



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: UNION SQUARE ACADEMY FOR HEALTH SCIENCES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M533

PRINCIPAL: BERNARDO ASCONA

EMAIL: BASCONA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

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
Bernardo Ascona	*Principal or Designee	
Emmy Lee	*UFT Chapter Leader or Designee	
Juana Martinez	*PA/PTA President or Designated Co-President	
Tajera Swaby Matthew Moran Yia Yia Soumounou Miracle Smith	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Roberta Flores	Parent	
Juana Acosta	Parent	
Clare Fulham	UFT Member	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

- By August 2013, Union Square Academy for Health Sciences (U.S.A.) will have 75% of our students achieve a 75% or better on the Living Environment Regents Examination

Comprehensive needs assessment

- Union Square Academy is a C.T.E school in the health sciences field that require our students to have a strong science basis to perform well in their career pathway coupled with problem solving and critical thinking.

Instructional strategies/activities

- a) School-wide Inquiry team focuses on target population around reading comprehension skills. Inquiry team will monitor strategies focused on cross-curricula skill building (literacy and writing) and alignment of strategies to enhance student performance.
- b) Common planning time will be used to build the capacity of the staff around formative assessments, item analysis of assessments, best teaching practices and turnkey of professional development.
- c) Curriculum maps will be tied to the goals of a school based teacher team that analyzes student data emphasizing student learning outcomes using Acuity periodic assessments, ARIS data and diagnostic exams in content classes.
- d) Uniform midterm/final exams, mastery content quizzes, writing samples and journals will be used to assess knowledge and attainment of skills.
- e) Item analysis of student deficiencies after administering mock Regents in Living Environment in February 2013 to modify instruction and interventions based on student content and skills acquisition
- f) Projects based on common core skills using reproduction systems by December 2012 with rubrics will help students improve their responses to constructed response questions using diagrams and charts as well as their writing.
- g) Tutoring and lab make-up sessions after-school and on Saturdays by licensed Living Environment teachers will work with students to help them complete laboratories (content and skills) to meet state standards.
- h) Night School for students who need to make up trimesters failed. These students will take whole course again.
- i) Vocabulary development will be built into daily instruction with content mastery assessments (exams and quizzes).

Strategies to increase parental involvement

- U.S.A. will have tutoring and lab make-up on all Tuesday's, Thursday's and during Saturday Academy; parents are notified if students are in need of this assistance.
- U.S.A. utilizes an on-line grade keeping system (Datacaton Casenex Skedula) to allow parents and students access to student performance.
- U.S.A. teaching staff analyzes student data during Inquiry Team every Wednesday to discuss achievements and shortcomings. The Guidance Counselor is involved in the meeting to assist in the implementation of services to assist struggling students while notifying parents of the changes being employed.

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: S.I.G. Phase-In A.R.R.A. funding, V.A.T.E.A. (Carl Perkins Federal Grant)

Service and program coordination

- ✓ Per Session – After school and Saturday Academy (S. I. G. Phase-In A. R. R.A. funding)
- ✓ Textbooks and Supplies (N. Y. S. T. L. and S. I. G. Phase-In A. R. R. A. funding)
- ✓ Professional Development (Tax Levy Common Core funding and Teacher Effectiveness Funding)
- ✓ Educational Software (N. Y. S. T. L.)
- ✓ On-line grade-book software – Datacation (Tax Levy funding)
- ✓ Paraprofessionals (Tax Levy I. E. P. funding)
- ✓ 50% of Assistant Principal Salary (S. I. G. Phase-In A. R. R. A. funding)

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

- By August 2013, Union Square Academy for Health Sciences (U.S.A.) will have 25% of their students achieve an 80% or better on the Algebra Regents Examination.

Comprehensive needs assessment

- Union Square Academy for Health Sciences is a C.T.E. school in the health sciences that require our students to have a strong mathematical sequence of courses to perform well in their career pathway that included problem solving and critical thinking. Currently, Union Square Academy students have a mean average of 3 on the Acuity Exam.

