



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)

SCHOOL NAME: URBAN SCIENCE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X325

PRINCIPAL: PATRICK F. KELLY

EMAIL: PKELLY6@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DOLORES ESPOSITO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Patrick F. Kelly	*Principal or Designee	
Walquiris Garo-Martel	*UFT Chapter Leader or Designee	
Marisol Colberg	*PA/PTA President or Designated Co-President	
--	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
--	CBO Representative, if applicable	
Angela Garcia	Member/Parent	
Bibhi Thomas	Member/Parent	
Kristen Stamboulian	Member/Teacher	
Thomas Colberg	Member/Parent	
Mandy Ehrlich	Member/Teacher	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has not received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

A major recommendation from our ESCA that formed the basis of our needs assessment is Key Finding 2, “Teachers are not consistently asking students to think at a higher depth of knowledge.” We have also taken into consideration Key Finding 3 that states that while a majority of our teachers feel that they have a moderate to great deal of influence over establishing curriculum and selecting instructional materials it was found that our, “curriculum does not include strategies for instruction.”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher performance and student learning, school leaders will engage in frequent cycles of observation / feedback using the Danielson Framework with a focus on Planning and Preparation and Instruction. Each teacher will be observed at least 4 times throughout the school year and given feedback within 1 week of the observation. Observation / feedback will focus on implementation of lessons and tasks that require higher-order skills as measured by Webb’s Depth of Knowledge Matrix.

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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

A) Strategies/activities that encompass the needs of identified student subgroups

- Formal Observations
- Professional Development provided to staff to unpack the Danielson Framework and how it can be used to better inform best practices in teacher performance.
- Whole Staff Faculty Meetings to discuss Administrative expectations in terms of teacher performance; these expectations are expanded upon and supported in cohort and individual meetings with Instructional Coaches.
- Whole Staff Professional Development provided in Using Questioning and Discussion Techniques focusing on Depth of Knowledge and Universal Design for Learning (UDL), these expectations are expanded upon and supported in cohort and individual meetings with Instructional Coaches
- Whole Staff Professional Development provided in Understanding By Design (UBD) focusing on curricula and unit planning, these expectations are expanded

upon and supported in cohort and individual meetings with Instructional Coaches

- Instructional needs are identified and addressed through Instructional Coach led Professional Development (whole staff and/or small group) and followed up by the Administration and Coach to improve teacher instruction.
- Informal observations of teachers inclusive of post ob or written feedback on observations with commendations and/or recommendations for improved performance.
- We have established a New and Second year teacher mentoring program

B) Key personnel and other resources used to implement these strategies/activities

- Administrative staff: Principal and Assistant Principals
- Instructional Coaches: Literacy and Math
- Network Support personnel
- New and second year teacher mentors

C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- We have established a Formal Observation Schedule where all new staff is observed by both the Principal and the AP of Instruction a minimum of three (3) times /year and all other staff a minimum of once (1)/ year.
- We have regular informal observations of teachers by the Administrative staff and Instructional coaches.
- The administration meets regularly with the Instructional Coaches and teachers to discuss and plan for targeted work with teachers based on observations

C) Timeline for implementation.

- This is an ongoing cycle of work.
- The first round of formal observations is completed by mid-January.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I focus \_\_\_\_\_

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).

Tax levy and Title I funding support the position of the Assistant Principal for Curriculum and Instruction. Focus funds will be used for per session teacher after trainings and feedback meeting to further deepen teacher practice around the Danielson Framework. Focus funds will be drawn to support 10 staff members who will work for 5 hours in 4 sessions.



B) Key personnel and other resources used to implement these strategies/activities

- Hired a full time Instructional/Literacy coach who acts as a liaison between Network level Academic Coaching and programs and our staff. Employ an AUSSIE Math Coach for 40 days 1X/week and 30 day Executive Coach from American Reading.
- A member of the Administration and / or School-Based Instructional Leader oversees all Academic teams.
- Network/Cluster based on and off-site Professional Development

C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities, include steps taken to involve teachers in the decision-making regarding the use of academic assessments

- Content area common planning meetings to develop Long Term Plans inclusive of unit overviews, daily lesson plans, formative assessments and performance tasks
- Faculty meetings used to evaluate and discuss student progress across content areas

D) Timeline for implementation

- This work began at the start of the academic year 12/13 – by the end of the year 100% of USA students will have engaged in at least 2 CCLS aligned unit of study and performance task in ELA, Math and Humanities.

Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Focus.

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).

Title I funding supports the Assistant Principal for Curriculum and Instruction, a District Nine grant through the Helmsley Foundation supports half the cost of a math coach. We also benefit from the support of Cambridge Associates in unit planning and the design of common assessments through Title I. The work of 10 teachers for 10 hours will result in continuing unit alignment with the CCLS and the design of assessment: this will be supported with Title I Focus funding.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Dimension 4, the "Quality of Feedback" category from our ESCA (page 9) revealed that the school performed at the low to mid range level in the frequency and quality of feedback, and that the qualities of persistence and increased involvement on the part of students were insufficient. In response to Key Finding 6.1 (p7) "Of the 23 classrooms observed, the average rating of classroom engagement was 4.3 out of 7, indicating a mid range of engagement, where students were mostly passive in the learning process."

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- 100% of our teachers will collaboratively design and implement an extended-day academic program targeted at improving the academic ability and engagement of the students performing in the lowest third based on the 2012 ELA and Math State tests. 100% of students in the lowest third as measured by the 2012 ELA state exam will be offered this opportunity. We believe that by expanding the school day to hone the academic skills of our lowest performing students, they will be more like to engage in classroom activities during the school day.

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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

A) Strategies/activities that encompass the needs of identified student subgroups,

- Teachers will assess student needs based on summative (Acuity) and formative (class work, teacher recommendations/observations) assessments and place students into flexible groups according to need.
- Teachers will work collaboratively in designing performance task based curricula to support student's reasoning abilities, academic skills with a focus on increasing student engagement.
- Students will attend Afterschool classes three days/week from 3:15-5:15 provided by 11 classroom teachers.

B) Key personnel and other resources used to implement these strategies/activities

- Supervision by Assistant Principal

- Resources are pulled from our previous unit plans, NYCDOE Instructional sites, EngageNY, as well as other internet-based sites.
- On and Off-Site professional Development ie: Reading In The Content Areas
- Professional Development provided by Instructional Coaches

- C) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- Informal observation
  - Assessment of student growth based on performance tasks

D) Timeline for implementation

This work began in September and will continue throughout the year.

Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Focus

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).

Title I and Title I Focus funds were dedicated to support an assistant principal and Title I Focus funds support 10 teachers and in providing an afterschool program (2 hours a day, 3 days a week for 51 sessions) for the student subgroups identified above. Galaxy lines "Supervisor per session" will fund the assistant principal (110 hours). Galaxy line "Teacher per session" will be used to fund the teachers. Additional funding is provided in tax levy funds. Funding also supports monthly meetings where teachers plan together and student work is analyzed and reviewed to identify areas of progress and challenge. This information then informs the next instructional steps. Additional Priority funds serve to provide a variety of supplemental, leveled reading non-fiction and fiction text purchased from the American Reading Company, and Impact Math texts, teacher guides and student packages, to support our Special Education and ELL students in order to help them rise to meet the expectations of the CCLS. Additional learning materials, such as number lines, blank books for student writing, writing skill cards, and reward materials will also been purchased.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

In response to Key Finding 2, "The school has structures and systems in place to build culture and school expectations, but the results are inconsistent," we have not only begun to work on adjusting the learning environment within the classrooms through developing curricula that is more engaging, we have also further developed our afterschool programs.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June, 50% of our students will have engaged in at least one after-school activity designed to reflect USA's core values of student ownership in learning. We believe that through expanding the school day including extracurricular options, students will feel more integral to the school community which should then positively affect the choices they make during the school day.

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,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**A) Strategies/activities that encompass the needs of identified student subgroups,**

  - Parent out-reach through newsletters and backpacked application forms and at registration, to inform families of programs offered by the school to support their children.
  - Establishing teacher-led afterschool programs: dance, drama, basketball, volleyball flag football, baseball, enrichment and comic book/graphic novel clubs

**B) Key personnel and other resources used to implement these strategies/activities**

  - Assistant Principal (s)
  - Teachers
  - Intramural leagues and Bronx Middle School Baseball League
  - Parent Coordinator

C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Weekly check-ins by coaches to see if students are engaged and involved in their class-work
- All programs are overseen by a member of the Administrative Team
- Informal observations and teacher meetings

D) timeline for implementation.

