



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x239

PRINCIPAL: AVIS TERRELL

EMAIL: [ATERREL2@SCHOOLS.NYC.GOV](mailto:ATERREL2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **CARRON STAPLE**

## 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
Avis Terrell	*Principal or Designee	
Adhim Deveaux	*UFT Chapter Leader or Designee	
Rusheda Howard	*PA/PTA President or Designated Co-President	
Kamau Ptah	DC 37 Representative, if applicable	
Luis Robinson Rashan Howard	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tracee Ocampo-Gaskin	Member/Teacher	
Delphine Buford	Member/Teacher	
Taneen Moore	Member/Parent	
Terri Alexander	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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 June 2013, we will increase the attendance rate by at least 5%.

### **Comprehensive needs assessment**

- We looked at our Learning Environment Survey and Progress Report and noticed that the attendance rate for last year was 74.5%. We wanted to look at students with inconsistent attendance so we looked at the RPYA report from ATS. Our hope is to improve the attendance of at least 10% of those students with attendance between 50% and 80% so that our overall attendance rate will be above 80%.
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### **Instructional strategies/activities**

- a) Leadership groups that will help to track students  
Increased incentives for students with increased attendance rates: pizza parties, gift cards, Fandango Bucks (movies), public recognition
- b) Weekly attendance team meetings (Assistant Principal, Guidance Counselor, Attendance teacher)  
Meetings with the social worker and guidance counselor
- c) Teachers will discuss specific students during our monthly PDs. The AP will also speak to individual teachers about specific students
- d) September 2012-June 2013

### **Strategies to increase parental involvement**

- Daily phone calls to parents of absent students
- Home visits

### **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: Fair Student Funding

### **Service and program coordination**

- Attendance teacher comes in every Monday
- Hired a social worker to address attendance issues (ATR)

## **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**

- Every student will complete a common core performance task in Literacy that is a written opinion or argument based on an analysis of informational text, during term 1 and term 2.

### **Comprehensive needs assessment**

- As part of the Citywide expectations, the CCLS require students to deeply reason and engage in higher-order thinking necessary for college and careers. At the secondary level, thesis writing and five-paragraph essay writing do not usually incorporate the proper integration and referencing to informational texts. In the real world, students can expect to be able to write to inform and argue with evidence, support claims and debunk counterclaims through logical, detailed analytical writing.
- A continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.

### **Instructional strategies/activities**

a) Professional Development one Tuesday per month from 3:30 -5:30.

Professional development for all teachers on the targeted CCLS for Literacy.

b) Administration and teachers who attend network workshops will turnkey to rest of staff.

Weekly department meetings to produce CCLS aligned tasks.

c) Teachers will construct unit curriculum maps that incorporate targeted Literacy performance tasks.

-Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.

-Weekly meeting of Instructional Expectations Inquiry Team.

-Strengthen student work by examining and refining curriculum, assessment, and classroom instruction during term 1.

Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.

-Design demanding Literacy tasks that require students to construct a unit a written opinion or argument based on an analysis of informational texts.

-Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.

d) September 2012- June 2013

### **Strategies to increase parental involvement**

- Monthly parent meetings to inform parents of the CCLS
- Bi-weekly progress reports sent home to parents

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: • ARRA RTTT funds to support Instructional Expectations Inquiry Team.

**Service and program coordination**

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

### **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**

- Every student will complete a common core performance task in Mathematics that models with mathematics, constructs viable arguments and critiques the reasoning the reasoning of others during term 1 and term 2.

#### **Comprehensive needs assessment**

- The CCLS require students to deeply reason and engage in higher-order thinking necessary for college and careers. Mathematics applied in the workforce model, meaning they use mathematics to represent and solve problems in the real world. Integral to this kind of problem solving is the ability to construct and analyze mathematical arguments as well as judging validity and stating the mathematical reasoning employed.
- A continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.

#### **Instructional strategies/activities**

- a) Professional Development one Tuesday per month from 3:30 -5:30.  
Professional development for all teachers on the CCLS.  
Professional development for all teachers on the targeted CCLS for Literacy.
- b) Administration and teachers who attend network workshops will turnkey to rest of staff.  
Weekly department meetings to produce CCLS aligned tasks.
- c) Teachers will construct unit curriculum maps that incorporate targeted Literacy performance tasks.  
Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.  
Weekly meeting of Instructional Expectations Inquiry Team.  
Strengthen student work by examining and refining curriculum, assessment, and classroom instruction during term 1.  
Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.  
Design demanding Literacy tasks that require students to construct a unit a written opinion or argument based on an analysis of informational texts.  
Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.
- d) September 2012- June 2013

#### **Strategies to increase parental involvement**

- Monthly parent meetings to inform parents of the CCLS
- Bi-weekly progress reports sent home to parents

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: ARRA RTTT funds to support Instructional Expectations Inquiry Team

**Service and program coordination**

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

### **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 2012, all subject teachers will develop instruction and curriculum that incorporate literacy across the curriculum, specifically reading informational texts

#### **Comprehensive needs assessment**

- In looking at our students 8th grade reading scores on ARIS, we saw that 65% (106 out of 165) of the students scored 2.98 or below on the exam.

#### **Instructional strategies/activities**

- a) Teacher-coach will visit subject classes to provide strategies for literacy  
Teacher-coach will develop an inter-visitation schedule so that teachers can observe best practices
- b) Network will provide professional developments on literacy strategies
- c) Inter visitation with other teachers throughout the campus
- d) September 2012- June 2013

#### **Strategies to increase parental involvement**

- Newsletter to inform parents of ways to help their sons with literacy
- Bi weekly progress reports

#### **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: •      Per session for Teacher Coach ( 2 hours a week) Fair Student funding

#### **Service and program coordination**

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

### **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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

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

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

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

**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	Close readings (repeated) On-line Classes	Small group, one-to-one tutoring	Saturday Academy 10-2 M-Th (3:16-5:00)
Mathematics	On-line learning	Small group, one-to-one tutoring	Saturday Academy 10-2 M-Th (3:16-5:00)
Science	Close readings On-line learning	Small group, one-to-one tutoring	Saturday Academy 10-2 M-Th (3:16-5:00)
Social Studies	Close readings On-line learning	Small group, one-to-one tutoring	Saturday Academy 10-2 M-Th (3:16- 5:00)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Organizational Strategies	Small group, one-to-one tutoring	Saturday Academy 10-2 Mornings 8:00- 8:30 (M-Th) Afternoons 3:15-4 (M-Th)

