



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN

DBN: 02M316

PRINCIPAL: PATRICIA MINAYA **EMAIL:** PMINAYA@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia Minaya	*Principal or Designee	
Anyce Siegel	*UFT Chapter Leader or Designee	
Eleanor Haywood	*PA/PTA President or Designated Co-President	
Patrick Penaherrera	DC 37 Representative, if applicable	
Maya Hoyte Juneshia Lengendre Symone Stokes Lilly Gonell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angie Palonco	Member/Parent	
Patricia Boswell-Brown	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

Annual Goal #1

The school's yearly attendance (2012-2013) will increase by 1% as compared to the previous (2011-2012) from 86% .
50% of at risk students participating in the United Way AIDP Program will show an increase of individual attendance by 5% from the previous year

Comprehensive needs assessment

Attendance is a common indicator of student success. In order for our students to achieve at higher levels academically they need to improve their overall attendance. Our school achieved 86% attendance last year and it is imperative that we increase student attendance in order to improve student progress.

Instructional strategies/activities

- Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade
- Use attendance teacher to track data and conduct home visits
- Advisors and staff analyze student attendance to come to agreement on strategies to be implemented
- Advisors make phone calls on bi-weekly basis to discuss attendance concerns
- Make data public throughout the school
- Update blue cards and student information on a monthly basis
- Use Teacher-Ease as communication tool to inform parents of daily attendance progress
- Use the phone messenger system to inform parents on a daily basis of student absence, use data from messenger to analyze patterns
- Parent outreach and workshops
- Continue the implementation of the Perfect Attendance Incentive Program
- Continue the identification of At-risk students and the implementation of the Success Mentor Program
- Share data via department and grade level team meetings

Strategies to increase parental involvement

- Parents will receive feedback in regards to their daughter's lateness or attendance
- Parents will receive information regarding strategies they can use to help their daughter's come to school every day
- Parenting information will be made available on the school website
- Parents will receive information regarding attendance policies and penalties and rewards. Volunteer parents will help facilitate the award system.

Strategies for attracting Highly Qualified Teachers (HQT)

Professional development will be made available to teachers in the areas of Youth Development and Data analysis.

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: FS funding and AIDP

Service and program coordination

City Kids Foundation and the AIDP program will coordinate efforts in monitoring the attendance of the AIDP cohort to ensure progress is made.
Urban Assembly Network

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Continue to extend and deepen our school's commitment to the development of literacy across the curriculum by providing several tiers of support for struggling readers.

Comprehensive needs assessment

In examining our school results in the DRP reading diagnostic we found that a third of our student body is reading below grade level. We have also analyzed our Regents results and have identified writing as a weakness across the grades. In an effort to immediately address this, we created a school wide independent reading period where students are reading leveled books. This structure couple with various reading comprehension strategies and a strong Professional Development model which includes Attack the Text Program; will help our students accelerate their reading levels by the end of the year. For the low level readers we will intensive reading strategies to help them develop their reading levels.

Instructional strategies/activities

- Teachers will participate in an interactive professional development on Teaching Comprehension and other literacy strategies
- Teachers integrate literacy strategies in all content classes
- Teachers will assess students' comprehension strategies to inform instruction
- Improve students comprehension so that they read with both a real critical eye and a sense of real enjoyment
- Define what "being literate" means for their particular subject area and grade level
- Design assessments and checks for understanding with an increased emphasis on literacy
- Construct systems to offer additional support to students who are struggling either after school or on Saturdays
- Inquiry teams work on literacy strategies
- Continue to assess progress using DRP assessments
- Continue the process of full-staff data analysis on the next steps based of this data

Strategies to increase parental involvement

- Parents will receive information on their child's reading levels and results from the DRP Assessment
- Parents will be provided with strategies that they can use at home to support their daughter's independent reading
- Parents will be encouraged to join the Literacy Pledge Community (LPC). Members of this community pledge to encourage, monitor and document their child's reading while limiting their T.V. and internet usage. Families enrolled in the Literacy Pledge Community will receive recognition and an award
- Literacy Pledge Community members will train new parents about the success of joining the LPC.
- Parent workshop on Literacy

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: FS funding to support OTPS purchases of books and supplies for independent reading classes, ARRA RTTT Citywide Instructional Expectations funds to support professional development for teachers

Service and program coordination

- Urban Assembly Network supports CCLS and CPAS

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To add coherence to our instructional core by having all teachers align their curriculums, units and assessments to Common Core Learning Standards

Comprehensive needs assessment

The New York Citywide Expectations include engaging all students in at least one literacy task and one math task aligned to strategically selected Common Core standards. These tasks should be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Our students must be able to complete a task in literacy that asks them to read and analyze informational texts and write opinions and arguments in response. In math, our students must engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. We plan to increase our College Ready Index by aligning current curriculums with CCLS and having our students complete tasks in both literacy and math. In addition to meeting this mandate, our students must also complete the CPAS performance tasks each term. In order to prepare our students to complete these tasks, our teachers must spend time revising and refining their curriculums and develop tasks that include the criteria and standards listed above.