- The afterschool athletic clubs are formed throughout the year based on season
- The arts clubs are formed throughout the year based on student/teacher interest

Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Focus

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).

The funding for the teacher and administrative salaries to staff these programs is provided by tax levy funds and Title I funds. Additional Title I Focus funds will be used to purchase books and learning materials to use programs designed to increase student performance and social and emotional development. These will be purchased using Galaxy title "Supplies."



Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Focus

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).

Tax levy funding is joined with Title III funds to provide for teacher planning and instruction for the Saturday Adult ESL Academy, as well as the support of the Parent Coordinator. In addition, Title I funding will provide or printing supplies, including publication materials to support communication with the school community.

Title I 1% set-aside will be used to increase the number of FM wireless headsets available for instantaneous translation at meetings, and to provide incentives for parent attendance and additional materials for parent education.

Title I dedicated funding for Students in Temporary Housing will provide uniforms, notebooks, and learning supplies for these students.

Title I priority funds for Parent Engagement will further support home-school communication through the purchase of postage, using Galaxy title "non-contractual" for parent involvement. Also, a workshop will be conducted by a consultant to provide guidance on effective reading strategies, and in helping families build strong and healthy at-home literacy practices.

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	Independent and guided reading, Wilson	Small group	During and after school
Mathematics	Exemplars	Small group	During and after school
Science	Writing in response to non-fiction text	Small group	During and after school
Social Studies	Writing in response to non-fiction text	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and individual counseling	Small group and 1:1	During school

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Our recruitment efforts extend to teacher preparation programs and alternate certification programs that ensure that our teachers are highly qualified. We have hired New York City Teaching Fellows as well as Teach for America Fellows. We also work with our partnerships with teacher formation universities to recruit student teachers, and aggressively recruit all qualified candidates through Department websites and at Hiring Halls.

Newly hired teachers are supported through three full days of professional development before school opens, during which they learn about the students they will teach and the systems we use to support them in the work. New teacher learn the data systems employed by the school, Instructional Expectations at the State, City, District and school level. Teachers learn the instructional expectations employed through out the school (backwards planning, the Danielson Framework, student-centered instruction, Accountable Talk).

Teachers already on staff are invited to sessions if they request a refresher, or in cases where systems are revised. This year, for example, all Reading teachers received instruction on a new data web-based collection system measuring student progress in literacy.

During the course of the year, teachers are released for a number of professional development days for guided work on Common Core State Standards and planning through sub coverage which is funded through Title I.

Additional on-site support is provided by professional development consultants in Mathematics from AUSSIE (40 days) and, in Literacy (20 days), from the American Reading Company. Further, the school has employed a full-time Literacy Coach to support teachers in the challenges we face in Literacy.

Also, new teachers are assigned a mentor who meets with them two to three times a week. Teacher mentors attend the New Teacher Center Mentor Academy where they learn mentoring, observation, and assessment skills to provide support for teachers in need.

Throughout the year, eachers share common planning times, reviewing curriculum to establish greater alignment with the CCLS, to learn and practice instructional practice, and to report on student progress.

Network coaches also support teachers in workshops on site and off site, and inter-visitations are conducted with other schools to gain a larger perspective on our practice.

School leaders and coaches support teachers by giving formative feedback in the classroom, as well as in workshops that are given weekly.

DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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)

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; monthly workshops are organized by the school's Parent Coordinator,
- 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;
- a Parent Resource Center is one of the functions of the new Parent Association's Room 149; besides providing a site for the activities of the PA, the room, adjacent to the Parent Coordinator's office, contain materials to support parents with 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; parents have access to teacher grades throughout the year by access to TeacherEase accounts;
- developing and distributing a monthly and translated school newsletter designed to keep parents informed about school activities and student progress;
- use an auto-dialing service to keep parents informed about workshops and important school dates;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### *SCHOOL-PARENT COMPACT*

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

#### I. School Responsibilities

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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; to this end we use wireless headphones with instantaneous translations for meetings;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Yuet Chu</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>325</b>
School Name <b>Urban Science Academy</b>			