Instructional strategies/activities

- a) School wide Inquiry team to focus on target population. Inquiry team will monitor strategies focused on cross-curricula skill building (literacy and writing) and alignment of strategies to enhance student performance.
- b) Common planning time will be used to build the capacity of the staff around formative assessments, item analysis of assessments, best teaching practices and turnkey of professional development using Danielson's Framework for Teaching.
- c) Curriculum maps will be tied to goals of school based on student data emphasizing student learning outcomes on Acuity periodic assessments, ARIS data and diagnostic exams in mathematics classes.
- d) Uniform midterm/final exams, mastery content quizzes, and math journals will be used to assess knowledge and attainment of skills.
- e) Saturday Academy will be used to tutor and strengthen students' mathematical skills.
- f) Uniform midterm/final exams, mastery content quizzes, writing samples and journals will be used to assess knowledge and attainment of skills.
- g) Item analysis of student deficiencies after administering mock Regents in Integrated Algebra in February 2013 to modify instruction and interventions based on student content and skills acquisition
- h) Projects based on common core skills using by December 2012 with rubrics will help students improve their responses to constructed response questions using diagrams and charts as well as their writing.
- i) Tutoring after-school and on Saturdays by licensed Integrated Algebra teachers will work with students to help them complete projects, assignments and tasks (content and skills) to meet state standards.
- j) Night School for students who need to make up trimesters failed. These students will take whole course again.
- k) Process development will be built into daily instruction with content mastery assessments (exams and quizzes).

Strategies to increase parental involvement

- U.S.A. will have tutoring during the week and via our Saturday Academy; parents are notified if students are in need of this assistance.
- U.S.A. utilizes an on-line grade keeping system (Casenex Datacation Skedula) to allow parents access to student performance.
- U.S.A. analyzes student data during Inquiry Team every Wednesday to discuss achievements and shortcomings. The Guidance Counselor is involved in the meeting to assist in the implementation of services to assist struggling students while notifying parents of the changes being employed

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: S.I.G. Phase-In A.R.R.A. funding and Common Core funds, Teacher Effectiveness Allocation Funds

Service and program coordination

- ✓ Per Session – After school and Saturday Academy (SIG Phase-In A. R. R. A. funds)
- ✓ Textbooks and Supplies (N. Y. S. T. L., Common Core Curriculum funding)
- ✓ Professional Development (Teacher Effectiveness pilot funding, S. I. G. Phase-In A. R. R. A. funding)
- ✓ Educational Software (N. Y. S. T. L. and S. I. G. Phase-In A. R. R. A. funding)
- ✓ On-line grade-book software – Datacation (Tax Levy)
- ✓ Paraprofessionals (Tax Levy I. E. P. funding)

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

- Union Square Academy for Health Sciences (U.S.A.) will have an annual attendance rate of 85% or above; evident by the RPAR report in ATS.

Comprehensive needs assessment

- Attendance is essential in order for students to meet the high standards and maintain a high grade point average at Union Square Academy for Health Sciences.

Instructional strategies/activities

- a) Official attendance is taken during first period. This allows phone calls to be made before 9am to encourage students to attend school.
- b) Parent notification the day a student is absent is done on timely basis first thing in the morning.
- c) School Messenger is used to provide information to parents immediately and on time for school events and schedules of classes.
- d) Datacation service for parents to monitor official and period attendance.
- e) Parent outreach and follow-up meetings to discuss how to use ARIS to achieve attendance records are conducted periodically.
- f) An attendance team (Principal, Assistant Principal, Guidance Counselor and Attendance aide) meet weekly to discuss situations and to implement protocol to maintain high attendance and provide families support as needed.
- g) Inquiry team and common planning time is used to discuss classroom strategies around attendance.
- h) Our guidance counselor gives academic guidance counseling to students that need emotional support.
- i) Our family paraprofessional and the Children First Network attendance teacher conduct home visits.

Strategies to increase parental involvement

- ✓ Phone calls are made to all students not in attendance during first period
- ✓ PTA Members call parents to invite them to PTA meetings. School-wide attendance is discussed in meetings
- ✓ Datacation and ARIS tutorial to assist parents in retrieving data

Budget and resources alignment

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

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

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

If other is selected describe here: S.I.G. and A.R.R.A. (family paraprofessional 58% of salary)

Service and program coordination

- ✓ School aide for home visits (S. I. G. Phase-In A. R. R. A. funding)
- ✓ On-line grade-book software – Datacation (Tax Levy)
- ✓ Guidance outreach (Tax Levy)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, 85% of Union Square Academy for Health Sciences (U.S.A.)'s students will have accumulated eleven credits.

