



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K527

PRINCIPAL: KIRI SOARES/KELLY DEMONACO

EMAIL: KSOARES@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kiri Soares	*Co-Principal	
Pamela Black	*UFT Chapter Leader or Designee	
Reginald Davis	*PA/PTA President or Designated Co-President	
Mara Tucker	DC 37 Representative, if applicable	
Olivia Liverman Tess Lee Thomas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Chris Maestro	CBO Representative, if applicable	
Christine Haire	Member/	
Susan Johnson	Member/	
Donna Belgrave	Member/	
Kelly DeMonaco	Co-Principal	
Nicia Fullwood	Assistant Principal	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Build student self-reliance and perseverance by developing the quality and increasing the quantity of student independent work time.

Comprehensive needs assessment

To be college ready students must break away from their dependence on using teachers as the sole resource of information and knowledge. In order to break away from teacher-dependent behaviors, teachers will provide students with significant chunks of time in which students will work on rigorous, common core aligned tasks and assessments. Teachers will also develop classroom environments and resources to enrich and support student learning at all levels.

Instructional strategies/activities

Classrooms Visits and Teacher Conferencing

- By the end of September, all Benchmark Observations for Independent Work Time and the Classroom Environments will be complete to ensure that students have access to multiple to multiple resources to fulfill Independent Work Time responsibilities.
- Using the benchmark data, all teachers will have individual teacher conferences scheduled according to demonstrated need. Teachers with low growth or coming up for tenure will meet at least twice a month with administrators and coaches. All other teachers will meet at least once a month. Conferences will align teacher strengths/ needs/goals to rubric outcomes (rubric outcomes align to Danielson). Goals will be action oriented, measurable, and connected to expected completion times. Task development and Unit Arc overviews will also be looked at during this time.
- Administration and instructional coaches will provide teaching staff with individualized professional development opportunities to support rigor in independent work-time and to ensure an alignment with City and State curricular expectations.
- No less than two classroom visits per month per classroom teacher by administration and instructional coaches. The learning cultures research-based rubrics will be used to assess independent work time and allow for direct, targeted feedback around student tasks within the week of the visit.
- Monthly administrative and coach meetings will occur to norm teacher-feedback and determine trends in classroom practice around instructional practice.

Professional Development

- Professional Development will be structured based on individual teacher need and on school-wide trends. Establishing a culture in the classroom that promotes and values independent learning and autonomy, and aligning instructional tasks with CCSS are predicted early professional development workshops. A committee of coaches, administrators, and teachers will form to plan, schedule, and execute weekly PD opportunities for staff in response to request and need.
- Teachers demonstrating competency on rubrics will elect into PD opportunities and/or be asked to host classroom visits by their peers and to share instructional Unit Arcs and tasks.
- Teachers demonstrating need for improvement on the rubrics will be assigned into PD opportunities.
- Teachers meet in Subject and Grade teams to collaboratively work to develop resources and structure work time instructional tasks for appropriate levels of rigor and efficacy in addressing the NYS CCSS.

Progress Monitoring

- In September, February, and June we will administer the Degrees of Reading Power to measure student growth in reading.
- Over the course of the year, there will be 6 curriculum-based measures to gauge student progress in math, reading, and writing. These CBMs will be used to measure student response to interventions and efficacy of independent work time and classroom resources. Progress will be measured for the whole middle school and the lowest third cohort in the high school.

- In each of the 6 marking periods, course pass rates will be tracked and used to identify needs and trends for PD and teacher support.
- In November, January, March, and June, high school teachers in regents-based courses will administer regents-modelled exams on a special schedule to monitor progress towards Regents Passing.

Timeline

- 90% of teachers will demonstrate improvement on the Independent Work Time, Classroom Environment, and Social Norms rubrics relative to their individual September benchmark.
- 80% of teachers will achieve holistic ratings of 3 or better on Independent Work Time, Classroom Environment, and Social Norms rubrics by the end of the Fall term.
- February Degrees of Reading Power (DRP) data will show an average increase of 4 points for general education students and 2 points for students in the schools' identified lowest third cohort.
- June Degrees of Reading Power (DRP) data will show an average increase of 3 points for general education students and 2 points for students in the schools' identified lowest third cohort.
- At least 80% of middle school students and 60% of the high school lowest third will show progress in response to interventions in the October, December, January, March, and May administrations of our Curriculum Based Measures.
- All core courses will have an average pass rate of 80% in January and June.
- At least 80% of students in the lowest third will pass each class in January and June.
- By September, standards checklists will reflect that all learning targets in math and English will align to the NY State Common Core Standards
- By November, all academic subjects will use Common Core standards of Reading Informational Text and/or Mathematical Modeling in their subject classes in addition to the existing NYS standards.