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

Principal <b>Patrick Kelly</b>	Assistant Principal <b>Kerin Hoffman</b>
Coach <b>Mandy Ehrlich</b>	Coach <b>Anna Herrera</b>
ESL Teacher <b>Jeanette Consoro (Science, ESL)</b>	Guidance Counselor <b>David Summerville</b>
Teacher/Subject Area <b>Daneliza Figueroa (Bilingual)</b>	Parent <b>Marisol Colberg</b>
Teacher/Subject Area <b>Lindsey Corcoran (SIFE, ESL)</b>	Parent Coordinator <b>Luis Gratereaux</b>
Related Service Provider	Other <b>Juana Elsevyf</b>
Network Leader <b>Yuet Chu</b>	Other

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

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</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>421</b>	Total Number of ELLs	<b>143</b>	ELLs as share of total student population (%)	<b>33.97%</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. 

Upon enrollment guardians of new admits to the country complete the Home Language Identification Survey (HLIS) in English or their native language. The initial student screening is conducted by the assistant principal, Kerin Hoffman. Ms. Hoffman conducts an informal interview of the parents and students and assists the parent in filling out the HLIS. Translation is provided for parents who speak another language other than English. Our school has a list of languages spoke by staff member, however if the language is not available at the school, we contact the Translation and Interpretation Unit at the NYC Dpartment of Education for assistance. Once it has been determined that the student may be an ELL the LAB-R is administered and an initial reading assessment. If the student is an ELL as determined by the LABR scores, an Entitlement Letter is sent home indicating the child has been identified as an ELL by the LAB-R test. The results of the test are included in this letter and an appointment for a parent orientation is also included in this letter. At the parent orientation an ESL teacher (varies), the assistant Principal (Ms. Hoffman) and the Parent Coordinator (Mr. Gratereaux) are present. During the orientaiton parents are informed of the rights as parents of students identified as ELLs, the process of identifying ELLs, and the three programs available for their ELL child. Parents will also be provided information about the core curriculum, learning standards, expectations for students, and assessment. In addition, parents are shown a video provided by NYCDOE which furthers explains the three programs available in NYC and a parent brochure. Parents are then instructed to fill out the Parent Program Selection form. This forms asks parent to choose the program they prefer their child to attend. Parents are provided with translated materials and interpreters when necessary. The process administering the LAB-R and conducting the parent orientation are completed within 10 days of enrollment.

The parent coordinator and/or the assistant principal explain to parents the three possible programs for their child: Dual Language, ESL, and SIFE/Newcomer ESL. In the Dual Language program, students are taught social studies, science and math in 50% English and 50% Spanish by teachers with bilingual licenses or a bilingual extension, and are in the program for the duration of their enrollment at 325x unless the parent wishes to withdraw. Most students in this class are proficient or near-proficient in either English, Spanish, or both. ESL students are taught in a class by grade level and by certified ESL teachers. SIFE/Newcomer are two bridge classes designed for students who enter the school with little to no knowledge of English and limited skills in their Native Language. Parents are invited to see the different classes as well as meet with a representative teacher to discuss their students' needs and options. These conversations take place in the parents' native language if English, Spanish or French is spoken. If not the DOE translation service is called or parents bring a relative or family friend to translate. The Assistant Principal also reviews LAB-R data, former testing data if any, and parent input on previous schooling to assist in program advantages and selection.

Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the Dual Language bilingual program program. A spreadsheet is maintained by the assistant principal of parent selections.

At the start of the school year we sent out a mailing with information on program selection and the orientation date to all students on register at the time. Several forms were returned. A second mailing was done in late September for parents of all students who were articulated from other schools where they had been previously coded as ELLs. A third mailing was done in October. All

Selection Forms have been counted. 8/8 parents of new admits selected freestanding ESL. Placement Letters have been sent to all parents of new admits, and continued entitlement letters were sent to parents of returning ELLs. Where parents wish additional information they may contact the assistant principal or the parent coordinator at any time throughout the school day to set up a meeting.