Comprehensive needs assessment

- Promotion criteria will be used so students achieve more than eight credits so they are college and career ready.

Instructional strategies/activities

- a) School is scheduled in trimesters to help students break state standards into achievable parts and get more feedback on their progress.
- b) Frequent interventions and check-in sessions between counselor and student to monitor progress with parents.
- c) Advisory is used to monitor student progress via report card conferences.
- d) Parents are involved in the progress monitoring of their teenagers via Casenex Datacation, and meetings set up with school guidance counselor.
- e) Common Planning time to analyze data and trends and implement strategies to improve student performance are continual at Union Square Academy for Health Sciences.
- f) Administration and guidance meet each marking period to discuss students at risks to prepare intervention plans, discuss budget decisions coupled with next steps.

Strategies to increase parental involvement

- ✓ Frequent parent out-reach from Administration and parents involving student performance help us monitor student progress.
- ✓ Datacation and ARIS tutorial to assist parents in retrieving data and using the systems are conducted.
- ✓ Letters to parents that are not reaching their potential coupled with guidance meetings are scheduled and conducted to set next steps for student progress.

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: S.I.G. Phase-In A.R.R.A. funding, Tax Levy English Language Learner grant

Service and program coordination

- ✓ Family Paraprofessional (Tax Levy and S. I. G. Phase-In A. R. R. A. funding)
- ✓ Educational Software (N. Y. S. T. L. and S. I. G. Phase-In A. R. R. A. funding)
- ✓ Inter-disciplinary curriculum planning (Tax Levy, Title I, and S. I. G. Phase-In A. R. R. A. funding)
- ✓ Textbooks (Tax Levy E. L. L. grant, A. R. R. A. Phase-In S. I. G. Phase-In funding)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2013, Union Square Academy will pilot the Danielson framework to improve instruction, pedagogy and curriculum by conducting a minimum of 6 observations of all teachers.

Comprehensive needs assessment

- Learning improves when instruction is enhanced. By using Danielson we will be able to accurately pin-point areas to improve while enhancing good teaching to highly effective.

Instructional strategies/activities

- a) Danielson Talent coach works with administration weekly to improve observations and feedback.
- b) Professional development for administration to train their eye to enhance observation feedback.
- c) Professional development for faculty to improve teaching by reviewing Danielson framework and observing (video or peer observation) lessons to critique. This will allow teachers to be more aware of quality teaching practices.
- d) Teacher Effectiveness Team works to turnkey, norm each competency and conducts a lesson study with teachers around that lens.

Strategies to increase parental involvement

- ✓ Parents were informed that school is working the Teacher Effectiveness Pilot for 2012-2013 school year to improve pedagogy and student learning outcomes.

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: S.I.G. Phase-In A.R.R.A. funding (50% Assistant Principal Salary) (Computer (laptops) for instructional purposes) V.A.T.E.A. funding

Service and program coordination

- ✓ Professional development (Teacher effectiveness funding and S. I. G. Phase-In A. R. R. A. funding)
- ✓ Common Planning Time (Tax Levy)
- ✓ Frequent formal and informal observations
- ✓ Peer-observations
- ✓ Danielson Framework books and videos (Teacher Effectiveness funding)

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	Tutoring, Saturday Academy, Advisory, Report card meetings with counselor, differentiated instruction, Inquiry team	Small group and one-on-one, varying skill readings and assessments, parent out-reach	In school, weekends, out-of-school
Mathematics	Tutoring, Saturday Academy, Advisory, Report card meetings with counselor, differentiated instruction, Inquiry team	Small group and one-on-one, varying skill readings and assessments, parent out-reach	In school, weekends, out-of-school
Science	Tutoring, Saturday Academy, Advisory, Report card meetings with counselor, differentiated instruction, Inquiry team	Small group and one-on-one, varying skill readings and assessments, parent out-reach	In school, weekends, out-of-school
Social Studies	Tutoring, Saturday Academy, Advisory, Report card meetings with counselor, differentiated instruction, Inquiry team	Small group and one-on-one, varying skill readings and assessments, parent out-reach	In school, weekends, out-of-school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Attendance team, Inquiry team, Advisory	Small group and one-on-one, parent out-reach	In school, weekends, out-of-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.

