



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE

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

PRINCIPAL: MARIELA GRAHAM

EMAIL: MGRAHAM8@SCHOOLS.NYC.GOV

SUPERINTENDENT: **AIMEE HOROWITZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mariela Graham	*Principal or Designee	
Cathy Czerkowicz	*UFT Chapter Leader or Designee	
Kardine Philippe	*PA/PTA President or Designated Co-President	
Pamela McDonald	DC 37 Representative, if applicable	
Devonique McBrown	Student Representative	
Manahil Sami	Student Representative	
Lorraine Tyrol	Member/ Teacher	
Nicole Lanza	Member/ Teacher	
Lauren Sciacca	Member/ Teacher	
Tomer Vandsburger	Member/ Teacher (Chair)	
Shaheen Khokhar	Member/ Parent	
Elizabeth Wills-King,	Member/ Title I Representative	
Amalia West	Member/ Parent	
Jacqueline Connel	Member/ Parent	
Victoria Richards	Member/ Parent	
Vacant	Member/ Parent	

** 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

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To improve students' reading comprehension and **literacy abilities** as measured by the ELA State Exam (grades 6-8) and the Regents Exam (11th grade).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Using April 2012 scores, 115 of our 198 middle school students were at a level 1 or 2. In analyzing student results from Acuity, we noted that students had difficulty with both comprehension and analysis. We believe that with more reading, students will also build stamina to read and complete long exams.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- To implement Silent Sustained Reading, school-wide, at least 2 periods a week at the beginning of the year.
 - To use Accelerated Reader to track student reading beginning in October. In February we will hold a contest to further promote.
 - To promote a One Million Words campaign, setting the goal for each student to read One Million Words by June 1st (with a trip to Great Adventure as the prize).
 - In the classroom, students will read more non-fiction works including Scholastic magazines such as Science World (grades 6-9), Upfront from the New York Times (grades 9-12) and Scope (grades 6-8).
 - From February – April, we will implement a series of mock ELA assessments for the middle school students to better identify and remediate students' weak areas.
 - To offer students additional opportunities – before and after school – for more differentiated support, particularly for ELLs.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. We will continue to hold parent workshops through our parent coordinator and also through 21st Century Community grant. We will hold a computer literacy workshop series in April/May beginning on April 13th (Saturdays) specifically for our ELL parents.

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

- 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).

Multiple special ed and ELL teachers will provide additional supports to students with IEPs and ESL needs. Our class size average is 25 so that students can receive more personalized attention. Through weekly grade team meetings we are able to ensure that all teachers understand the unique needs of our students, particularly our SPED students. Our guidance counselor provides workshops on social-emotional issues. Our students in grades 6, 7 and HS receive health classes.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To increase the level of rigor in reading class-wide texts and excerpts by implementing more **close reading**.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. The Common Core curricula requires more close reading in order to understand and analyze text.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- Teachers will participate in school-wide PD related to close reading, as outlined in the Common Core in September, November, February and June.
- Teachers will be surveyed to identify the challenge(s) they encounter when attempting close reading practices in December.
- Teachers will be offered a 5-week PD workshop – led by a colleague of theirs – on how to engage in close reading with their students in March.
- Each department will work collectively to create a “Google doc library” of documents that are useful for close reading.
- There will be an ELL workshop series for teachers to better understand the application of the Common Core and reading strategies for ELLs.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

There are a series of workshops around the college admissions process. The workshop series culminates in one that focuses on Financial Aid. Incentives were publicized in order to increase participation. Individual phone calls, robo-calls, and flyers were sent home.

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 X Title III X Grants Other

If other is selected describe here:

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).

Through weekly grade team meetings we are able to ensure that all teachers understand the unique needs of our students, particularly our SPED students, around successful common core implementation. Small class sizes ensure personalized attention. PD will be provided for all teachers around improving literacy for ELL students.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To decrease the number of students who are **chronically absent**. We use the definition given by the Mayor’s Interagency Task Force on Truancy, Chronic Absenteeism and School Engagement which counts 20+ days as “chronic absenteeism.”