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Teachers are supported by receiving constant feedback. We have an administrative intern who meets with every teacher once a week to assist with lesson-planning and assessment. Teachers also participate in interventions and give each other feedback. We are located on a campus so we also do interventions in other schools. Also, administration participates in frequent cycles of observations. Teachers are also encouraged to pursue outside professional development. We have had teachers attend STEM conferences, English Language Learners conferences, and conferences that deal with teaching boys of color. Finally, our network has supported teachers by setting up workshops on developing performance tasks. These workshops were conducted by Pearson and focused on developing performance tasks that align to the common core.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

### **III. Student Responsibilities:**

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

**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 <b>Steven Chernigoff</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>239</b>
School Name <b>Urban Assembly Academy of History &amp; Citi</b>			

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

Principal <b>Avis Terrell</b>	Assistant Principal <b>Carolyn Murdaugh</b>
Coach <b>Carolyn Murdaugh</b>	Coach <b>Katuraka Alston</b>
ESL Teacher <b>Jackeline Andrade</b>	Guidance Counselor <b>Noel Cabassa</b>
Teacher/Subject Area <b>Adhim Devaux</b>	Parent <b>Rasheda Howard</b>
Teacher/Subject Area <b>Delphine Buford</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Steven Chernigoff</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>67</b>	Total Number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>20.90%</b>
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## Part II: ELL Identification Process

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

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

### Part II: Identification Process

1. At UAAHC, (Urban Assembly Academy of History and Citizenship for Young Men) we welcome all parents and their sons in the warmest way possible. We make them feel apart of our family. When a prospective scholar, as we lovingly single-out our students, comes to our school speaking another language; the scholar is immediately referred to the school's language team. This team is comprised by the school's principal, assistant principal, guidance counselor, and the ESL instructor. The ESL instructor is the member of the team in charge of initiating and completing all interviews, testing, and paper work. Ms. Andrade is certified by NYS as an ESL Teacher for grades K through 12. She has also taught ELLs (English Language Learners) for over ten years in the states of New York, Florida, and in Puerto Rico. Ms. Andrade welcomes both parent and scholar and immediately begins to conduct an oral interview in regards to the language(s) spoken by the scholar. Once the interview is completed and no longer than ten (10) days from the scholar's registration date, the ESL instructor administers the HLIS (Home Language Identification Survey). Based on the answers provided by the parent/legal guardian on the HLIS, the ESL instructor administers the appropriate initial language assessment (LAB-R) to identify the scholar's level of English language acquisition. Once the teacher has place the scholar to receive language instruction according to his level, scholar will receive language support instruction accordingly throughout the academic year. This language support will materialize in myriad of classroom activities to assist scholars in scaffolding the NYS Core Standards for each Content-area and language strategies to aid scholars in understanding academic as well as social English. All of this will prepare the ELLs to be able to show language growth as they answer questions dealing with listening, speaking, reading, and writing in English as part of the NYSESLAT.

1.a. An explanation for testing ELLs in their native language (Spanish) is to assess linguistic minorities in their native language. This ideal allows the evaluator to identify the student's literacy skills in h/her native language which can be transfferable into T2.

1.c. Students who receive English as a second language assistance take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. Students will continue to receive special language services until their scores on the NYSESLAT are high enough to show that they are ready to participate in English-only programs. Educators also use students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.

2. At UAAHC, keeping our parents updated on what is relevant and important to their sons is vital and extremely important. In regards

to ELLs, we inform our parents initially during the interview about the three (3) programs offered in the city. Ms. Andrade provides oral and written information about all three programs in parent's native language. Furthermore, Ms. Andrade conducts a meeting with all ESL parents and shares with all a video which explains in detail what each of the language programs entailed. After the viewing of the video, Ms. Andrade presents a power point presentation in parents L1 (native language) condensing the videos information to better assist the parents in selecting the program of choice they believe will best assist their sons, both for second language acquisition and academic improvement. At UAAHC particularly, we never had parents requesting Bilingual or Dual Language programs; however, if this were to occur for those parents who have selected the TBE or the DL programs we will assess the number of parents requesting those instructional programs and once a specific number of solicitors is reached then the ESL instructor will proceed to inform the school's administrator of the issue and the supervisor will act accordingly. Furthermore, the school's administrative team will locate near by schools where the programs are in existence and refer the scholar(s) while the school (UAAHC) hastedly arranges to instill the desired program in our school.

3. At the beginning of the process, once the oral language is completed, Ms. Andrade administers the language survey to accurately assess the language needs of the scholar. This survey is collected by the ESL instructor immediately after the parent or tutor completes it. This survey is stored in the scholar's individual folders containing as per copies of other scholar's related ESL information; for example, program selection forms, entitlement placement/continued, and Title III letters. The entitlement and program selection letters are provided to the parents at the end of the informational meeting where parents view the video and the power point presentation. The ESL instructor makes sure that all parents understand how all three programs assist their son(s) and guides them in making the right choice for them. Once the parent has selected the program of choice, Ms. Andrade hands in the program selection choice letter for the parent to sign it; and the entitlement letter as well where it informs parents the level of language acquisition their son will be as per the LAB-R.

4. If a parent desires his son to be in a Bilingual setting the ESL instructor must explain the requirements. At UAAHC, unfortunately we do not have Bilingual services or Dual Language programs in our school, we only offer a Freestanding ESL program; however, if a parent wishes this type of setting for his son(s) it is the school's responsibility to search for a school that provides the program of interest to the parent. Copies of entitlement and continued placement letters are maintained by the ESL teacher in an individual folder for each ELL scholar. Every year copies of continued letters are kept in scholar's individual folders, while the original copies are either given directly to the scholar to be brought home or it is mailed to the scholar's residential address.

5. After reviewing the Parent Survey and the Program Selection forms the trend at UAAHC has been parents opting for a Free Standing ESL program. Every parent of incomimng ELL scholar expresses his or her wish to have the scholar be immersed in an academic program where English is the primary language of instruction. In the last four (4) years that I have been at UAAHC, the data has only revealed parents desire to have their son(s) in a language assistant program which promotes the acquisition of English as a second language.

6. Yes. The program modeled at UAAHC is aligned to the parents' request. to questions 1-6 here

## 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):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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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#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											1	5	8	14
<b>Push-In</b>											1	5	8	14
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	2	10	16	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	0
SIFE	0	ELLs receiving service 4-6 years	
		Special Education	7
		Long-Term (completed 6 years)	

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	4	0	0	3	0	2	7	0	5	14
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>14</b>

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

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1	5	8	14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>14</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

### Part IV: ELL Programming & Scheduling

1. a. At UAAHC the organizational models to deliver language assistance instruction are the self-contained language assistant classes and the push-in models, and by departments.
- b. The program models at UAAHC are created of ungraded groupings and homogeneous.
2. At UAAHC we ensure that the mandated number of instructional minutes is provided according to the proficiency levels in the Freestanding ESL Program. This academic year, we have shifted schedules to accommodate and facilitate language instruction adhering to the mandates established in the CR Part 154.