Strategies to increase parental involvement

Invite parents to a Curriculum Night to demonstrate student Independent Work Time. School's per session will pay teacher's to run classes for parents and prepare materials/websites for parents' access.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Class Size will remain about 20-22 students a class to allow for more productive independent work time.
- A shared instructional coach who will be at the school three times a week
- More targeted use of our Network Instructional coaches – one for GenEd and one for SpEd.
- Per Session for after school PD

- Hiring additional Special Ed teachers to provide grade support in ICT for each grade team.

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

Improve individual student achievement through regularly scheduled individual student learning conferences with academic teachers and Advisors.

Comprehensive needs assessment

To support students in their development of goals and plans for achieving those goals in each class, each teacher is expected to regularly conference with students. These conferences are standards-driven, have completion dates and focus on student work. Conferences will be regularly scheduled in both academic classes and in Advisory.

Instructional strategies/activities

Classroom Observation Rubrics and Mandates

- At least 2 classroom visits per week paired with at least 1 conference per month for all teachers and 2 for teachers demonstrating need for improvement on the Learning Conference Rubric, administration will ensure that this is happening through “counts” in classrooms.
- At scheduled conferences with administrators and instructional coaches teachers will present conferencing folders and will receive feedback on conferences from administrators using research-based student conferencing rubric.
- At the end of each marking period, administrators will collect conference binders.

Professional Development

- School leaders will look for trends and meet weekly with the professional development committee to create professional development opportunities for teachers – these can range from specific workshops to peer visitation to exemplar teachers.
- Teachers meet in Grade and Subject teams to assess the goals that students are generating and look for trends in meeting the needs of all students.
- Teachers meet weekly in Grade team to develop age-appropriate conferencing techniques and structures to support students in developing and tracking progress towards target CCSS mastery.

Timeline

- In each marking period (6 in total) students in the lowest third will receive at least 2 conferences and all students will receive at least 1 conference in each of their academic classes.
- Advisors will conference with each student at least once a week, yielding a minimum of 5 conferences per marking period per student.
- By September, all teachers will have conference calendars posted for students. Calendars will be posted at the beginning of each marking period.
- By September, all teachers will have conference records in binders that are accessible to teachers, administrators and students. These binders will track the date and number of conferences each student has had in the marking period.
- By October, 70% of teachers will have met their conference tally expectations (at least 2 for the lowest third and at least 1 conference for everyone).
- By November, 80% of teachers will have a holistic rating of 2 or better on the Learning Conference Rubric.
- By January, 80% of teachers will have a holistic rating of 3 or better on the Learning Conference Rubric.

- In November, January, and June at least 80% of parents will participate with their child during her Student Led Conference where she will review her strengths/needs/goals relative to each subject’s common core aligned learning targets.
- By November 65% of students, through the support of conferencing, will be able to articulate their individual learning goals and show evidence of progress towards those goals. By January, this number will grow to 75% and in June, it will reach at least %80.
- By November, 65% of all student conferences and 90% of student conferences in the lowest third will incorporate DRP and CBM data in student goals. By

January, these numbers will increase to 75% and 95%, respective. By June, it will increase to 100% for all student conferences.

- By January, 75% percent of students will have achieved DRP/CBM related goals. By June, 85% of students will have achieved DRP/CBM related goals.
- All core courses will have an average pass rate of 80% in January and June.
- At least 67% of high school students in the lowest third will satisfy respective Regents Exam requirements relative to their grade level by June

Strategies to increase parental involvement

Invite parents to Student-Led Conferences three times a year to listen to their daughter's articulate their own strengths, needs, and goals. Teachers will be paid per session to participate in these conferences if they need to be scheduled outside of the regular work day.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Alignment of resources

- Small class size will ensure that teachers can conference with the maximum number of students.
- Instructional coach has been added to support staff needs in conferencing.
- Common preps programmed into the master schedule, professional periods, use of contractual monthly meeting time, use of extended day time

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

Improve communication and effective engagement of families in their daughter's learning progress.

Comprehensive needs assessment

In coordination with our classroom focus on Independent Work and Conferencing, we aim to build parent capacity to more effectively engage with their daughters in monitoring their academic progress and performance. Parent engagement in the learning of their child is critical in our work to develop our students into college ready graduates. Through a combination of improved communication, and parental training in understanding school curricula and having academic conversations at home, we aim to not only improve parent involvement in student learning but also parent satisfaction.

