” third grade students. The IEP teacher will support the students in the self-contained classroom. As students move to the upper grades they generally become stronger in reading and writing modalities, and that allows them to increase their overall proficiency. With the exception of newcomers, students are generally stronger in listening and speaking than reading and writing.

2. Upon analyzing the scores and proficiency levels of the NYSESLAT and LAB-R the following was noted:

Students scored one level higher level in Listening and Speaking than in Reading and Writing. This discrepancy prevented the students’ movement from one level to the next.

IE: If the student score at the proficient level in Listening and Speaking but score at the Advance Level in Reading and Writing the student remained at the advance Level.

3. Based upon the patterns across the NYSESLAT modalities teachers will focus more time on preparing students for the reading/writing sections than the listening/speaking sections. Students will be given instruction in the types of tasks that are asked for by the NYSESLAT reading and writing exams including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and looking for mistakes in writing (editing).

4. a.) School leadership and teachers access the data from the ELL periodic assessments to plan for instruction both short and long-term. Teachers use the Pearson Inform website to find students areas of strengths and weaknesses and target them accordingly. Teachers and leadership can see students’ performance based upon performance indicators of the ESL standards and create activities and units to

bolster students' skills in those areas.

b.) The school is learning the students need extra help in high order type questions that involve analysis and evaluation. The students tend to be stronger in areas such as information and understanding.

5. At UE/330, we evaluate the success of our programs by tracking the progress of our ELL population using the NYSESLAT results for different ELL groups such as beginners, intermediate and advanced. We also track English language proficiency levels by monitoring the performance of the various categories of ELLs such as Long Term ELLs, Former ELLs, SIFE students and newly arrived with formal schooling. We use a variety of assessment instruments such as Acuity Interim ELA assessments, running records, reading program unit tests, writing samples, reading and writing conferences. It is expected that all ELLs make at least one year's progress in the NYSELA exam and NYSESLAT.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>School for The Urban Environme</u>		School DBN: <u>14K330</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kourtney Boyd	Principal		11/22/11
Terry Swords	Assistant Principal		11/22/11
Sandra Dacres	Parent Coordinator		11/22/11
MS. Loev	ESL Teacher		1/22/01
Debra Watson	Parent		11/22/11
	Teacher/Subject Area		11/22/11
	Teacher/Subject Area		11/22/11

**School Name: School for The Urban Environme**

**School DBN: 14K330**

**Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Varleton McDonald	Network Leader		11/22/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 14K330      **School Name:** School for the Urban Environment

**Cluster:** 4      **Network:** 407

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

**Part A: Needs Assessment Findings**

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

Our school utilizes the home language information survey. We also assess based on the demographic profiles of the school and the NCLB sub-group data. When a parent visits our school we immediately assess whether or not translation services are required.

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

The home language is Spanish for all students and parents. These findings are communicated on a regular basis to teachers through professional development sessions and building council meetings.

## Part B: Strategies and Activities

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

All translation services are provided in house. Relevant school based documentation is translated such as reports cards, permission slips, and letters. Oral communications in Spanish include but are not limited to school messenger, Spanish PTA meeting, one on one translation.

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

Oral interpretation services are available at all times and are provided by school staff and DOE personnel working in our co-located building.

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>.

All parental notifications that come from UE are translated into Spanish, the home language. Our school has various staff members that speak Spanish and are made available to best accommodate the communication needs of parents.