Over the past few years it has been a trend for parents to request ESL. However last year 7 parents requested bilingual education, and we partnered with a CUNY-NYSIEB pilot to do research on bilingual and Dual Language education, and agreed we had enough ELLs with high levels of English and/or Spanish level to open a Dual Language Program. This includes former ELLs who are eligible for an extension or who are not yet proficient on the NYS ELA exam. Their inclusion in the program is based on research that improving native language literacy improves second language performance as well. All parents whose students were contacted and given the opportunity to approve their students' participation in the program. Two parents also requested their students be transferred after the start of the school year. All parent selection forms are updated in hard copy to reflect changes in program requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): spanish/english

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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>							1	1	1					3
<b>Freestanding ESL</b>														
<b>Self-Contained</b>						1	2	2	2					7
<b>Push-In</b>						0	0	0	0					0
<b>Total</b>	0	0	0	0	0	1	3	3	3	0	0	0	0	10

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	158	Newcomers (ELLs receiving service 0-3 years)	83	Special Education	17
SIFE	17	ELLs receiving service 4-6 years	47	Long-Term (completed 6 years)	23

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	24	0	1	7	0	0	9	0	0	40
ESL	52	7	2	41	24	6	17	0	0	110
Total	76	7	3	48	24	6	26	0	0	150
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<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	EP	EL	EP																
Spanish													5	3	13	5	23	4	41	12
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	5	3	13	5	23	4	41	12

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 53

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

Hispanic/Latino: 12

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						3	19	28	39					89
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						0	2	2	1					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1	3	5	3					12
<b>TOTAL</b>	0	0	0	0	0	4	24	35	43	0	0	0	0	106

# 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?

1. We currently have five self-contained ESL classes in grades 5-8. This includes one 5/6 bridge, one 7, one 8, and two 6-8 SIFE/Newcomer bridge classes. We also have one 6/7 bridge Dual Language and one grade 8 Dual Language class. Each of these classes has each subject as a self-contained group. Dual Language classes are students who are at or near grade level in either Spanish or English based on the NYSESLAT and the NYS ELA exams. ESL classes contain mostly students who are at an Intermediate level on the NYSESLAT and a high 1 to a medium level 2. The SIFE/Newcomer classes are comprised of new admits to the country, from one day to 2 years. Section 601 (beginner) contains students reading from a Kindergarten to first grade level, section 701(secondary) contains students reading from a second to a third grade level, and is mostly comprised of students taking the NYS ELA exam for the first time this year.

2 & 15. Because students are grouped mostly by reading levels, this allows us to correlate our ESL CR-Part 154 minutes into the schedule accordingly.

Dual Language (advanced and beginner): 360 minutes per week for beginners, 180 minutes a week of ESL + 180 minutes a week of ELA for advanced, plus 5 periods a week of NLA for the whole class

ESL (Intermediate/advanced): 360 minutes per week

SIFE/Newcomer (beginner/intermediate): 360 minutes per week

Materials correspond to students age and grade level in all classes and subjects. In the SIFE/Newcomer ESL classes, students are given literacy/ESL instruction based on their levels, and content instruction encompasses the key and focus elements of all grade levels. In the 6/7 bridge DL class, the same applies.

3. Content area instruction is delivered depending on the program as follows:

-Dual Language receives ESL in English, NLA in Spanish, and Math, Science and Social Studies in 50% English and 50% Spanish, alternating every two weeks.

-ESL receive all instruction in English, plus 1-2 periods a week of Spanish language instruction

-SIFE/Newcomer receive all instruction in English, plus 1-2 periods a week of Spanish language instruction

## A. Programming and Scheduling Information

ESL and Dual Language teachers develop curriculum based on NYSED, CCS standards during common planning with special education and general education teachers in their grade level and subject. Differentiation is provided by utilizing QTEL strategies, vocabulary supports and alternate language resources.

The SIFE/Newcomer ESL curriculum has been developed in-house over the past two years to address the particular speaking, writing, reading, listening and content needs of this group, utilizing QTEL, elementary literacy and translanguaging strategies.

4 & 14 & 17. ELLs who are determined on the Spanish LAB to have Spanish language proficiency are recommended for the Dual Language program in order to maintain growth in their native language. ELLs who require native language support during class are assisted by either bilingual teachers in math and science and with native language texts in French or Spanish during reading class. The Dual Language classes receive 4-5 periods per week of NLA instruction. In the SIFE/Newcomer class information is often presented in Spanish, English and French. All ESL teachers do daily vocabulary lessons focusing on both literary and non-fiction content vocabulary.