#### Beginners

This subgroup receives 540 minutes of language instruction a week. This allocated time is evident in the three uninterrupted language instruction periods that this subgroup receives daily.

#### Intermediate

This subgroup receives 360 minutes of language instruction a week according to the mandate established in the CR Part 154. This allocated time is evident within the model of the ESL teacher pushing into core classes everyday. Some of these courses are English and History to ensure that this subgroup is receiving instruction to learn content that will assist them in obtaining the knowledge required to achieve a passing scores on the respective Regents exams for each course thus meeting the English and Social Studies New York State Standards, and receiving a Regents diploma and further accelerate the processes in acquiring fluency in all four language strands (listening, speaking, reading, and writing) in the Target Language (L2).

#### Advanced

This subgroup receives 180 minutes of language instruction a week according to the mandate established in the CR Part 154. This allocated time is evident within the model of the ESL teacher pushing in to core classes everyday. Some of these courses are English and History to ensure that this subgroup is receiving instruction to learn content that will assist them in obtaining the knowledge required to achieve a passing scores on the respective Regents exams for each course thus meeting the English and Social Studies New York State Standards, and receive a regents diploma, but to also accelerate the processes in acquiring fluency in all four language strands (listening, speaking, reading, and writing) in the Target Language (L2).

- 2.b. As per the CR Part 154 instructional minutes for ELLs varies according to their language acquisition level. Scholars from grades 9-12 receive different numbers of instructional units. Particularly, for ELA scholars who as per the NYSESLAT scored a level of beginner or intermediate will receive zero (0) hours of ELA instruction. Those schoalrs who as per the NYSESLAT scored an advanced level will receive One (1) hour of ELA instruction.
3. When initial planning is taking place, educators at UAAHC keep all of their special needs students in mind. Therefore, when designing a unit of study within all content-areas classes' instructors use a myriad of strategies and approaches to guarantee equal access to the imparted knowledge to all of the students.

#### English

Teachers use ESL strategies such as: TPR (Total Physical Response), Whole Language, CALLA, and when providing mini-lessons on different concepts educators use approaches like: small group instruction, buddy systems, repetitions, vocabulary games, graphic novels, picture books, outlines, use of graphic organizers, less-condense versions of books, and books in student's L1 (Native Language)

#### Math

At UAAHC we have created a Math class where all level one (1) students are grouped. The teacher provides instruction of the mathematical concepts using the student's native language, ESL strategies like Taking Notes because it is an effective manner to address any inquiries that may arise in regards to the acquired concept. The integration of concept vocabulary instruction along with proper academic grammatical structures assists ELLs in understanding the skill(s) being taught. However, at UAAHC the Math instructor for this specific course focuses on developing lessons that increases comprehension of the Mathematical topic rather than just focusing strictly on linguistic format; for example, translating the content into student's L1.

## A. Programming and Scheduling Information

### Science

Teachers use a myriad of hands on and minds on activities, as well. Scientific instructional techniques in the Science classes at UAAHC, engages students in inquiry and teaches investigative behaviors to find solutions to scientific problems. In our Science classes, language becomes a tool to communicate meanings and solutions. Science teachers rely upon the importance of the understanding of numerous vocabulary words. Therefore, when introducing a new science vocabulary, teachers at UAAHC have learned that it is productive to teach no fewer than twelve (12) words per lesson. ELLs understand these words at best when they are introduced using real objects, pictures, and visuals.

### Social Studies/History

For this discipline teachers at UAAHC use timelines and graphic organizers in order to provide scaffolds and summarize the content of the lesson for ELLs. Within the History classes, teachers utilize outlines to summarize important information needed to master the state standardized test and pass the Regents tests. Like in any other content-area course, in the History classes teachers activate student's prior knowledge in order to develop lessons based on what students already know and do not know. Some examples of ways UAAHC Historians activate student's prior knowledge is by brainstorming, using cognitive mappings, and KWL charts

### Physical Education/Health

Our Physical Education classes provide a place for ELLs to feel comfortable. Physical Education is taught using a kinesthetic approach to learning in which a first language is not necessary. The PE (Physical education) teacher uses the TPR approach in facilitating the knowledge for this class. The PE instructor simply points to an object, for example a ball for the ELL student to retrieve, touch, or simply repeat its name in L2. Also, modeling the desired outcome, game or strategy is an optimum manner in which an idea can be conveyed to the ELLs. In the Health class, modeling a desired outcome or project, use of visuals, pictures, and models of the different parts of the body can be appropriate strategies used to assist ELLs in achieving academic success and second language acceleration.

4. Differentiation is one of the many forms of delivery in which UAAHC educators excel. Research states that ELLs at all levels perform better in academic situations when the teacher provides direct instruction for assignments and class activities; therefore, within the differentiation the directions have to be specific and direct. Teachers at UAAHC use learning targets for each student as a form of differentiating instruction which is pertinent to each of their individual needs. These targets are created based on classroom assessment and state and standardized tests, for example, Regents and NYSESLAT. These targets address students' weaknesses and strengths. Using the targets as a manner of differentiation, teachers can individualize their instruction and tailor classroom activities to meet the needs and the strength of each student separately at their zone level of proximal development. Another form of differentiation, for example, in the English classes is to provide textbooks in student's native language or a more simplified version of it. Also, while the whole group is doing a sustained-silent reading, the ESL teacher can conduct a mini-lesson, for example, on what was read and discussed of the book, any grammar-content the English teacher addressed, or simply to get them cognitively and linguistically prepared for the next section of the lesson. In the Social Studies classes, students use outlines, graphic organizers, and summaries using the WH-question words to simplify the concept, in order not to overwhelm the ELLs with an elaborate amount of information. In the Math class, using bilingual approaches such as presenting the topics in both L1 and L2 is excellent in helping ELLs in grasping the concepts. This strategy exposes the ELL student to the target concept in English. It also gives a sense of assurance in which the concept is re-introduced in the student's L1. Finally, repeating the concept or topic several times in the target language can assist students in making sense of what they are listening. In Science, teachers utilize plenty of hands and minds on activity in which language becomes a mere tool of communication. The differentiation is evident throughout the experiments and other hands-on activities in which teachers must design being cognizant of the different learning and language capacities in the classroom. At UAAHC all educators are considered teachers of ELLs; therefore, with this statement in mind, educators are responsible for teaching vocabulary using a myriad of approaches which will differ from one group of students to another. An example of differentiation in teaching vocabulary in the ESL self-contained class is to activate student's prior knowledge before reading a story. The next step is to select unknown words and have an accountable talk in the target language about each one using the TPR approach. In pairs, students write the words on index cards and as the ESL teacher reads the story, they either raise the cards or model the meaning of the word in the card for the rest of the class.