All Union Square Academy for Health Sciences teachers are fully certified in their content areas or T. E. S. O. L. or to teach students with disabilities. Two teachers are dual certified: mathematics/T. E. S. O. L. and English/special education respectively. We work in teams to build teacher capacity tied to student learning needs and data. We utilize our 9th grade common planning team, which includes days for common core integration, common assessment development, curriculum mapping to standards and project based learning. Teachers use team meetings to analyze student data, behavioral plans, plan inter-visitations, goal setting, plan school culture, and to align projects to standards using rubrics for assessments.

We use an 18D U. F. T. collective bargaining contract process to select our staff aligned to the vision and mission of Union Square Academy for Health Sciences (U. S. A.) to meet needs of students in a career and technical education high school.

During inquiry team meetings, we use the bottom third of students in our school to analyze next steps to elevate their skills and meet their individual needs. This conversation leads to development of skills for all students

**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

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for Union Square Academy for Health Sciences 02M533

Section I: Title I Parent Involvement Policy

Union Square Academy for Health Sciences (02m533), *[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. U.S.A'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, as trained volunteers and welcomed members of our school community. U.S.A. will support parents and families of Title I students by:

1. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
2. Encourage parents to network with each other and to communicate with school staff.
3. Identify that Dan Vincent is our Parent Coordinator/Assistant Principal who will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts.
4. Conduct yearly Parent Association elections for Executive Board members
5. Conduct monthly Parent Association meetings
6. Offer parent-training workshops related to parent involvement.
7. Parents will be notified through a monthly calendar, email, phone master system, letters, flyers as to date and time of meetings and workshops.
8. Responses to parent written comments will be handled through a phone contact in person or email.
9. Parents at U.S.A. will share responsibility for student performance through Parent/Teacher conferences, school leadership meetings, S.L.C. meeting with team, and family support and intervention conferences.
10. Through the School Leadership Team develop a plan for advocating for more teacher's supervisors, teachers, guidance and related service providers.
11. Distribute all notices in English, Spanish or other languages spoken by parents.
12. Support District level committee and or regional level committees which will include parent leaders, who are on SLT, Title I parent advisory councils and President's council.
13. Maintain a school parent's executive board to provide parents with information related to parent meeting/event and to their children's education programs

This information will be maintained by the school.

Policy and the School-Parent Compact;

This includes providing technical support and ongoing professional development, especially in developing leadership skills; [1] 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 for Family Engagement and Advocacy (OFEA); system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;) 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; 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.

Section II: School-Parent Compact

Union Square Academy for Health Sciences (02M533), staff and the 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.

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 State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- U.S.A. will give assignments at least daily. Assignments will be an extension of what is learned in the classroom

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 a Title I Parent Annual 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- U.S.A. will solicit parent and community input (thought meetings, interviews, surveys, etc) regarding the education of the student it serves.
- U.S.A. will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.
- U.S.A. will give assignments at least daily. Assignments will be an extension of what is learned in the classroom.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members.
- The school building will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc. before during and after the regular school day.
- U.S.A. will convey instructional thrusts and initiatives to parents at school wide meetings and parent conferences.
- U.S.A. will inform parents of the individual achievement level of students.
- Conducting bi-annual S.L.C. awards ceremonies for parents to celebrate accomplishments of their students.

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);
- U.S.A. will offer flexible scheduling of parent meetings, workshops, school functions to maximize parent involvement participation.

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 with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and 311 city line consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child’s attendance daily calls home 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;

- Making sure that homework is completed and reviewing report cards and progress reports.
- Monitoring amount of television their children watch.
- 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)
- Volunteering in my child's classroom.
- volunteer in my child's school or assist from my home as time permits;
- Participating, as appropriate, in decision relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- 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;
- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.

- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will see information regarding my son's/daughter's progress by conferring with teachers, principals, and other school district personnel.
- I will attend district wide parent conferences and visit my son's daughter's classrooms to discuss and participate in their education.
- I will communicate positive information regarding teacher, principals, and other staff personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school discipline code.
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - ✓ 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - ✓ share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

□

Union Square Academy for Health Sciences, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-13.