All ELL teachers deliver instruction using the balanced literacy approach. The following methods and programs are used within the ESL classroom:

- Reading mini-lessons to focus on reading strategies at students' independent and grade level
- Independent reading of leveled books (100 Book Challenge and Fountas and Pinnell leveling systems are used)
- One-to-one and small group conferences to identify and target individualized reading growth
- Shared reading of grade level texts that incorporates guided questions and structured discussions for advanced and intermediate

ELLs

- Word work and vocabulary instruction using Exc-ELL strategies
- Writing in the content areas (Content Based Literacy)
- Differentiation of instruction within math and science (QTEL)
- Non-fiction reading (ProQuest system) for all and phonics instruction for beginners below a 3<sup>rd</sup> grade level

Students receive science instruction for 45-90 minutes daily, a minimum of 5 periods per week.

Students receive math instruction for 45-90 minutes daily, a minimum of 8 periods per week.

Students receive social studies instruction for 45-90 minutes daily, a minimum of 5 periods per week.

Students who are performing two levels or below are provided with academic intervention services during extended day and/or after school.

Students receive 1-2 periods a week of art, gym and Spanish language instruction, and 8<sup>th</sup> graders receive 1 period a week of music instruction.

### 5. Differentiating Instruction

#### SIFE and Newcomers

SIFE and Newcomer (less than 2 years) students who exhibit oral communication skills in English and are currently reading above a 2<sup>nd</sup> grade reading level are placed in the secondary SIFE/Newcomer section with a dedicated ESL teacher to improve their writing and reading skills in order to prepare for their first year of the NYS ELA exam. SIFE students below this level are placed in the beginner SIFE/Newcomer section, where they focus on basic oral communication skills, phonemic awareness, alphabet and handwriting skills as well as reading and writing. In math and science, students practice writing and speaking numbers, basic numeracy and content vocabulary, as well as grade level content. In social studies, students focus on beginner writing strategies and content vocabulary in English.

In order to identify SIFE students, at registration, the ELL coordinator and Assistant Principal review the Home Language Identification Survey for information on previous schooling. During this time an initial parent and student interview is conducted. This assessment consists of the ALLD created by the office of ELLs for English and Spanish speaking SIFE. Families who speak French are interviewed by the Assistant Principal or a fluent teacher in the native language.

## A. Programming and Scheduling Information

### Native Language Support

ELLs who require native language support are assisted by bilingual teachers in math and science and native language texts available during reading class. In the SIFE class, new vocabulary in content areas is often presented in English, Spanish and French. All ESL teachers do daily vocabulary lessons focusing on both literary and non-fiction content vocabulary. ESL teachers monitor students' independent reading for a range of genres, ensuring that students are learning vocabulary on a range of topics.

New admits who are Spanish-speaking are administered the LAB in Spanish. If their native language skills are high, they are provided with Spanish support in math and science and also given the option to train for NYS exams in Spanish.

Dual Language classes receive NLA 4 times a week in Spanish

All classes receive 1-2 periods of Spanish language instruction each week.

Staff and students who speak French, Twi, or any of the 11 other languages have also been identified in case there is need of support.

### ELLs with 4-6 YOS and Long-Term ELLs

ELLs with 4-6 YOS are in both Dual Language and ESL classes depending on NYS ELA and NYSESLAT levels, which vary. Six of these students are in special education classes. Long-Term ELLs are also in both programs, and both groups receive instruction that mirrors the general education curriculum in both scope and sequence and rigor with additional support in vocabulary and writing, and NLA for those in the Dual Language program. We will analyze data at the end of the school year comparing the populations who continued in ESL and those who began Dual Language to see if the addition of instruction in their native/home language was able to improve the ability of the long-term ELLs to perform in class, on the NYSESLAT and on the NYS ELA exam.

### 6. ELLs identified as having special needs.

- Our staff meets regularly as grade level and subject area teams to discuss best practices and share appropriate strategies for working with our various student populations.
- Our teachers are aware of the students in their classes who have IEPs and all of our staff has access to the IEPs through SESIS according to Chapter 408 procedures.
- Our ELL students who have been identified as having special needs are in CTT classes and 12:1:1 according to their IEPs and LRE policies. We have a Special Education Coordinator (Assistant Principal) who ensures delivery of services, both special education as well as related services, and the special education teachers ensure that all goals and accommodations are met for both the IEP mandates as well as the ELL mandates particularly in the administration of in-class teacher created assessment and on City and State Mandated assessments and tests.
- Special Education teachers are trained to write Annual IEP goals addressing students' reading, writing, vocabulary, phonics and/or organizational skills. Teachers are trained through monthly PD from the American Reading company and in-house literacy coaches to assess student deficits in phonics, memory, word usage, vocabulary, and to provide students with strategies that mirror their IEP goals to address these needs. All special education teachers attend content planning meetings with ESL and general education teachers to maintain a uniform and rigorous curriculum from which to differentiate instruction to the needs of their learners.