Instructional strategies/activities

- Teachers create CCLS aligned curriculum, units, assessments
- Administration provides models, feedback and time for teachers to share feedback
- Organize professional development opportunities in CCLS
- Organize implementation of C-PAS and performance tasks according to administration calendar
- Teachers participate in professional development to increase their understanding of Common Core standards and expectations-UA and DOE
- Teachers collaborate using tuning protocol to provide feedback on curriculum, units assessments
- Teachers create interdisciplinary performance tasks aligned to Common Core Learning standards
- Students complete C-PAS performance tasks which meet the DOE criteria for CCLS aligned tasks in ELA and Math in the Spring Semester

Strategies to increase parental involvement

- Offer parent workshop on CCLS
- Organize informational meeting around the new CCLS
- Organize informational meeting around award CPAS Tasks
- Provide Parents with a calendar of tasks completion dates
- Provide parents with training on how to use CCLS for accountability

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:

- ARRA RTTT Citywide Instructional Expectations funds to support professional development for teachers
- Title I funds to support professional development for teachers and parents
- FS funds to support professional development for teachers and the purchase of books

Service and program coordination

- Urban Assembly Network
- DOE CCLS Workshops
- CPAS meetings

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	Reading Intervention – MLS reading Intervention class for 9 th and 10 th Graders ELA Tutoring Regents Prep	Small group instruction Tutoring	During the school day After School
Mathematics	Math Intervention 9 th grade students Math Tutoring Regents Prep	Small group instruction Tutoring	During the school day After School
Science	Science Tutoring Regents Prep	Small group instruction Tutoring	During the school day After School
Social Studies	Social Studies Tutoring Regents Prep-Global	Small group instruction Tutoring	During the school day After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Social Worker Guidance counselors provide counseling for at risk students in one of two settings, one-to-one or small group, depending on the nature of the	Individual Counseling Group Counseling to at risk students	During the school day After school

	<p>service. These sessions are conducted during the school day for at least one 45 minute period. Strategies provided can include character guidance, lessons on self-esteem, conflict resolution, coping with peer pressure, handling tragic circumstances and anger management.</p>		
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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.

UASBYW Hiring committee selects candidates that meet HQT standards. Our recruitment strategies include seeking candidates from programs such as Teacher for America, Teachers College and Teaching Fellows. All teachers receive ongoing Professional Development in the areas of Differentiation, Data, Engagement, Literacy, Danielson’s Framework and Common Core Standards. Our teachers are also engaged practices that support their development according to the Danielson framework for Teaching. All new teachers receive mentoring services from a lead teacher in the building during their first year. UASBYW teachers participate in ongoing professional development opportunities outside of our school building in the areas of Math, ELA and school counseling. Teachers at UASBYW participate in: Departmental Teams, Grade Level Teams, Inquiry Teams, CUNY at Home in College PD, Urban Assembly Special Education Professional Development, Teacher Leadership Programs, In-house Leadership Training.

**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)

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

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 Urban Assembly	District 2	Borough Manhattan	School Number 316
School Name UA School of Business for Young Women			

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

Principal Patricia Minaya	Assistant Principal Caron Pinkus
Coach type here	Coach type here
ESL Teacher Brooke Gassel	Guidance Counselor Amy Stein
Teacher/Subject Area Luz Ortiz	Parent Angie Polanco
Teacher/Subject Area Kate Craig	Parent Coordinator Patricio Penaherrera
Related Service Provider Mercedes Diaz	Other
Network Leader John 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	5
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	
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	380	Total Number of ELLs	10	ELLs as share of total student population (%)	2.63%
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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 School of Business for Young Women is a small school that serves grades 9-12. We currently serve 16 ELL students. Despite being very small, our ELL population is very diversified. We have 12 students that come from Spanish speaking homes, one from a Fulani home, two from a Bengali homes.