5. For the different sub-groups we differentiate using strategies and accommodations to assist them in developing the academic language in L2 (Target language), but to assist them in developing academic content knowledge. It looks like the following:

#### a. SIFE

For our SIFE (Students with interrupted formal education) teachers provide instruction which supports the basis of the skill being taught

## A. Programming and Scheduling Information

and provides constant scaffolding to build background knowledge on several topics or themes to close the academic achievement gap.

### b. New Comers

The instruction is differentiated for this subgroup by means of addressing their lack of vocabulary. Within the ESL self-contained class the ESL teacher differentiates vocabulary acquisition instruction by presenting vocabulary in different ways. For example, the use of different graphic organizers to express the words' meaning, synonyms, antonyms, writing a sentence, drawing a picture are overtly used in the ESL class as a manner having students work with words in isolation rather than in content. Another differentiation in vocabulary instruction is the recognition of affixes in the English language. The ESL teacher teaches the most common affixes and provides ample opportunities for students to interact with these parts of words. In the content-area classrooms, the ESL teacher as well as in the ESL classroom provides students with dictionaries and thesaurus to assist them in acquiring knowledge of the words. Translating and summarizing the information before the ELL enters into the classroom assists the student in having equal access to the information. It is important to understand that students in this subgroup (for the most part) have little to no vocabulary in L2; therefore, the ESL teacher must begin providing instruction to enhance the student's lack of vocabulary. Moreover, since the student at this stage is in what linguists have coined as the "Silent Period" ELLs have no desire of uttering a word, particularly because most of them possess few words in their language repertoire and therefore, have extremely high-affective filters. The use of visuals, pictures, real objects, and modeling of desired outcomes are excellent forms of differentiation at this stage and one important aspect of the teaching that takes place in UAAHC.

### ELLs after one (1) year

The instruction for this group mirrors the teaching of the new comers. However, it differs in the sense that these students have been exposed to the target language for one year. Nonetheless, the students are still in the Silent period, but have acquired enough vocabulary to listen and understand part of what it is being expressed. If they are engaging in any type of discourse in the target language (L2). This is the informal aspect of language (BICS) Also, because of the everyday exposure to the English written language this subgroup can write a sentence using the formula noun + verb= a sentence. Therefore, I continue building more sophisticated vocabulary also referred to as formal. The language instruction differs from providing vocabulary to have social discourse to one that will allow them to commence having formal or academic discourse in English (CALP) and which will assist them in reading and understanding academic readings.

### c. ELLs receiving services 4 to 6 years

For the most part students who are being service throughout these years are in the Intermediate level in second language acquisition. The instruction for this group differs from that of new comers. For this population teachers target their instruction to improve and advance their reading and writing abilities in L2. At this stage this population has sufficient grasp of the oral language in L2. They have mastered the skill of understanding what is being said and are able to articulate themselves out of any situation in-and-out of the classroom. Moreover, they have excelled in becoming engaged in classroom discourse about the theme being developed, literature being read, or expressing their opinions on something that is pivotal for them. With this type of population, the ESL teacher stresses the importance of communicating well through reading and writing. Therefore, the teacher creates academic activities where ELLs have to express themselves in other forms than mere speech. One of the classroom activities the ESL instructor sets forth to engage ELLs in writing is the Free writing activity. Within this activity, ELLs who have been receiving services for 4 to 6 years have the opportunity to express themselves freely through writing. Another writing activity which seems to work well with this population is the Interactive journal writing. Through this activity the ESL educator and the ELL student have private conversations about topics developed in class or any reading being conducted in the class or any other class. This activity is well-liked by ELLs at this stage of language acquisition only because there is a sense of privacy. The only person who reads their writing is the teacher and she does not correct the writing in a punishable manner, but in a manner that is positive and encouraging. Overall, is an activity in which pupil and teacher are having a discourse without uttering a single word orally. In terms of reading, the interactive journal serves a double purpose because the student has to read and interpret the teacher's response and has to reply in writing. However, the ESL teacher exposes the ELLs to different types of real reading, for example, newspaper and magazine readings are popular among this subgroup. Both teacher and students engage in reading these types of real reading and conduct a myriad of activities that not only address comprehension of the readings, but access to second language acquisition.

### d. Long-Term ELLs

For this subgroup the ESL educator continues to encompass second language instruction addressing the four language strands simultaneously throughout the lesson. The instructor embraces activities conducted in previous levels of language advancement. The instruction of vocabulary becomes less structured; however, it becomes intrinsically part of the daily lesson. Students at this level are

## A. Programming and Scheduling Information

cognizant of the language strategies and approaches; the ESL instructor takes the lesson to another level by mirroring its instruction similar to that of a language Arts course. However, the ESL teacher is careful in not making any kind of generalization of any the student in this subgroup of mastering all four language strands. Therefore, the ESL teacher continues developing Language assistant-targets which are individualized to meet each student at their own level in the academic and language acquisition.

### e. ELLs with Special needs

It is believed that all of us have a special need that needs to be met at any stage in our lives. However, in regards to the ELLs in UAAHC who also have an IEP (Individualize Educational Plan) we engage in instruction which mirrors the strategies and approaches suggested by the school-based team on the IEP. In the ESL classroom the teacher provides all of the modifications required for the ELL in the IEP. Several of the suggested activities and strategies in providing an equal access to education for this targeted group mirror those for the ELLs. Therefore, at UAAHC when an ELL is identified as having an IEP the first thing the ESL teacher does is to get a copy of the IEP, read it and begin incorporating in the lesson the suggested modifications.

- For all ELLs in our school the ESL person continuously is reading the data provided by the NYSESLAT Modality Report and sharing it with other pedagogues to ensure that instruction at UAAHC is data driven and it assists students in advancing both academically and in the acquisition of a second language,

6. There are six key strategies that researchers have concluded to be key or essential in addressing both the academic or language needs of ELLs. The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge.

- The second strategy is guided interaction. With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.

- The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

- The fourth strategy is explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

- The fifth strategy is the use of meaning-based context and universal themes, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

- The final strategy is the use of modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

4. At UAAHC it is essential to disaggregate data and determine how all scholars are progressing. However, after educators realize that even with the assistance and support of ESL strategies scholars are not making progress achieving the goals or objectives set by the instructors, teachers will resort to acquiring textbooks, workbooks, in-class materials, and dictionaries all translated into scholar's native language and thus ensure that all scholars, particularly, ELLs have the opportunity of demonstrating knowledge of content in their L1.