Instructional strategies/activities

Outreach and Communications Home

- 6th & 9th grade teachers, parent coordinator, principals, social workers, and partner staff will work in teams to visit all in-coming student homes over the summer to provide individualized orientations and welcome families to the school.
- Advertise open house night to orient families to Learning Cultures Curricula, particularly the structures of Unison Reading, Independent Work Time, and Conferencing
- Parent Coordinator will coordinate monthly updates and newsletters and post online through monthly newsletters, weekly website visits, and school messenger notifications.
- Teachers will update grades and class pages weekly
- Parent participation in Student-Led Conferences three times a year.

Surveys

We will track parent satisfaction and participation in child learning process. Via surveys administered at each SLC Round, data will be gathered to measure parent understanding of student learning objectives, frequency of parent-student interactions at home (around school goals) and parent satisfaction.

Professional Development

- Optional Weekly PD for teachers who need support and assistance in maintaining webpages and online grades in JumpRope.
- Weekly PD workshops available in Conferencing support and Student Led Conferencing
- Professional Development committee will schedule PD opportunities within the school (intervisitation to observe SLCs, or Advisor Conferences)

Scheduling & Programming

- Use Professional Periods as Common Planning Time for Individual or Small group PD
- Schedule two contractual 40min after school meetings for PD
- Daily Advisory session (25 min) with a class size <10

Timeline

- At least 60% of new students will receive in-person orientations and welcome by teachers and staff at their homes – Summer 2012
- 25% increase of families from last year will participate in October 2013 curriculum night
- Newsletters posted monthly on website and emailed to families
- Class Pages and Online grades Updated Weekly

- Weekly school messengers reminding families to check emails and website
- Student-Led Conferences held in November, January, and March.
- All students have a minimum 1 weekly 10-15min individual conference with their advisor to set goals around work habits and progress towards proficiency in academic learning targets.

Strategies to increase parental involvement

- Invite parents to a Curriculum Night to demonstrate student Independent Work Time. School's per session will pay teacher's to run classes for parents and prepare materials/websites for parents' access.
- Invite parents to Student-Led Conferences three times a year to listen to their daughter's articulate their own strengths, needs, and goals. Teachers will be paid per session to participate in these conferences if they need to be scheduled outside of the regular work day.
- Hire technology support to update school's website and "messenger" (calls home through DOE system)

Budget and resources 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.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Alignment of Resources

- Parent Coordinator Salary
- Per Session for Curriculum Night, Home Visits, PD Committee
- FSF for website and online communications
- FSF for paper and postage for paper communications

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

Increase the number of students who are college ready and thus prepared to be more successful in college-level courses and beyond.

Comprehensive needs assessment

This year, our founding class will graduate from high school. Now that we have a complete school, it's critical to develop a comprehensive sequence of experiences that develop both the academic and the soft skill set needed to promote successful college completion. This year our goal is sharpen this array of experiences such that the number of young women who are college ready increases.

Instructional strategies/activities

Professional Development and Teacher Feedback/Observation

- Professional development committee will meet weekly to provide opportunities to improve the quality of learning conferences, independent work time, common core aligned tasks and guiding students to goal completion.
- Instructional coaches and administrators will provide frequent visits both evaluative and instructional to support teachers in the improvement of conference, work time, and tasks quality and rigor.

Scheduling and Programming

- Students programs will be structured to accommodate integrating NYU Poly courses into the school day
- Senior Advisors will have weekly meeting with the college advisor to set weekly goals for advisory conferences and progress monitoring for academic grades and college application.

Partnership Opportunities

- In partnership with NYU Polytechnic University all of our seniors and 2/3 of our juniors will participate in at least 1 college level math and/or science course, taught by NYU PolyTech professors and held at the NYU Poly campus.
- In partnership with City Tech's College Now program, at least 33% of both junior and senior classes will participate in after school and Saturday college credit bearing courses, held at the City Tech and taught by City Tech professors.
- In partnership with our fully integrated partners Carrera and Girls Inc, we will plan a series of parent workshops and student trips to engage families in the college planning process. Trips will include local and state university (both CUNY and SUNY), small private schools, and historically black colleges. Parent workshops will occur at least three times each term to engage parents in the college application process, financial aid, and college readiness (both academic and social emotional needs).