1. As a relatively new small school, we recruit students from the five boroughs. We receive our identification information about potential ELLs from their junior high records. We were very transparent with parents during our open house and informational sessions that we do not offer traditional/transitional bilingual program at our school. Through parent surveys we offer education and information to all parents of the choices for their ELL daughters. We proceed to review files for Home Language Surveys upon enrollment in the schools. We print out several ATS reports that give us information about students' background. These include the RLER and RLAT as well as REXH. We do not frequently administer LAB-R exams, due to the fact that we are a high school with a small ELL population and our students have typically been in NYC schools for at least a year. Every spring we administer the NYSESLAT exams on schedule and they are given by the trained ESL teacher.

2. Parents understand that we only offer a Freestanding ESL program in a general education environment and they want their students to transition out of being an ELL as soon as possible. At our bi-annual parent-teacher conferences, we offer translation services to ensure that all parents, no matter their language of origin, understand their options.

All parents have shown an interest in our model and not looking for a traditional/transitional bilingual program, we stay in touch with our parents through our advisory program, which is at the heart of UASBYW. As mentioned earlier, most of our parents are aware of their child's status as an ELL, as we do not tend to have newcomers at our school. However, we make sure to communicate via phone or email with the parents of ELLs in the beginning of the year, as well as provide extensive information for them at parent teacher conferences. Within the first ten days of school parents are contacted via phone or letter to describe the services their child will receive that year. All of our students are continuing from a previous ESL program, therefore if they have not passed the test parents are informed of their status as beginning, intermediate or advanced within the first ten days of school.

3. We have a very small ESL population so the ESL teacher distributes continued entitlement letters to students to take home to parents. Parents are required to sign or contact the school within two weeks of receipt. We do not have newcomer ELLs in our school who receive ESL entitlement for the first time. If we do have students like this who enter the NYC school system and need to receive ESL services, we meet with the parents, view the DVD about program choices, and speak in the native language or get translation services to ensure that the parents understand their program choice. This occurs within the first ten days of school.

4. Programming and Scheduling Information

We do not offer a bilingual program at this time. We inform parents that our school offers only an ESL program, and they are typically supportive of this. We place our students in ESL classes as a part of their daily schedule according to their NYSESLAT proficiency level. This year we have only advanced and intermediate ELL students, and no beginners. Therefore, students receive ESL services in a freestanding classroom, push-in, or one on one setting as is appropriate to the mandated number of minutes per week. For intermediate ELLs it is 360 and for advanced, this number is 180 minutes.

Continued entitlement letters are distributed to parents within the first ten days of school. Parents are required to sign and return to the school and they are kept on file at the school. We use on-site translators for spanish speaking families and over the phone translation services for families of other languages. Also, we use the translated versions of the continued entitlement letters to ensure that parents understand the program. Again, with a small population of ELLs, we are able to call, email or write to each of the families and stay in contact with them as well over our schoolwide online grade system: Teacherease. At parents conferences we also make an effort to welcome and discuss student progress and program status.

5. Parents choose Freestanding ESL. Most of our students come to UASBYW as ESL students already identified in middle and elementary schools. Since they are already in the system, we inform parents of continued ESL support in High School until they pass the NYSESLAT exam. If we begin to notice a change in preference to bilingual or dual language, then we will examine options for funding of these programs.

Out of ten students this year, who require continued ESL services, all parents have selected the ESL program.

6a. Programs are aligned with parent requests. Parents choose freestanding ESL. We have not had newcomers, so we inform our parents that students will receive continued service in ESL. Parents are informed via phone, letter, or personal call that according to NYSESLAT test scores, students will be placed in an ESL program of beginning, intermediate, or advanced. They must sign a continued entitlement form.

6b If we begin to notice a change in preference to bilingual or dual language, then we will examine options for funding of these programs. Out of ten students this year, who require continued ESL services, all parents have selected and approved of the ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

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	To t #
Transitional Bilingual														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	6

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	2		2	2		0	6		4		10
Total	2	0	2	2	0	0	6	0	4		10

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	3	1	7

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

We have 10 ELL students at UASBYW. We have 2 newcomers and no SIFE students. 2 students have received ESL services for 4-6 years. Six students have been receiving ESL services for longer than six years, making our Long Term ELLs (LTEs) a target demographic.

1. a) Instruction is delivered in a pull-out, freestanding model, with one period of content area push-in.