5.a. We do not have a Literacy Program exclusively for SIFE (Students with Interrupted Formal Education) exclusively because at present we do not possess the staff to take charge of the endeavor; however, teachers within their classrooms scaffold the instruction and use ESL strategies to make both, the academic and language input accessible to our SIFE population. Some of the strategies are using graphic organizers, providing vocabulary to assist scholars with the reading selection prior to reading, provide examples of writing assignment prior to the writing, time to complete in-school and homework, translated tasks into scholars L1, use of visuals, and modified L2 language.

## A. Programming and Scheduling Information

6. First, teachers teach skills, subjects, or concepts; then they reteach using different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction; finally, they use informal assessment strategies to identify the possible causes.

The way the test results now are measured and scored, it often makes it appear as if no progress is being made, when the opposite is true. Teachers conduct curriculum-based assessments to monitor student's progress and use the data for the modification of classroom instruction and future assessments. Teachers rely greatly on teacher-made materials and the use of different textbooks. For example, in Chemistry they utilize the NEW York Prentice Hall Chemistry and in Social Studies teachers utilize McDougall Littell WORLD HISTORY PATTERNS OF INTERACTION, etc. In the English course, advanced scholars read the required novels with language and academic scaffolding provided by both the ESL and ELA teachers. For Math, the instructor uses the textbooks and provides extra exercises from other sources to ensure the ELLs understand the process and are able to solve the mathematical problem on their own. Using these texts, teacher-made materials, and ESL accommodating strategies teachers at UAAHC facilitate both academic and language acquisition.

7. Teachers within their academic content enhance their curricula and instruction to make the academic content reachable for all scholars in their classroom. They implement different techniques and strategies in making their curricula more within the reach of their scholars; especially the ELLs. Utilizing strategies like: summarizing, read aloud, think-pair-share activities, cooperative learning, use of different graphic organizers to condense information, bring books-on tape, using movie-clips and music to introduce a unit or theme of study and thus make the material more relevant to all scholars. At UAAHC flexibility within the instruction is present when instructors expose ELLs to the same instruction, but using other venues to ensure language understanding as well as content. For example, allowing ELLs to answer a test in an oral manner. Another example is to allow the ELL scholar to do a role play instead of writing an essay. Allowing ELLs to work within a small group; therefore; allowing the ELL scholar to lose his inhibitions to speak English and thus fortifying his language affective filter. Finally, allowing the ESL instructor to push-in and pulled-out scholars from the classroom to assist them in completing their work provides the ELL scholar with a sense of security and an opportunity to accomplish the work with ease. We do not have flexible scheduling at UAAHC, for example we do not have blocked periods, but within the class time our instruction and lesson plans reflects differentiation targeted not only at scholars with IEP, but those who do not speak English as a second language.

courses taught in English.

At UAAHC the only course we offer in a different language other than English is Spanish. This course is divided into two sections. One is Spanish for non-Spanish Speakers and the other is Spanish for Spanish Speakers.

### 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

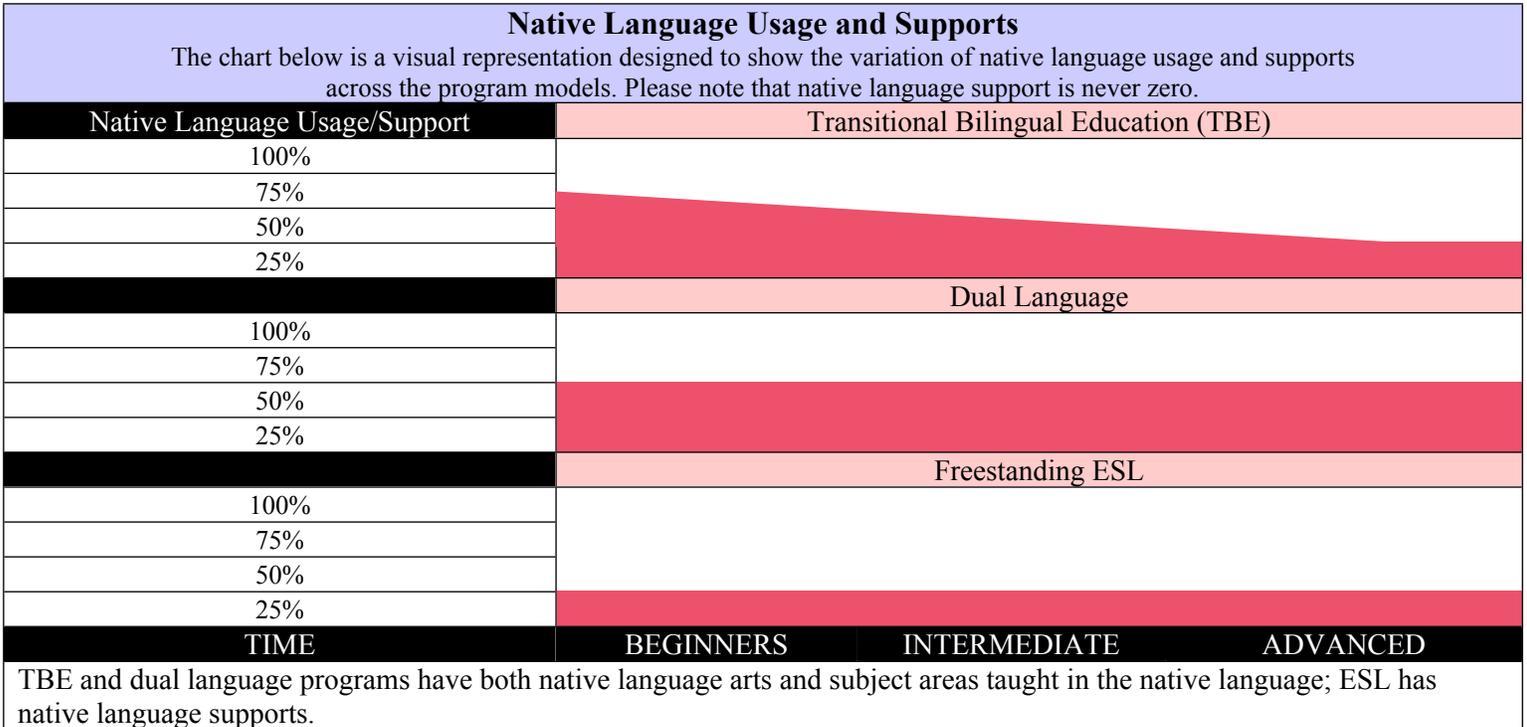
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

### Programming & Scheduling Information Cont.

8. Teaching listening and speaking are critical components of instruction for English Language Learners. At UAAHC in all of our Language Arts classes' teachers know that they must address these two areas so that our ELLs can have success in the language skills of reading and writing. When designing an ELA lesson, use different types of modifications for the listening and speaking and tailor it to the students language needs.