Required School-Parent Compact Provisions

School Responsibilities

U.S.A. will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: (1) Skedula (2) Frequent teacher-parent phone/email conversations
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: during regular DOE evenings and afternoon along with parent conferences as Grade Plans and BIP's are discussed
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: (1) Skedula (2) Progress reports
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: (1) Teachers perform regular phone conversations (2) email directly through Skedula
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: (1) Trips (2) PTA (3) Visitations to U.S.A.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.

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

SIGNATURES:

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
2012-13**

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 Maria Cristina Jimenez	District 02	Borough Manhattan	School Number 533
School Name Union Square Academy for Health Sciences			

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

Principal Bernardo Ascona	Assistant Principal Daniel Vincent
Coach NA	Coach NA
ESL Teacher Miguel Gomez	Guidance Counselor Lisette Ramos
Teacher/Subject Area Celida Maldonado/ Spec Ed.	Parent Juana Martinez
Teacher/Subject Area Patrick McLoughlin/ English	Parent Coordinator NA
Related Service Provider NA	Other NA
Network Leader Maria Cristina Jimenz	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	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	8
Number of teachers who hold both a bilingual extension and ESL certification	1	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	123	Total Number of ELLs	14	ELLs as share of total student population (%)	11.38%
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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 guidance counselor reviews the NYSESLAT information for list noticed students entering Union Square Academy for Health Sciences from their intermediate/junior high schools. Students and their parents are interviewed at entry and administered the Home Language Identification Survey (H. L. I. S). They are placed in mandated ESL classes based on the indicated level from N. Y. S. E. S. L. A. T. and other classroom data like teacher diagnostics. Over the counter students and their parents referred to U.S.A. by the Office of High School Placement are interviewed (oral interview) by guidance counselors. We administer LAB-R within 20 days of student arriving new to the country. The Home Language Survey is completed by all families with a staff member that is able to assist. Union Square has Spanish and Mandarin speaking faculty in case we need translation services. Completed surveys are forwarded to the Assistant Principal who oversees E. L. L. instruction. The Assistant Principal, reviews the surveys and determines who requires Spanish LAB-R testing. This process will be completed within the first 20 days of new students entering Union Square Academy. Students found entitled are placed in appropriate ESL levels: Basic, Intermediate or Advanced. Basic ESL students receive 3 periods of ESL instruction (50 minutes each x 3 = 150 minutes) of instruction everyday; Intermediate ESL students receive 2 periods (100 minutes) of ESL instruction; Advanced students receive one period (50 minutes) of ESL instruction and one period of grade (43 minutes) appropriate ELA instruction. Our Spanish teacher provides a period a week for native language arts support via tutoring. All students identified through ATS (RLAT) will receive the N. Y. S. E. S. L. A. T. annually. Administration of the exam will be conducted by the Assistant Principal, the test coordinator in May each year. After the data is analyzed parents are called in to discuss the option and explained the 3 programs: Transitional, Dual Language and Freestanding E. S. L.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)?

The A.P., Supervision who oversees ESL instruction holds monthly meetings in which an orientation takes place for all parents of ELLs. During the conferences, parents view a video in which the three programs are described by Chancellor Klein and members of his staff. The video is translated into several languages. The Parent Coordinator and A.P., Supervision address parental concerns, answer their questions, distribute and collect the survey. Parents are informed that U.S.A. has a Freestanding ESL program. They are informed that if they choose to have their children participate in a Transitional Bilingual program or Dual Language program and the

A.P., Supervision will work with the A.P., guidance counselor to assist the parents in finding schools that offer the programs they opt for.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

The A.P. and guidance counselor share the names of entitled students (based on LAB-R and NYSESLAT scores) with the Parent Para-professional. The Parent para-professional mails entitlement letters to the homes. Parents return letters, in person, during visits to the school, PA meetings or ELL Orientation meetings.

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.

Parents are interviewed via guidance counselor to ascertain the home language via H. L. I. S. After parents have indicated their preferences, we make appropriate placement and issue program services letter. However, the Office of P.P.S. and guidance counselors maintain lists of schools with Transitional Bilingual and Dual Language programs if parents prefer other choices. Parents are made aware both during the English Language Learners' parent orientation meetings and in writing that if they wish to have their children transferred to one of these programs, the school will facilitate their search and transference. The Parent Coordinator, bilingual para-professionals and school aides are available for oral translations for parents.

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?