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Fifty-eight of our students were chronically absent last week. Six to eight of those students took extended trips to foreign countries, most notably Pakistan and Bangladesh. Eight students are in 6th grade so they weren’t here last year for us to better understand the reasons for their absences. More than ¾ of the students are below grade level.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- Call all chronically absent students from last year to a) inform parents of the number of absences during the 11-12 school year and to b) inform parents that they are part of an attendance focus group this year in October.
- Have weekly attendance meetings with a review of students who have significant days of absence (the exact number varies by the point in the school year) to identify the most “at-risk” students when it comes to attendance. These began in October.
- Have Parent Coordinator and Guidance Counselor run a lunch group with students who are chronically absent beginning November.
- Send automated *and personal* calls to the parents/legal guardians of those who have a significant number of absences.
- Set up a rewards system to positively reinforce attendance among these “at-risk” students.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We continue to make phone calls and hold face-to-face meetings with parents in order to explain the importance of continuous attendance. We send home flyers advertising incentive programs particularly those with a history of chronic absenteeism.

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

- 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).

Resources will be produced to ensure parents receive printed and phone call reminders about the importance of attendance. Staff will be available to reach out to parents on an as needed basis. Meeting time will be provided to key staff to work on solutions for individual chronically absent students.

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	Differentiation in the classroom; differentiated tests; Great Leaps; running records;	Whole class; one on one	During school
Mathematics	Differentiation in the classroom; differentiated tests; co-teaching	Whole class	During school
Science	Differentiation in the classroom; differentiated tests; co-teaching	Whole class	During school
Social Studies	Differentiation in the classroom; differentiated tests; co-teaching	Whole class	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk groups	Small group; one-on-one	During 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.

To recruit HQ Teachers we:

- Look for content expertise and certification in the appropriate areas
- Attend hiring fairs sponsored by the city
- Use online programs including New Teacher Finder

To retain HQ Teachers we:

- Provide differentiated professional development
- Encourage co-planning and set aside time for it
- Fund teachers' professional development through outside conferences and workshops

In school, to help build HQ teachers we:

- Provide ongoing professional development both through small group workshops as well as one-on-one sessions
- Share learning opportunities with the staff

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

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

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

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

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

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

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 Jon Green/ Patrick Fagan	District 20	Borough Brooklyn	School Number 609
School Name UASCJ			

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

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

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	
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	27
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	375	Total Number of ELLs	60	ELLs as share of total student population (%)	16.00%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	4	6	7				19
Push-In							5	8	12	10	6			41
Total	0	0	0	0	0	0	7	12	18	17	6	0	0	60

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	4	0	17	1	8	10	0	6	60
Total	33	4	0	17	1	8	10	0	6	60

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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							2	1	7	3	1			14
Chinese														0
Russian														0
Bengali							2	1	2	5				10
Urdu							3	8	7	6	5			29
Arabic								2	2	1				5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	0	0	0	0	0	7	12	18	17	6	0	0	60