A. Programming and Scheduling Information

b) Heterogeneous. There are mixed intermediate and advanced proficiency levels and mixed grades in ESL classes. We do not have any beginners, so we feel we are able to differentiate instruction with this set-up.

2) Advanced students receive 250 minutes of ESL per week, and Intermediate students receive 450 minutes per week. This amount of class time exceeds the mandated minutes for each level, and small class sizes (no larger than nine) ensures consistent attention from a certified ESL teacher. The ESL teacher pushes into a period four days a week with the intermediate ELLs, also the ESL teacher has a period built in every day for one-on-one instruction with the lowest level ELL.

2b) ESL students who receive ESL services also receive ELA services every week. Students receive 250 minutes of English language arts per week. This is with an English instructor who is not the ESL teacher. Also, all ESL students have reading class 250 minutes per week, where they receive customized reading instruction for their particular reading level. On top of this, intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes of ESL per week. There are currently no beginner students. Students do not receive instruction in their Native Language.

3. In ESL classes, students learn in the Sheltered Instruction Observation Protocol (SIOP) to read and write on a daily basis. These come in the forms of scaffolded readings on their level, wherein ELA content knowledge such as literary elements and reading strategies are delivered. We utilize the highly regarded Quality Teaching for English Learners to ensure that content is accessible for students.

Examples of QTEL strategies included adapted readings, vocabulary jigsaws, turn- and- talks, and reading reflections. As an Urban Assembly school, we utilize thinking routines across the board to develop higher- level inquiry and cognition. They need extra support making the leap from the Advanced category to Proficient. Additionally, we are focusing on advanced reading and writing work for the majority of our ELL students in the self-contained ELL class. Reader and writer notebooks will be the main focus of the ESL class to support the work in general education humanities classes and allow students to develop life-long literacy skills that will help them test out of ESL in the Spring 2010 test.

4. We do not currently use native language tests except for during state exams. We make use of Arabic, French, Spanish, Bengali and Chinese exams as they are available on the NYSED.gov site as well as on the NYCDOE website. Students receive these exams as well as the English copy for their content area state tests. Due to the fact that we do not have new intakes or beginner level students, we do not use initial exams in native languages such as the LAB-R, if the situation arises we will administer with a bilingual speaker the native language LAB-R to newcomers.

All of our LTEs (6) our LTEs have IEPs. Therefore, the ESL teacher works closely with special education teachers and content area teachers to make accommodations for students. These include the use of bilingual dictionaries, extended testing time, and pre- teaching strategies that aid in student understanding. Teachers meet weekly to discuss the needs and progress of specific students, and share ideas to help their progress.

5. a)

Since we have no SIFE or newcomer students, we focus on supporting the literacy and content- area development of Long Term ELLs (LTEs). b) b) The newcomer ELLs at our school are all scoring at the intermediate level on the NYSESLAT. Therefore they are placed in classes where the requirements are rigorous and challenging. In order to prepare these students for the rest of their day in content area class, where there is usually little to no ESL support, there is a strong focus on vocabulary and non-fiction texts. Also the students are required in ESL class to read and write to the same extent as they do in general education classes. We identify what their area of greatest need are and then make sure that each lesson has differentiated work that challenges students in their weakest areas.

c) We only have 2 ELLs who have completed 4-6 years. For these students we have identified their greatest areas of need (based on their nyseslat scores) and continue to support them in those modalities.

c) The majority of our long-term ELLs are in the advanced level and have passed several Regents examinations and as a result a major focus will be placed on academic vocabulary development and writing skills for these students. These tend to be an area of greatest weakness. Also, attendance in ESL class plays a role in these students receiving passing grades on their report cards as well as on the nyseslat, so we are encouraging long-term ELLs to attend school regularly.

6. Instructional Strategies and grade level materials:

All of the ELLs at UASBYW receive their mandated stand alone ESL class for 180 or 360 per day and are integrated in general education classes in all subject areas. All of our classrooms use the workshop model. Direct explicit instruction is ongoing and determined by the students needs as determined by the data collected by each teacher. Individual conferencing with grade level teams and department teams

A. Programming and Scheduling Information

help us track student progress and assess their growth. Literacy techniques are integrated in Math and Science classrooms as well.

7. We believe that strong literacy instruction in all disciplines will lead to our ELL students being successful in the NYSESLAT and Regents examinations. There are many instructional materials and supports that are being designed at UASBYW to support ELLs. Weekly Spanish classes, extended day classes, advisory support, academic vocabulary, and literacy focus in all subject areas.