The trend we see is that parents want English as a Second Language only with support in the native language. All fourteen English Language Learners (E. L. L.) currently enrolled are serviced via the Freestanding ESL program.

6. Are the program models offered at your school aligned with parent request?

Program models offered at U.S.A. are aligned with parent requests. Parent forums will address the three models that are offered by Department of Education. Parents will receive continuation of services letters for programs they wish to have their child continue from year to year.

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														0
Push-In										3				3
Total	0	0	0	0	0	0	0	0	0	3	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	6
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	4

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. [i](#)

	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		8	2	4	1		2		11
Total	2	2	0	8	2	4	1	0	2		11

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

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
Albanian														0
Yiddish														0
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 L	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: ____

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										7				7
Chinese										4				4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	0	0	0	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?

Newly admitted English Language Learners take LAB-R to ascertain their language proficiency in addition to school based diagnostics like teacher created writing prompts, Achieve 3000, and Scholastic's Reading Inventory. Former English Language Learners are programmed for grade appropriate content area classes with additional supports. Guidance counselor monitors student progress and meets with parents to ascertain student needs and programming. We give N.Y. S. E.S. L.A.T. each May to all English Language Learners to ascertain their progress and program them appropriately using the test and our own diagnostic assessments as well. Ninth graders are programmed for

A. Programming and Scheduling Information

Algebra, Global Studies Year 1, and The Living Environment; in the least restrictive environment. We have an ESL teacher and a co-teacher for three periods a day per child in the Algebra and two English classes. The ESL teacher is there to differentiate instruction by learning profile, tiered assignments with scaffolded assistance as well as teach. The English teacher who is a dual certified Special Education is there to deliver content. All English Language Learner students are block programmed to ensure continual delivery of required instruction at end of day for two periods. We use differentiated materials from Scholastic and Read180/System 44 and Achieve3000. We have a licensed T.E.S.O.L. teacher that teaches all English Language Learners' at least th three periods a day. We use home language survey to ascertain home language. Students received an additional English class with a licensed English teacher in additon to their block. By grouping the English Language Learner's and creating extra English literature classes, Union Square Academy is adhering to the mandated minutes required as stated on Page 2 of Language Allocation Policy. Therefore, as they are programmed into classes based on data as follows: Beginner E. L. L. s (135 minutes/day), Intermediate E. L. L.s (100 minutes/day) or Advanced E. L. L. s (fifty minutes a day). Beginer and intermediate E. L. L.s receive extra classes in English to enhance their verbal and reading skills coupled with grammar, vocabulary, independent reading, small group instruction, and whole class instruction in block. They are exposed to informational texts, magazine articles, literature, and many genres. Audio books are also used. All students receive the 9th grade ELA course in addition to this block to maintain their integration with mainstream as well. All U. S. A. teachers are working with the T.E.OS.L. teacher to provide additional and appropriate reading material for the students, based on skill and language proficiency in all subjects. Teachers coordinate this during common planning time. Currently, all non-special education E.L.L.'s are grouped together to accommodate a program in which an T.E.O.S.L. teacher will teach them math and push-in to their ELA class. In addition, all E.L.L.'s are taking a double literature class to increase their reading and writing skills. Students with interrupted formal eduation (S. I. F. E.) are given Achieve 3000 in their native language and are programmed for Read 180/System 44 support in reading, writing, listening, speaking and sight word development for ninety-minutes each day except Wednesdays (forty-five minutes). Native language arts support in Spanish is given once a week after-school. S. I. F. E. libraries and materials are part of the Read 180 program from Scholastic.

All English language learners in the country less than six years gets one English period with two additional periods of English that infuses reading, writing, speaking and listening in a ninety-minute block with phonetical activities, read alouds, audio books, sight words, fluency instruction, small group and individual differentiated supports as entry points. Long-term English Language learners also get this support and tutoring by T. E. S. O. L. and content teachers.

Parents are given Home Language Survey and information about three options for English Language Learners as per our E. P. I. C. training. Our T. E. S. O. L. teacher was E. P. I. C. trained and assist in giving parents information about our English Language Learner programs options. Assistant Principal conducts survey to ascertain parent desires for continuation of service each year. Parent Teacher conferences are used to meet with parents to review their program options as well. The process begins in September each year and is concluded by October with program selections. Then continuance of service letters are distributed. Copies are maintained by Assistant Principal in his office. He maintains who requests bilingual services and tracks availability based on numbers.