College Advising and College Readiness Scope and Sequence

- Senior advisors will conference weekly with individual seniors to articulate strengths/ needs/goals with respect to both progress towards graduation and progress towards complete of post-secondary plans (college applications, career and technical program application, and/or transitional opportunities).
- Our college advisor will meet weekly with senior advisors to provide professional development and direction for their weekly conferences with advisees
- Our college advisor will work with partner staff at NYU Poly, City Tech, Carrera, and Girls Inc to coordinate the college readiness and experience components.

Timeline

- From September to June, the number of juniors and seniors reading at a college level will increase from 15% to 25% of the graduating cohort on the

Degrees of Reading Power assessment.

- Students will show at least a 20% increase in performance on the PSAT/SATs from 10th to 12th grade.
- All graduating seniors and current juniors will have sat for and taken the regent exam in Physics and Algebra 2/Trig by June.
- All sophomores will take and sit for Chemistry and Geometry Regents courses/exams by June.
- 80% of seniors in the lowest third will graduate by August, and 80% of all seniors will have graduated by the end of summer school in August.
- At least 80% of our seniors will be admitted to and have confirmed plans to attend a 2 or 4 year college or university of their choice. At most, 20% of our graduating seniors will enroll in career and technical programs (or in post-secondary transitional programs)

Strategies to increase parental involvement

Hold parent workshops on the college application process and financial aide. Per session will pay teachers and staff to participate in such workshops.

Budget and resources 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 I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here: Teagle Foundation grant.

Service and program coordination

Alignment of Resources

- College Advisor Salary
- FSF Funds for buses to college trips
- Per Session for College Advising sessions with Parents after school
- Teagle Foundation funds to sustain programs at NYU Polytechnic University
- Per Session for After School Tutoring and prep for SAT/PSAT

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	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
Mathematics	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
Science	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
Social Studies	Unison Reading Conferencing Online Services	Small Group One-to-one One-to-Computer	During school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PowerGroup Counseling	Small Group One-on-One	During school During and after school

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.

Teachers are found and hired through a committee that recruits from universities and the DOE database. Prospective teachers are asked to have a demonstration lesson and teacher feedback is taken into the committee's decisions. Teacher's are placed based on student need and Grade Team balance (returning teachers mixed with new teachers, experience mixed with inexperience). In order to retain teachers and ensure that they are highly qualified, we go through a series of targeted and individualized professional developments. These include, and are not limited to the following;

- Frequently visit and provide regular cycles of feedback for teachers.
- Professional Development on how to monitor student progress (DRPs, CBMs, and other diagnostics).
- Professional Development around the CCSS.
- Admin/Coach Teacher Conferencing
- Professional Development (structured based on individual teacher need and on schoolwide trends).

We are sure that we align our resources by committing to the following;

- Class Size remains about 20-22 students a class to allow for more productive independent work time.
- We have hired a shared instructional coach who will work with teachers at the school three times a week
- More targeted use of our Network Instructional coaches – one for GenEd and one for SpEd.
- Per Session for after school PD

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

UA INSTITUTE PARENTAL INVOLVEMENT POLICY

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

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual

Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

UA INSTITUTE-PARENT COMPACT

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

PSA meetings provide the necessary forum to discuss the creation, implementation, and evaluation of parent involvement activities and school-level programs. Ballots are held regularly to ensure parent participation in all events concerning the school and their children’s education. Parents are also encouraged in this forum to raise all questions concerning such issues as curriculum, promotion policies, summer school and student assessment. These topics, however, are also covered at UA Institute’s mandated new student orientations. Orientations are held in both May and September.

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

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

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

The school commits to assisting our students through small, personal classes, additional academic support through study halls, after-school and lunch time tutoring and referrals to out of school supports. The school also provides strong academic and personal support through our partnerships with numerous academic, corporate and non-profit organizations, such as the Children's Aid Society (Carrera) and Girls Inc.

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

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

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

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

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

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

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

School-Parent Compact

Dear UA Institute,

My daughter _____, accepts the offer to attend the

Urban Assembly institute of Math and Science for Young Women. By signing this commitment, I agree to and understand the following:

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

Sincerely,

(Parent/Guardian Signature)

(Please print parent/guardian name)

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 Jon Green	District 13	Borough Brooklyn	School Number 527
School Name The UA Institute			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Parent Choice

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							2			1	3	1		7
Total	0	0	0	0	0	0	2	0	0	1	3	1	0	7

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

Freestanding English as a Second Language Program

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

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

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

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

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

A. Programming and Scheduling Information

Instructional Materials:

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

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

Supplementary Programs

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

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

VI. Assessment Analysis

NYSESLAT

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

Implications for Instruction

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

Implications for LAP in English Language Arts Area

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

A. Programming and Scheduling Information

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction through professional development.
- Ensure that English AP works closely with the Humanities teachers to support rigorous instruction.
- Implement a print rich environment, we will buy ESL dictionaries and Glossaries in the Humanities classrooms.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

Implications for LAP in Mathematics Content Area

The Math teachers have been making sure that our ELL student has more access to materials through using the following strategies:

- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions
- In the future we will hire a fully licensed ELL instructor.