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

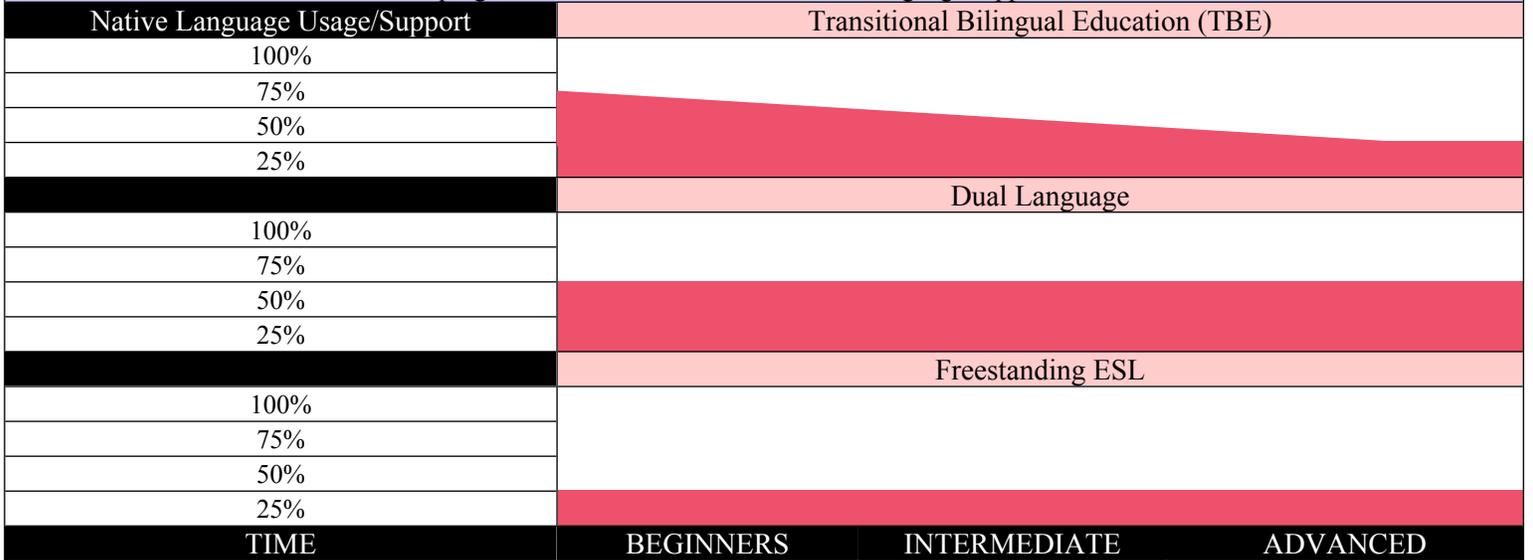
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

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. Targeted intervention programs in content area classes include: one-on-one tutoring in all content areas, Regents prep, small group instruction, and tutoring with student teachers. Also, the regular inquiry work that the language department at our school engages in designs lessons that are targeted at weaknesses. We track and monitor progress on specific and tangible goals such as tenses. We do not use native language in intervention programs.

9. To continually support our transitioned ELLs, we offer after-school tutoring with the ESL teacher and continued progress monitoring with teachers. Bi-weekly check-ins and progress reports indicate the level of support needed. We are happy to say that all of our transitioned ELLs from the past two years are thriving in their mainstream classes. Former ELLs receive the same test accommodations as per the DOE regulations.

10. For the upcoming year, we anticipate supporting native language literacy through a language lab in which students can study, listen, and read in their home language through the use of computer software. No ELL services will be discontinued for the following year, we are building upon the structures we already have in place.

11. n/a

12. a) ELLs have equal access to all programs UASBYW offers during the school day and beyond. These include but are not limited to mentoring, partnerships, clubs, college trips, community service, and sports. The ESL teacher checks in with each ELL regarding her participation in extracurricular activities. We send letters, make announcements, and promote these activities in the cafeteria and around school.

b) Our school offers a range of extracurricular activities after school including: sports, music, archaeology, arts, and Girls club. Each program has a well-developed rationale which encourages the development of our six core values. After school activities are funded through our per session budget. Schedules change each semester.