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

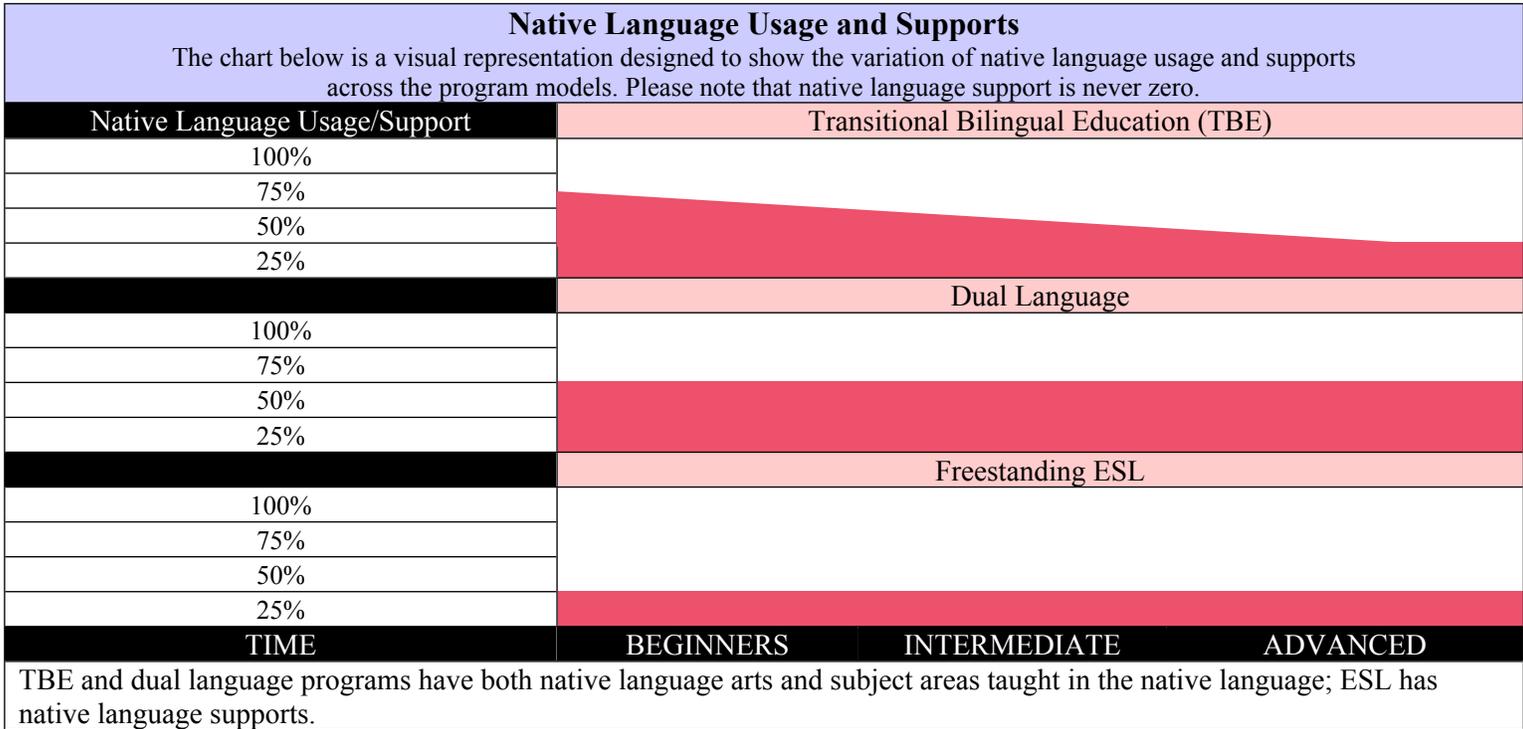
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		2		2				5
7	3		5		2				10
8	1		10		4				15
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		8						12
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. We rely mainly on Fountas and Pinnell running records to determine reading levels. We also gather data through the use of the San Diego Quick Assessment, the McLeod Assessment of Reading Comprehension, and the Gates McGinnity for more advanced students. We also examine NYSESLAT data from the previous year, or LAB-R data. In addition, we assess writing across the writing genres. We re-administer running records monthly to measure students' progress and motivate students to improve. We use the data to provide students with texts and independent reading books at appropriate levels. Further, students are given their levels so that they know where they are, what are their goals, and what they need to do in order to achieve those goals. In the past couple of years, ELL students, on average improved nearly 2 years of reading growth, according to Fountas and Pinnel running records.
2. There are varied scores on the NYSESLAT and LAB-R across, and within, grades. The trends show correlations more with the number of years in the United States, and/ or the existence of an IEP, rather than grade level.
3. On average, there are higher scores in speaking and listening than in reading and writing. Thus instructional attention is focused more on reading and writing, rather than speaking and listening.
4. There are no students who take tests in their native languages at UASCJ. Students, on average, are scoring 2s in ELA and 2s or 3s in math. The school uses the periodic assessment and summative assessment data to inform instruction throughout the year.
5. N/A (dual language program only)
6. We evaluate the success of our programs for the ELLs based on the students' achievement. We look both at their individual growth across content, and their results on assessments as compared with native English speakers. We also measure gains in NYSESLAT scores, reading, and writing growth during the year.