- **Beginners TPR (Total Physical Response)**

TPR is a strategy that involves the learner's kinesthetic, visual, and auditory ability. Therefore, in a LA (Language Arts) class students follow the teacher's directions with physical responses such as pointing or doing an action.

- **Intermediate**

The use of games is an excellent strategy to help middle-level English learners' practice their listening and speaking skills. Simple Math or Language Arts games

Such as Bingo or Sorry allows students to practice their listening and speaking practice in a pleasant and low-anxiety environment.

- **Advanced**

Like with all language learner's repetition is extremely important. They can listen and give short presentations. They can summarize points and retell grade-level stories.

Instruction for ELLs in all classes should be:

Instruction should be comprehensible to all learners

Learning should be interactive

Instruction should be cognitively challenging

Instruction should facilitate language learning in the content area.

The goal of instruction should be achievement of academic standards by all students.

A Classroom Teacher Facilitates Language in all content areas when addressing ELLs, teachers should: increase comprehensibility, use non-verbal and context clues to provide meaning for instruction (pictures, maps, demonstrations, graphic organizers). break tasks into smaller "chunks" with frequent comprehension checks as opposed to entire units with a single comprehensive test. Pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. Increase Interaction flexible grouping configurations within the classroom allow ELLs to actively participate and ask questions when they don't understand. ELLs are more likely to take a risk and try speaking in a smaller setting. Student talk greater in small groups than in whole class setting, and student-talk is generally less complex/easier to understand. Include ELLs in classroom activities- don't isolate them. Assign a buddy when necessary and appropriate. Increase Thinking Skills using strategies such as CRISS (read and say something, 2 column notes, etc.) to model thinking processes and to model language structures in the classroom. Use graphic organizers to provide visual support for concepts. Model correct

answers on the board so ELLs can copy instead of writing what they hear. Use question stems/Marizano or Bloom's Taxonomy to access higher-order thinking skills. Correcting Errors put away the red pen! Students' grammar and spelling are still in the developmental stages- resist the urge to correct every mistake they make on paper. Model correct grammar when speaking to a student or when writing answers on the board or overhead. Repeat back a question or phrase an ELL said incorrectly so they can hear it modeled without making them feel selfconscious abo

9. For those students who obtain a proficient score on the NYSESLAT we make the transition out of the ESL program smooth and with real ease to them; however, we continue to support them in many ways. One of the supports that we give to all of our exiting students is the use of extra time on tests, projects, and the use of dictionaries when required. In regards to testing accommodations we continue to offer them

- Time Extension (All Exams) - Schools may extend the test time for ELLs.
- Separate Location (All Exams) - State examinations may be administered to ELLs individually or in small groups in a separate location.
- Third Reading of Listening Selection (English Language Arts Exams Only) - Proctors may read the listening passage on the Regents Comprehensive Examination in English and on the Grades 3-8 English Language Arts Tests a third time to ELLs.
- Bilingual Glossaries (All Exams except Foreign Language) - ELLs may use bilingual glossaries when taking State examinations in all subjects except foreign languages. The bilingual glossaries may provide only direct translations of words. Bilingual glossaries that provide definitions or explanations are not permitted.
- Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations) - For State examinations for which the Department provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions.
- Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts & Foreign Language Examinations) - Schools may provide ELLs with an oral translation of a State examination when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided.
- Writing Responses in the Native Language (Not allowed for English Language Arts Examinations) - ELLs making use of alternative language editions or of oral translations of State examinations may write their responses to the open-ended questions in their native language.

10. This year with the ESL push-in to different classes, we feel that the improvement of our students will be evident on their daily assessments and on standardize testing for the language support teacher is taking the lessons from the other classes and creating mini-lessons within the self-contain class using sufficient scaffolds to assist the ELLs and create background knowledge on the different subjects that they can take back into the content-lesson. We are also looking at advancing in technology to bring into the classroom technology language based-assisted programs to improve our students comprehension of the language and enunciation.

11. No existing programs will be discontinued.

12. ELLs can equally participate in all in-and-after school activities. Some of these activities are academic, language instruction, tutoring, step team, volunteering, athletic, competition, photography club, college, museum, and/or school trips, and dance.

12.b. At UAAHC, the goal for our ELLs is for them to be fully emerged in the target language, in this case (English) to assist them in using the language with ease in-and-out of the classroom and in all sort of environments, both social and academic. Our after school programs focus on assisting and helping scholars improve academically. We provide assistance with in-class work, projects, preparation for oral presentations, and homework. The rationale behind it is to encourage ELLs to participate in these programs to facilitate their academic load and furthermore, to advance their linguistics skills since is a one on one approach or small group assistance. Also, it serves as a manner of allowing ELLs to share and communicate using English with non-ELLs, thus socializing with other scholars to assist them in lowering their affective filter. ELLs benefit greatly from interacting with English speakers in a non threatening ambience; which eventually will allow second language acquisition to happen naturally.

13. Teachers at UAAHC use a myriad of instructional material in assisting all students, particularly ELLs. Some of these materials are graphic organizers, maps, realia visuals, film, cameras, audio recordings, and music to enhance heir instruction.

### 13.b. Beginners

MILESTONES Level A (reading passages, developing writing skills, & reading comprehension activities)

Hampton-Brown High Point (reading passages, developing writing skills, & comprehension)

Megawords Series & Explode the Code Series (vocabulary assistance, word formation)

Getting Ready For the English Regents Exam: Instructional materials to assist ELLs in passing the Regents (use with all three language acquisition levels)

Future: English for Results curriculum (acquire four language modalities)

Internet websites: Englishforeveryone.org and eslflow.com \*\* (use it for all language acquisition levels)

### Intermediate/Advanced

reading short stories and novels (Junot Diaz Drown, Julia Alvarez How the Garcia Girls Lost their Accent in Spanish & English, etc)