13. Technology and audio-visual aids have proved instrumental in instruction. ESL classes utilize Smartboards for lessons, displaying photos, videos, and interactive lectures in which students can participate in annotating texts and writing on full display. Students use listening kits with headsets for comprehension.

b) Other instructional materials include but are not limited to novels, grammar text books, newspaper and magazine articles, maps, graphic organizers, dictionaries, primary sources and documents, games, and flashcards. In small group related service instruction students make use of headsets for listening comprehension. We do not use native language materials other than bilingual dictionaries.

14. Since we are a free-standing ESL program with a variety of languages represented, we support native language on an individual basis, mainly through dictionaries. We validate each student's culture by studying or reading authors from each student's country. Otherwise we do not provide native language support.

15. All supports are age-appropriate, designed to prepare students for college.

16. Before the beginning of the school year we hold information sessions, tours, spirit days for incoming freshman. The ESL teacher meets new students and helps to familiarize them with the routines and expectation of UASBYW before the start of school.

17. Currently, our school offers Spanish as a language elective. It is available to all ELLs.

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.

Professional Development and Support for School Staff

1. Assistant principals, guidance counselors, special education teachers, and paraprofessionals and student teachers attend weekly professional development meetings led by school administration, teachers, or departments. Every Wednesday we engage in an hour long PD session as well as a 45 minute-long "Kid Talk" session in which we identify students in need of support and determine steps to help them both academically and socially. Staff engages in conflict resolution workshops, discrimination and acceptance workshops, and attends a spring retreat every year in order to further develop teaching practice.

Calendar is as follows:

Every Wednesday: from 145-325, with one Wednesday per month slated for extended PD, until 5pm.

2. Throughout they year, UASBYW engages in a wide range of professional development opportunities for teachers of ELLs.

In- house, the ESL teacher provides ongoing PD for general staff (about once a month) on topics such as differentiated instruction, explicit vocabulary teaching techniques, and pre- reading strategies. In the past, these PDs were so enlightening that the school took on vocabulary instruction as a school- wide initiative . Also, as a part of our rigorous inquiry work, the ESL teacher works consistently with the English and language departments to provide support to teachers who may have ELLs in their classes. Instruction is designed and targeted based on data which identifies student needs. The results of this data and methods to tackle student needs are presented to the school staff during professional development.

The staff is supported by school leadership when we engage in professional development weekly. Leaders attend the development sessions and provide guidance for teachers during the activities. Guidance counselor checks in weekly with the ESL teacher to monitor student progress both socially and academically. The guidance counselor is trained and enhances their support through ELL through engaging in workshops and working closely with organization that support racial acceptance, mediation, and conflict resolution. The guidance counselors meet with all ESL students regularly in their freshman year in order to provide guidance on classes and social transitions. They check in with teachers weekly to address any problems.

3. The ESL teacher frequently attends PD offered through the NYC DOE ProTraxx system. Additionally, we have established a close partnership with Facing History and Ourselves to develop curricula especially for ELLs in their Social Studies classes and in the ESL class as well. Furthermore, the ESL teacher is working this year as a mentor to a Columbia University Teacher's College student teacher. Built in to the year's respinsibilities are professional development and ESL instructional support, as well as funding for resources. When the teacher attends outside professional development, she reports back to the administration with notes and agenda. These are kept on file at school.

Professional Development attended:

-TR @TC Retreat: Learning as Learners, QTEL, Math and Language, Vocabulary and

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?

Parental Involvement

1. Parents of ELLs are involved in the UASBYW to the same extent which monolingual parents are. They are afforded all the same opportunities for PTA meetings, parent- teacher conferences, trips, special events, dinners, and ceremonies. The specific activities include, trips to the metropolitan museum, chaperoning school dances, partaking in thanksgiving potluck, attending sports events, attending a Saturday wellness fair, attending student driven fairs, graduation ceremonies, amongst others. At all of these events we offer translation services. Translation services are provided by in house staff and the parent coordinator.
2. We do partner with Community based Organizations, such as adult ESL and computer literacy classes, to provide workshops.
3. The parent coordinator promotes the annual school survey amongst parents. The coordinator shares the results with the school staff and administration. The parent coordinator takes on various roles at the school: calling home for infractions, giving tours, translating documents into Spanish, organizing parent involvement in extracurricular activities. Keeping track of updated student information and disseminating newsletters to parents, making sure parents are aware of our online grade viewing system "teacherease" and have access to it, amongst other responsibilities. Also we have a website for our school which is a great resource for information.
4. Parental involvement activities are listed in #1. These include trips, special events such as potluck, sports, fairs, graduation, amongst others. Needs of parents are addressed in these activities based on feedback in surveys, conferences, and personal meetings with the administration. Also, the PTA representative makes the needs of the parents heard when they meet regularly with the administration.