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Plan for SIFE

The SIFE population has increased SY 10-11 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs

As our ELL population grows we will increase the following programs and opportunities:

A. Programming and Scheduling Information

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

Plan for Special Needs Students

As our ELL Special Needs population has grown to one student, we have been:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Ensuring Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.

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			

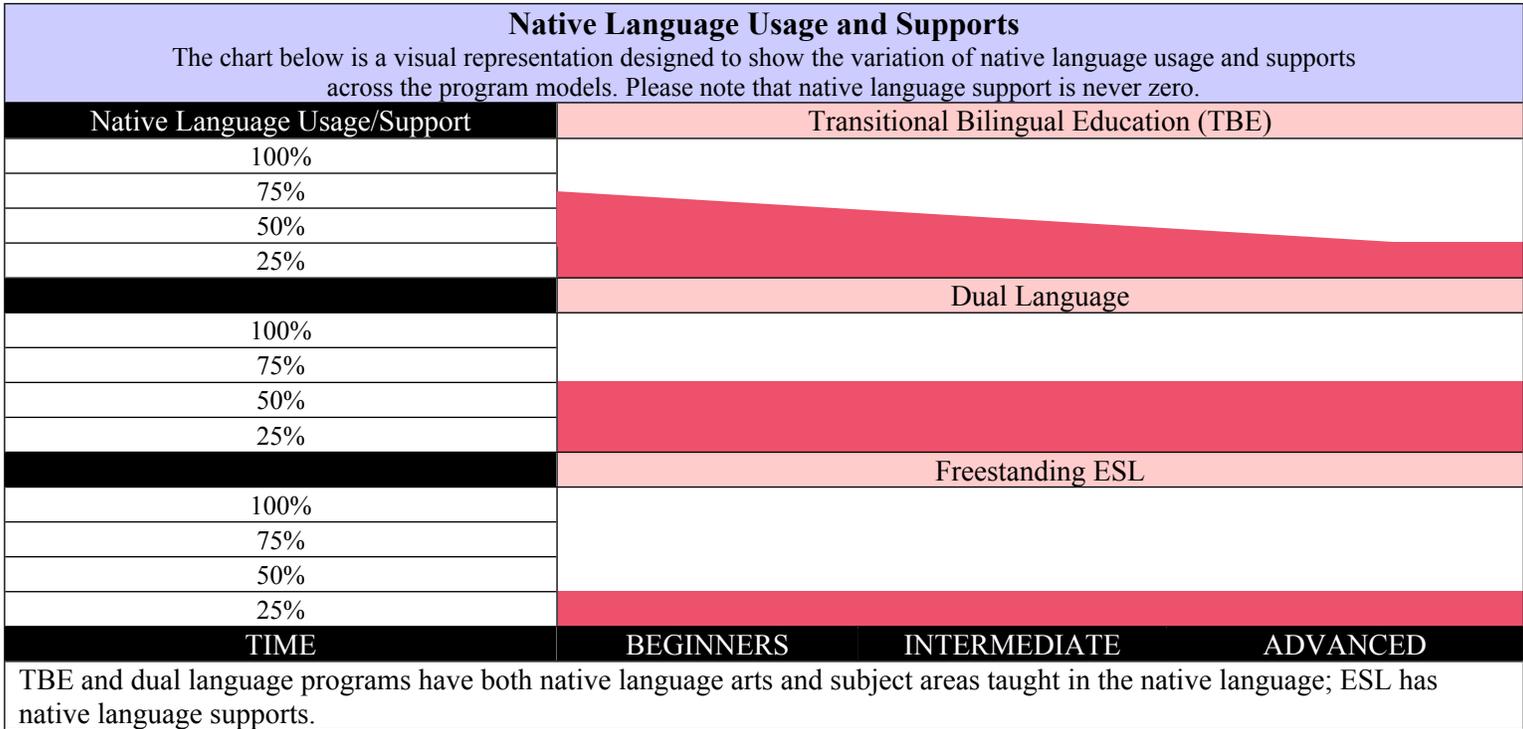
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Professional Development:

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information

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

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

Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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