On-line ELA Regents Prep materials

Writing workshops

14. Language support in the native language is delivered by the use of student's language to drive instruction. Students' literature, and most importantly students' culture to understand the manner in which these students live and learn. For example, at UAAHC teach English as a Second Language (ESL) through a Freestanding ESL Program. This is a course of study designed specifically for students whose native language is not English. It is a program of techniques, methodology, special curriculum, and materials designed to teach limited English proficient (LEP) students English. Instruction in English language arts and the content areas includes the development of listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. In the beginner's class we are reading Julia Alvarez' How the Garcia Sisters Lost their Accent in the scholar's native language (L1). This book was selected because it was written by a Dominican writer and great part of the setting take place in both in the Dominican Republic and in New York City where the scholars currently reside. Reading this novel allows my scholars to identify not only with the characters, but with the two settings as well and the experiences of leaving a familiar place for an unfamiliar one. Even though it is being read in Spanish, scholars transfer the literacy skills they master in L1 to L2 through oral discussion always in L2, use of graphic organizers to summarize content, answer content and inferential questions, and quick writes. When acquiring vocabulary, for example, particularly studying high frequency words in L2, teacher supports scholar' L1 by providing the definition in scholars' L1 to guarantee that scholars know what the word means and then transfer the knowledge to L2. For all of the levels are in-class motto is "No Spanish, only for brief explanations" therefore, limiting the amount of L1 spoken in class. This approach is utilized for oral discussions and its purpose is to the amount of L1 spoke in class and to motivate and increase the use of L2 for communication among peers and their teachers. Also at UAAHC, in other courses teachers provide copies of materials used in class in scholar's native language or purchase the texts or workbooks used in class in scholar's L1. Furthermore, some teachers go above and beyond in integrating some bilingual instruction within their curriculum to assist ELLs academically; therefore, lowering their affective filters and thus assisting them in achieving the objective of the lesson.

15. Yes. All of the required services support by age and grade. At UAAHC we are zealous in ensuring that our ELLs receive the required and support services corresponding to their ages and grade levels. For example, in regards to class organizations we make sure that we analyze the NYSESLAT and LAB-R results to guarantee that scholars are placed in the appropriate classes accordingly. Another support that we give scholars is making sure that ELLs are taking courses where they are being given the content needed to assist them in passing the Regents exams. Also, the school makes sure that scholars are given the Regents test in their L1. Also, if the scholar speaks another language in which the Regent test is not translated then the school will provide a translator to assist the scholar on the day of the exam. Teachers are responsible for looking for in-class materials that correspond to the scholar's age. In the English course, for example, the instructor reads literature appropriate for high school students. Some of the titles are classics like: Mary Shelley's Frankenstein, Richard Wright's Native Son, and Achee Chinua's All Things Fall Apart. These books are read using linguistic and academic scaffolding and accommodations to aid the ELLs in making connections, predictions, and establishing an understanding of what the book is about. Moreover, to continue supporting the ELLs in the English classroom, the teacher may provide the scholars with a graphic novel version of each of the novels being read in class. Thus assisting scholars in understanding the content through visuals and simple reading passages. The scholar is reading the same novel as his classmates, but a much condensed version of it, which is supported by descriptive graphics and explanations.

16. Along with the required forms that must be completed and signed by parents. The school conducts a bridge program to welcome new students into the school. This bridge program helps facilitate their assimilation and transition to an American school.

17. All electives are offered in the Target Language, English.

### 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 & Support for School Staff

1. All of our staff development is conducted on Friday in the afternoon and it addresses the overall effectiveness of effective instruction for all teachers to practice in their classrooms; including the ESL staff at the school. The ESL Instructor models for all school personnel effective ESL strategies to use with the ELLs. This group of individuals include: administrators, secretaries, counselors, psychologists, social workers, speech, physical therapists, and parent coordinator. Also weekly, the ESL teacher shares with fellow teachers and other school staff the ESL strategy or activity for the week. This consist of a particular strategy to use in any course to assist ESL instruction. It could also be a specific activity that worked in class and the teacher would like to share it with her fellow teachers.

2. When an ELL is being transferred from one school level to another it could be a frightening experience for them. At UAAHC we like to make our incoming ELLs feel at home or part of our family before their first day of school. We have instilled in the summer the UAAHC Bridge Program. In this program which is conducted in August, prospective ninth grade ELLs are invited to the school to participate in a number of activities to build their self-esteem, confidence, and to become familiarize with the staff of UAAHH in order to begin establishing relationships with these folks who will become part of their everyday life for four the next four years. During Summer Bridge we conduct oral, writing, and reading activities to get to know one another and informally to assess the scholar's abilities and skills. The ESL teacher is always part of this program and she takes upon herself to conduct activities that will allow me to assist them in lowering their affective filter; therefore, they will have very little anxiety to address others in their classes using English for communication. Also, if an ELL wishes to transfer from our school to another, the ESL teacher assist both parent and scholar in conducting the transfer and accompanies the parent and the scholar to the new school and serves as an advocate for the family and the school.

3. The ESL teacher will provide other staff members with a series of trainings to aid them (teachers) in better servicing their ELLs in their subject-content classes. Some of the trainings will explain how to provide comprehensible input to ELLs in their classes, making lessons more visual to capture the ELLs understanding of a particular concept, linking new content with already existing knowledge, determining key concepts of the unit for and define content and language objective for the lesson, modification of vocabulary instruction, usage of cooperative learning strategies, modification of testing and homework for ELLs.. Records of attendance and materials provided in each of the trainings will be kept by the school's administrator.

## 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?

### Professional Development & Support for School Staff

1. All of our staff development is conducted on Friday in the afternoon and it addresses the overall effectiveness of effective instruction for all teachers to practice in their classrooms; including the ESL staff at the school. The ESL Instructor models for all school personnel effective ESL strategies to use with the ELLs. This group of individuals include: administrators, secretaries, counselors, psychologists, social workers, speech, physical therapists, and parent coordinator. Also weekly, the ESL teacher shares with fellow teachers and other school staff the ESL strategy or activity for the week. This consist of a particular strategy to use in any course to assist ESL instruction. It could also be a specific activity that worked in class and the teacher would like to share it with her fellow teachers.
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4. Every time we plan a unit of study in all content areas, teachers think of ways to implement the parental involvement in order to make the content more accessible publicly and provide both, parents and scholars responsibility for learning the content.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	1	5	8	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											0	0	2
	I											1	0	2
	A											0	9	1
	P											0	0	1
READING/ WRITING	B											1	2	1
	I											0	5	3
	A											0	0	0
	P											0	0	0

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6	6	0	0
Integrated Algebra	4	4	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	6	6	0	0
Physics				
Global History and Geography	4	4	4	4
US History and Government	9	9	9	9
Foreign Language				
Other <u>RCT Readin</u>	2	2	0	0
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. At UAAHC, we search ARIS to get a baseline of where are new ELLs are if they already are in the system. We look at their eighth grade ELA, Math, and NYSESLAT score to ensure that when planning for our lessons, we can provide scholars with instruction which meets their language as well as academic needs. For ELLs in particular, we use the LAB-R results to determine the initial language level and from then decide the academic and language development plan to assist the scholar in acquiring the target language; thus achieving academic success. With the NYSESLAT, as we analyze the data we find that most of our scholars fall into the Intermediate level. These scholars are leveled Intermediate due to their poor writing and reading abilities. These findings allow educators to restructure their lessons in order to assist the ELLs to improve in such academic areas.