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													0
Intermediate(I)										1		1	1	3
Advanced (A)										2	1	3	1	7
Total	0	0	0	0	0	0	0	0	0	3	1	4	2	10

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										2	1	3	
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	3	7			10
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	2		3		5				10
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		5		1				10
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	1		0	
Integrated Algebra	5		1	
Geometry				

New York State Regents Exam

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

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 use the Gates-McGinitie reading test to assess reading levels. Students are then placed into tailored reading programs/classes wherein they study and read books on their reading level. We also use the WRAP assessment to determine levels of decoding and

comprehension. We have teachers trained in SAL (supporting academic learners), a reading program which meets 40 times over the course of a semester, in order to advance the students' reading levels. The Gates-McGinitie reading test showed one of our lowest ELLs as having a reading vocabulary score of 5.6 and a comprehension score of 3.7. Last year, similar students jumped 2-3 reading levels after participating in a semester of this intensive reading program. We have other students who are also reading around a grade 4 level who are not ELLs in our school, so it is partially a language issue and partially a result of a history of poor reading skills.

2. After reviewing the NYSESLAT data, it is clear that the two areas in which our students struggle most are listening and reading. This year, we have focused in on these two areas with daily listening activities and weekly quizzes. To enhance reading skills we read four whole-class novels, and students each read five books on their own. There is a strong focus on learning skills for critical thinking and analysis during reading. We teach methods of "attacking the text," including: 'sum it up,' 'using context clues,' 'it says, I say, so,' amongst other practical tools to improve reading skills.

3. Especially in ESL classes, the teacher tailors instruction to the particular needs of the students on a yearly basis. For example, the group this year needs more practice with listening, as there are several students who have only been in the country for a few years. Integrated into the daily content lessons will be quizzes or activities that require students to listen to a story and answer questions, or listen to their peers for important information. Also, by participating in consistent group work where each student has a clearly defined role, students learn to listen and communicate with each other.

4. a) Most students lack literacy skills in their native language as well as in English. Therefore, most students have the native language version of exams when available, but tend to use the English version anyway. Also, taking tests in the native language does not seem to improve scores. We continue to provide native language exams when available, but try to support the test-taking skills needed for students who consistently opt for the English version. Staff members involved in the process of reviewing and utilizing data are: the ESL teacher, the principal, the assistant principal, the three ELA teachers from each grade level, and the guidance counselor.

Regents Data review:

It is informative to compare Math and Science Regents scores to Global and US History Regents scores. Students at our school have a much higher passing rate with Math and Science Regents than they do with Global and US History exams. The reason for this is largely the amount of specific vocabulary included in history exams. Our ELL's are becoming more adept at deciphering questions and deducing meaning and therefore correct answers. However, the advanced level of vocabulary in these exams along with assumptions about prior knowledge that other native students may have are hindrances to our students' success. As ELLs, our students will continue to build their base of vocabulary throughout their entire lives. We focus heavily at our school on using context clues and decoding strategies to help our ELL's work through difficult vocabulary. It is not a surprise therefore, that the Math exams, which include a lesser degree of unfamiliar vocabulary are the exams that students are more frequently able to pass.

The English Regents continues to be very difficult for our students to pass. The critical thinking required to make connections on the essay questions tends to compound with the difficulty of writing a sophisticated and organized essay to make for difficulty in achieving high scores on this portion of the exam.

b) We do not use formal ELL periodic assessments. We do participate in inquiry work within the language department. We analyze diagnostic exams given in the beginning of the year, and come up with strategies to teach the skills which students are lacking. We administer the same or similar exams after instruction in the areas of need (for example grammar or vocabulary) has been delivered, and assess improvements. We often see significant improvement as a result of our inquiry work.

UASBYW participates in the C-PASS interim assessments as well as Acuity predictive assessments. The C-Pass interim assessments focus on five cognitive strategies: problem solving, research, interpretation, reasoning and precision. The ELL students will participate in the baselines assessment in reading and writing with the rest of the school. That data collected will be used to drive instruction in the English and Social Studies classrooms. The first interim assessment will be in November. The school will focus on the ELL in population in a professional development meeting by focusing on examining baseline assessments and the reader and writer notebooks. Goals are being set for each ELL student based on this data. The data will also be used to inform instruction and flexible grouping on the humanities classrooms.