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:

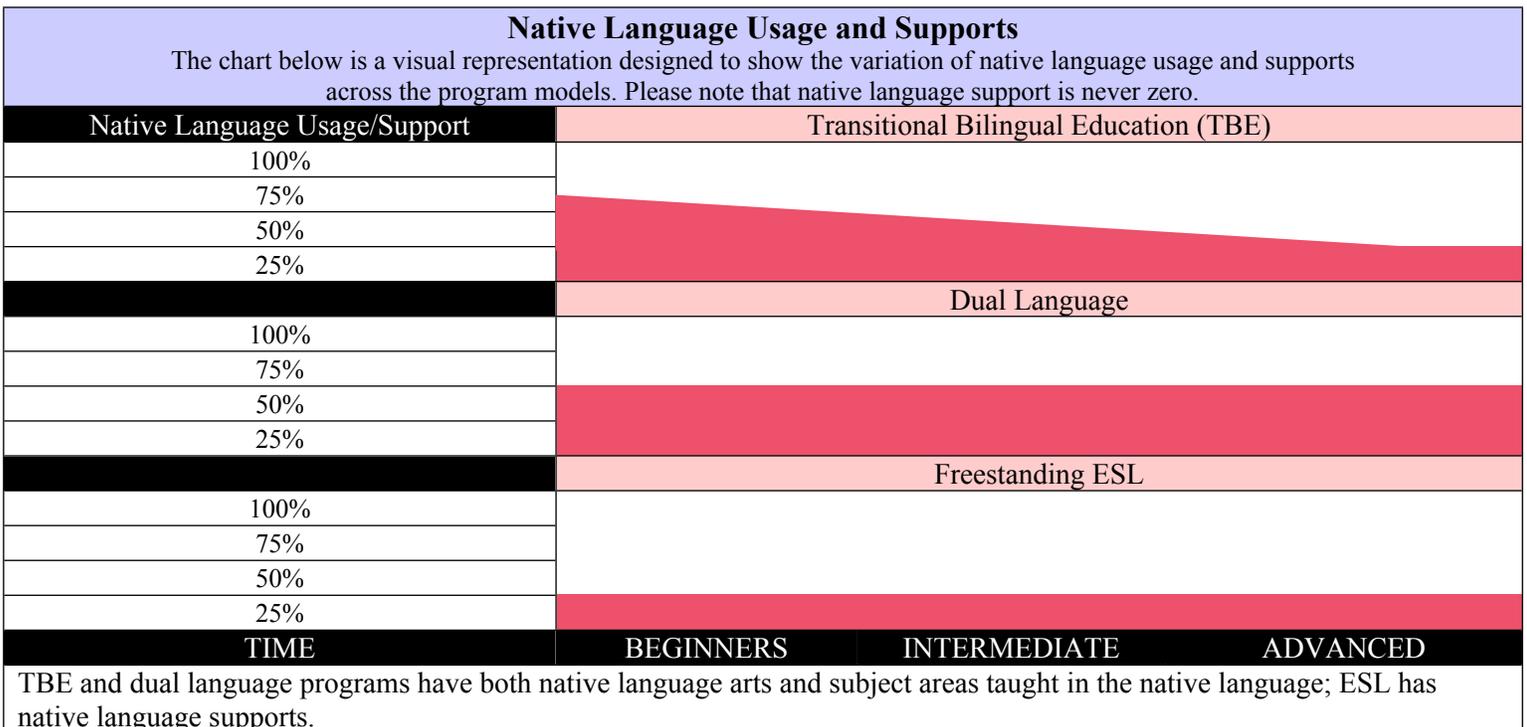
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	na

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. Currently, all non-special education E.L.L.'s are grouped together to accommodate a program in which an T.E.O.S.L. teacher will teach them math and push-in to their ELA class. In addition, all E.L.L.'s are taking a double period of English literature that incorporates reading, writing, critical thinking, listening and speaking class to increase their reading and writing skills. We also use Read 180/System 44 from Scholastic to differentiate instruction based on individual student needs and learning profiles. This includes, but not limited to, extended writing instruction with multi-paragraphs. It remediates, reteaches, and accelerates reading, writing, and grammar to support our English language learners. Students use individual software dashboard in five zones: reading, writing, word study, spelling and success strategies which provides valuable data for teacher, students and parents on next steps in order to improve. System 44 allows beginning English Language Learner to work on their phonetical awareness, fluency as well as sentence structure using visualization. The audiobooks and paperbacks allow students to work independently to engage with text to make connections while building confidence and independence during silent sustained reading. For small group instruction, teachers work with students on grammar, pronunciation, vocabulary, writing, and critical reading strategies. The three learning stations allow us to provide strong literacy support to all English Language Learners and those that also have disabilities.