2. In my experience what the data patterns reveal between the NYSESLAT and the LAB-R is that most scholars in their first year receiving language instruction through a Free Standing ESL program is that they excel in speaking and listening to the point to reach intermediate levels in those two areas. However, they lack in reading and writing skills. Also, I realize that they data is showing a flatline once a scholar reaches intermediate level in both listening, speaking, and reading, writing. From year to another it is clear that scholars as per the NYSESLAT results make little improvement, but hardly ever move onto Advanced until years later.

3. The patterns across the the NYSESLAT modalities of listening, speaking, reading and writing show me that there is a real discrepancy between these modalities. Most of the time I find myself teaching reading and writing skills versus language acquisition due to the need that my scholars have in understanding what they read and write in the other core classes. When I study the NYSESLAT results I find myself making an executive decision as to where I must devote more time of the ESL instruction, which is in building skills for these scholars to read and comprehend accurately in English rather than assisting them in lowering their language affective filter which enables them from developing their oral skills in L2. One of the most effective instructional decisions I have made as a result of comparing the patterns between these language modalities is the more intense instruction of building scholar's language word bank in order to guarantee reading comprehension in the target language, English. As per the latest results of the NYSESLAT, I find most of my scholars remain in the Intermediate level. I decimate the data with the English and Social Studies teachers, so we can collectively plan accordingly. During planning time we (the English teachers and I) discuss strategies, reading and writing scaffolding, formal/informal assessments, and activities to assist ELLs in acquiring T2, but also to become literate in the target language.

4. The patterns across proficiency levels and grades is segregated among the teachers. At times the test results and the grades do not coincide. I infer these discrepancies to be a result of the differences in evaluating scholars. At UAAHC, teachers use a myriad of informal assessments when evaluating the ELLs in order to give them opportunities to succeed. However, when the the New York State evaluates the NYSESLAT it scores only what is on the paper without considering the scholar. As previously stated, teachers meet to discuss ELLs needs and progress. We consult with each other in regards to assignments, assessments, and class work in order to guarantee complete service for this population.

4.a.(1) Most teachers at UAAHC assign a great portion of their grade to in-class work and in-class participation. Most of the ELLs at UAAHC fall in the Intermediate level of language acquisition, meaning they can hold a social conversation, but lack skills to understand academic language.

4.a.(2) ELLs experience fairness in tests taken in English in comparison to their native language speaker entails extra time, use of dictionaries, and translations if required.

4.b. The Periodic assessments are being used together with the data posted on ARIS to get a clearer picture of the scholar's baseline in order to plan instruction accordingly. Teachers study the data provided and work on developing lessons that assist scholars in improving their

areas of weakness in order to function in their classes as well as in other courses. This data also reveals areas of strength. Teachers use this knowledge to also make sure that they incorporate within their daily classroom lessons, activities which focuses on ELLs strength and abilities; therefore, motivating the ELL scholar to improve in those areas where assistance is needed.

4c(1). The Periodic assessments give a baseline of the scholar's language acquisition level and together with the intial assessments and the NYSESLAT, instructors get a snapshot of not only the language ability of the scholar but the academic ability as well and therefore, plan accordingly. The school's leadership team provides teachers with opportunities to assist workshops and trainings and share their experties on their subject and offer suggestions on strategies to use for this population to better assist the ELLs population.

4c (2) The study of Second Language Acquisition in a Freestanding ESL program analyzes the process of second language development (very much like first language learning/ acquisition studies). The main objective of this line of study is to enhance our understanding of the complex processes that influence second language learning. The use of scholar's native language (L1) is limited because the goal of the progrom is to immersed the learner in English only. At UAAHC, we honor parent's desires for their sons to be fully immersed in English; therefore, we teach all of our courses using English as the language of communication; however, we scaffold and use accomodation to make the classroom input comprehensible for the ELLs. If this fails and our ELLs are still unaware of what is going on then teachers adapt their lessons in using the scholar's native language to make the learning objective achievable.

5. N/A

6. We eevaluate the success of oir program in several ways. Of course the NYSESLAT is a clear indicator of language progress of the ELLs. Also, our in-class informal assessments like: in-class testing, oral presentations, and in-class work complation and class participation will also let us understand the effectiveness of our programs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>Urban Assembly Academy of Hist</u>			School DBN: <u>239</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Avis Terrell	Principal		1/1/01
Carolyn Murdaugh	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jackeline Andrade	ESL Teacher		1/1/01
Rasheda Howard	Parent		1/1/01
Delphine Buford	Teacher/Subject Area		1/1/01
Adhim Deveaux	Teacher/Subject Area		1/1/01

**School Name:** Urban Assembly Academy of Hist

**School DBN:** 239

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katuraka Alston	Coach		1/1/01
	Coach		1/1/01
Noel Cabbassa	Guidance Counselor		1/1/01
Steven ChernUigoff	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

**DBN: 239      School Name: UAAHC**

**Cluster: Jose Ruiz      Network: CFN 610**

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

**Part A: Needs Assessment Findings**

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

At UAAHC (Urban Assembly Academy of History and Citizenship for Young Men) we look at the the student's home language survey and the number of ELLs we have on roster to determine the number of languages in which letters and other school-related materials need to be translated and we translate accordingly.

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.

A significant finding discovered in UAAHC is the importance of how the written communication needs to reflect the manner of speaking that is familiar to parents who have limited experience with formal education. Phone calls and personal contacts through individual and group meetings have often been recognized as the most effective form of communication between school and parents of ELLs.

## Part B: Strategies and Activities

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

At UAAHC, the ESL instructor is responsible for translating all documents dealing with school, rules, policies, announcements, and students' related-services in particular. When there are documents that need to be distributed to all students, the ESL teacher first verifies the languages spoken by all the students in the school. Being that the ESL instructor is fully Bilingual in English and Spanish; she provides the translations of all letters and documents from English to Spanish . For other languages beside Spanish, we use the standard letters from the DOE website which are already translated into several languages.

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.

The oral interpretation services being used at UAAHC are provided by the ESL instructor.

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

All materials are translated for the scholars in their Native Language (L1).