Differentiated Instruction designed to ensure the success of all learners.

c) our students have a variety of native languages. Those that speak Spanish are taught to make use of cognates and root words as long as prefixes and suffixes in order to connect their English learning to their knowledge of Spanish. However, in cases of students who speak Arabic or Chinese, native language is used in notes, to make study guides, and in order to help define vocabulary. Native language is used

with bilingual dictionaries and bilingual exams which are available for the state exams. Otherwise, we do not use native language.

5. N/A

6. The success of our ELL program is assessed in a variety of ways. Forst of all the ELL program is held largely to the same standards as the English program at our school. UASBYW encourages the ELL and English departments to collaborate on curriculum planning so that student needs are being met. From the frequent meetings at professional development between these two groups we can get feedback from teachers across the subject area as to how ESL students are progressing.

Also, we look at the passing scores on the NYSESLAT each year. This year we had six students pass the NYSESLAT exam. This was due to intensive instruction on essay writing, since the scores from the previous year showed that was an area of weakness. We are encouraged by the fact that many students in our small program are able to pass the exam every year, and largely attribute that to the rigorous standards to which we hold our ESL program.

Furthermore, frequent observations are conducted by school administration. They serve to evaluate student progress and also to support the teacher with guidance, development, and resources that help to enhance student learning.

Also, as mentioned earlier, we conduct intensive inquiry work with a portion of the ELL population. Instruction is targeted based on data which identified student needs. Pre and post assessments are given in order to determine student learning and progress from the beginning to the end of the year. The ESL teacher shares results with the staff at the end of the year.

Assessment tools include: The WRAP test, to evaluate student progress in reading throughout the course of the year, The Gates-McGinitie reading exam, to evaluate reading progress throughout the year, NYSESLAT practice exams, year-to-year NYSESLAT results, the SAL (Supporting Academic Learners) program to evaluate progress of students receiving reading tutoring services, and lastly data collected and presented after inquiry work designed to target and support students' needs. Last year our inquiry work was on vocabulary development and strategies, on a diagnostic exam we were able to determine that students improved significantly in the area of vocabulary skills after targeted instruction.

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.

Instructional Support for ELL Subgroup

We offer additional homework support and Regents prep courses during our extended day program. ELL students get one on one attention from all teachers during this time.

We do not have SIFE students. Long term ELLs are receiving all of the instructional support stated above. We believe that strong literacy instruction in all disciplines will lead to our ELL students being successful in the NYSESLAT and Regents examinations.

Two of our ELLs are designated as special education students. They are in a CTT class, where she receives instruction with two teachers in the room. In addition she attends 90 minutes of additional instruction in the self-contained ESL class.

Resources and Support

There are many instructional materials and supports that are being designed at UASBYW to support ELLs. Weekly Spanish classes, extended day classes, advisory support, academic vocabulary, and literacy focus in all subject areas.

Professional Development at UASBWY focuses on student engagement, development of literacy and reading comprehension strategies and differentiation in order to meet our student's needs.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Minaya	Principal		1/1/01
Caron Pinkus	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Brooke Gassel	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 02m316 **School Name:** Urban Assembly School of Business

Cluster: _____ **Network:** 105

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 examined data from the ATS Parent Preferred Language Survey as well as our own internal Parent Survey and have concluded that we need to provide translation and oral interpretation to 51% of parents in Spanish. Oral interpretation takes place in Spanish as well. Our , Mandarin, Urdu and French speaking parents prefer to communicate in English.

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

The findings were shared at monthly meetings with our School Leadership Team and Parent Teacher Association meetings.

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.

We plan to provide the following written translation services:

1. Parent Notification Letter
2. Report Cards
3. School Leadership Team Meetings Minutes on our website
4. Open School Evening and Afternoon Documentation
5. Parent-Teacher Association Meetings Minutes
6. Parent Orientation Materials
7. Academic Intervention Services

All written notices will be provided by in-house school staff or parent volunteers.

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.

We conducted the following assessment of oral interpretation needs and we found that the following three Parent Events call for an Interpreter:

1. Open School Evenings
2. Senior Parent Meetings
3. ESL Parent Orientation Meetings

All oral interpretation will be conducted by an outside contractor and at times by school staff and parent volunteers.

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>.

At the beginning of the school year we will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

We will place near the primary entrance of the school a sign in the most prominent covered languages, indicating the availability of interpretation services.

At the beginning of the year our safety plan will include outlined procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Our school will secure all school forms and DOE informational materials in the most prominent languages.