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mariela Graham	Principal		12/1/11
Nathalie Jufer	Assistant Principal		12/1/11
Pamela McDonald	Parent Coordinator		12/1/11
Katie Ostrager	ESL Teacher		12/1/11
Hardeen Phillips	Parent		12/1/11
Laurne Norman/ SPED	Teacher/Subject Area		12/1/11
Emily Hurst/ ELA	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Natalie Cazeau	Guidance Counselor		12/1/11
Jon Green	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** Urban Assembly

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: U.A. for Criminal Justice	DBN: <u>20K609</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Push In Services
Total # of ELLs to be served: <u>59</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our supplemental program at UASCJ is designed to promote and develop reading and writing skills for our English Language Learners. We strongly believe that advanced reading and writing skills are imperative for academic success. Our program is designed to use an appropriate skill based curriculum that will allow our ELLs to develop their language skills in a variety of academic contents. The curriculum will be guided by the Common Core ELA and content standards. Our focus on reading will include a variety of non-fiction texts that will provide an opportunity for students to build their skills. This includes, acquiring the use of academic vocabulary, close readings, identifying important concepts and events and building background knowledge. Our writing component will develop our ELLs skills in non-fiction pre-writing activities, paragraph development and editing. Our overall goal for the program is for students to significantly improve their academic reading and writing skills.

Our supplemental program will take place during before and after school hours. Our morning program will take place from 7:45-8:45 am and our afternoon program will take place from 3:45-4:45 pm. Throughout the spring semester, the morning program will take place every Monday, Wednesday and Friday. This will begin on February 1, 2013 and remain in place for the rest of the academic school year. The afternoon program will take place every Tuesday and Thursday. Our supplemental program will focus on two subgroups from ELL students in grade 6-11. Students will be recognized as beginner/low intermediate or high intermediate/advanced. Students will be identified based their designated NYSESLAT score, or if they are a new student, the LAB-R. The beginner subgroup will receive their instruction during the morning session and the intermediate/advanced in the afternoon.

Our program provides one hundred percent of instruction in English by two certified ESL teachers. One teacher has another certification in Social Studies (7-12) which will allow for a great deal of social studies enrichment. Materials included will be non-fiction leveled texts such as National Geographic for Kids, Write Time (Time Magazine for Kids), Scholastic Non-Fiction passages and the Magic Tree House set.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

Our ESL professional development program at UASCJ is designed to ensure that teachers are continuously learning and receiving information about the most effective practices for ELLs. The school strongly believes that all teachers need to understand the complex components behind teaching ELL students. This includes understanding modifications, mandated accommodations and the theories behind second language acquisition.

Our school will provide all content and speciality area teachers the opportunity to take part in the well detailed series. There will be a total of 4 sessions taking place on January 9, January 16, January 23 and January 30. Each session will be one hour long. Topics to be covered include, language acquisition theories, comprehensible input, differentiation and modifications for ELLs and sample analysis from ELLs at UASCJ. These topics were carefully selected to ensure that both theoretical and practical information are included.

The series will be led by ESL teacher Shingi Mustasa with support and materials from Teach for America.

Part D: Parental Engagement Activities

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

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

Begin description here:

One of the most important ways to achieve academic success in our rapidly changing modern world is to be updated on the use of technology in education. At UASCJ, we offer parents of ELLs an opportunity to attend a series of computer software workshops. The goal of these workshops is to provide parents with a chance to learn about the computers programs that their students are using in school, at home and the library. Our school wants to ensure that parents know how important technology is, how they have access and how it can be used to achieve academic success. This series will take place in the computer lab at the school on Saturdays, which will allow for more parents to attend. The scheduled dates are set for April 13, April 20 and April 27th of 2013. Session 1 topics include computer basics, navigating the internet, windows operating system and methods of data storage. Session 2 will include information on web based email, and the various functions of Microsoft Word. Session three will include Microsoft Powerpoint and Excel. The last session will include information about computer access in the public libraries, computer vocabulary and how parents can help their children with assignments using the computer. Light refreshments will be served at all sessions. ESL Teacher Michelle Ortiz will lead the series and use phone calls along with letters home to ensure that parents are aware of the series. If necessary, translators will be provided.

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

Allocation Amount: \$

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