9. The extended advanced school purchased and additional libraries coupled with Achieve 3000 allows our proficient readers to make additional gains with rigorous materials for long-term English language learners who have Lexile scores of 700-1300. We also use English Regents materials and lessons from Anatasio and Associates to push English language learners to prepare for English language arts Regents more effectively via a strong focus on essay writing around memoirs and whole class books from other genres. Teachers provide individualized tutoring and support twice a week after school for English language learners as well. A morning tutoring session allows students to eat breakfast while they work one on one with our English special education and T. E. S. O. L. licensed teachers

10. We plan to add another T. E. S. O. L. licensed teacher next year along with Read 180 and System 44 as described above. This would lower ratios of student to teacher to provide more support in content classes as well as in English literacy block.

11. Since we are a new school, no programs will be discontinued since none existed before this academic year.

12. All students, including E.L.L.'s are offered tutoring after school, Saturday Academy and S.A.T. Prep.

13. Union Square Academy is implementing the Read180 and System44 programs to support the students and build on their skills.

14. We have the Spanish licensed teacher provide the native language support after-school.

15. Yes, they all comply with age levels.

16. We do not provide any summer activities at this time since we are a new school.

17. There are no language electives offered to English Language Learners in this career and technical education high school.

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)?

NA

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.

The T.E.O.S.L. licensed teacher gets professional development with all teacher during common planning time. In addition, our only T.E.O.S.L. teacher gets support from children first network liason as well. Our T.E.O.S.L. teacher gets common core all day training once a month as well; well pass the 7.5 hours.

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?

We run information sessions during parents' meeting, as requested by parents. We have no formal community based organization that provides workshops for E.L.L.'s.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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										0			
	A										4			
	P										6			
READING/ WRITING	B										2			
	I										3			
	A										4			
	P										2			

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Union Square Academy for Health

School DBN: 02m533

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernardo Ascona	Principal		12/7/12
Daniel Vincent	Assistant Principal		7/12/12
	Parent Coordinator		1/1/01
Miguel Gomez	ESL Teacher		12/7/12
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01

School Name: Union Square Academy for Healt

School DBN: 02m533

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
Lisette Ramos	Guidance Counselor		1/1/01
M .Cristina Jimenez	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 02m533 School Name: Union Square Academy for Health Sci

Cluster: 4 Network: 402

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.

As per Chancellor's Regulations all incoming students are tested/verbal communication on the language spoken at home within 30 days through the home language survey. All correspondents are sent home in their home language. For the hearing impaired community we bring in Sign Language interpreters. In addition, U.S.A. uses School messenger that translates into the two languages our students speak at home: Spanish and Mandarin.

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.

Written information is effectively translated for parents and teachers. The Assistant Principal and Guidance Counselor translate all documents for Spanish-speaking parents. Time constraints have been noted during oral translations. We found that a majority of the parents need translation services in Spanish and Mandarin. These were reported via the monthly at the Parents' 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.

The parent para-professional will continue to translate information from English to Spanish. All correspondence is mailed or distributed via two sided sheets one side in English and one in Spanish. The parent para-professional will recruit parents to assist with the translation and interpretation, in more than one language. The school is utilizing the New York City Department of Education Translation Unit and the School Messenger System which allows us to reach families in their own language.

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.

Mandarin and Spanish speaking faculty and staff assist in the translation of documents and meetings that need to be held. In addition, outside agency, Department of Interpreting Services, assists us in communicating with the hearing impaired community.

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

Through the use of the home language survey (performed within 30 days) upon entering Union Square Academy we can determine the students home language. We then update ATS to reflect the language. The Principal has informed parents of the available translation services at Parents' Association meetings, via phone master, and through the monthly mailings. We inform them that translation services are available via mailings, email, and telephone banks.