### 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:

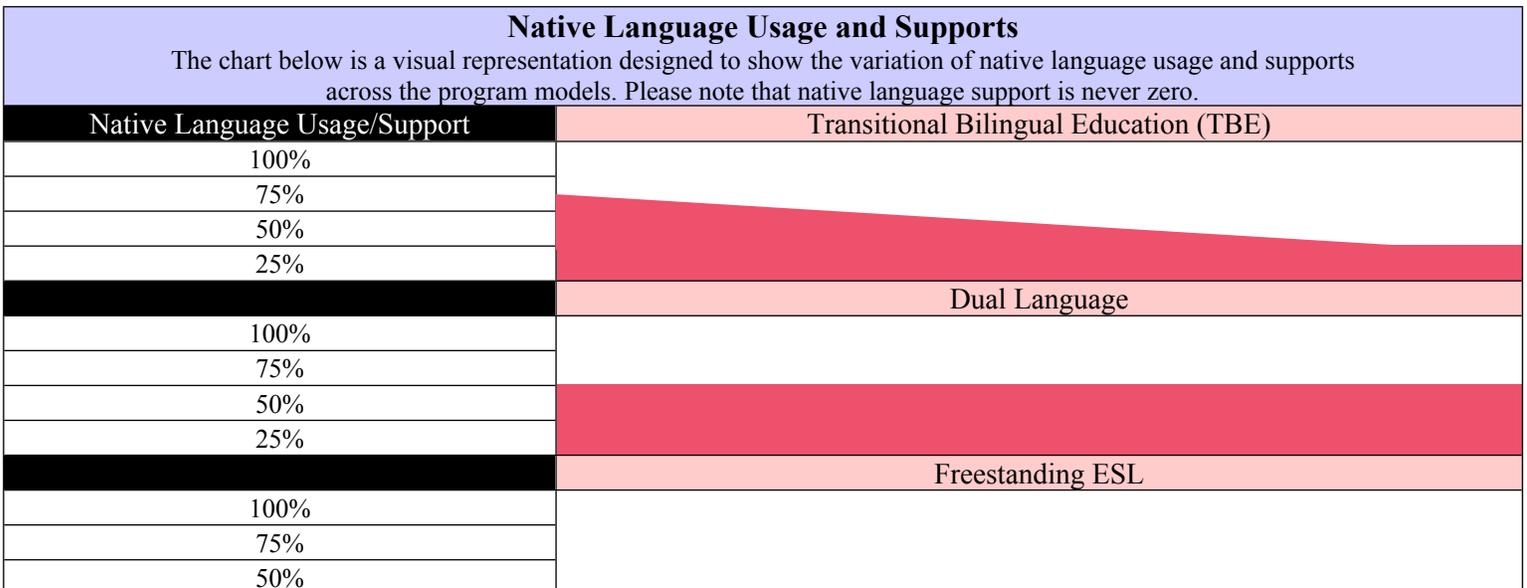
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts	Spanish		

Social Studies:	Spanish
Math:	Spanish
Science:	Spanish
Spanish	Spanish


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



25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

8. Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs AIS such as pullout groups.

- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening.
- In addition to the regular reading period, 2 ELL teachers facilitate literature circles, guided reading groups, and conduct individual conferencing for a 45 minute intervention period. This intervention takes place daily. During this time students practice comprehension and fluency with the assistance of 2 teachers and a bilingual paraprofessional. Students that are reading below a second grade reading level participate in paired reading with readers above their grade level. These daily sessions are 45 minutes long and take place in the library. During this time teachers set a reading focus and provide a scaffolded way to share. This may involve a graphic organizer or a series of sentence starters that can help them express their comprehension in a structured way. After the focus has been set the entire class engages in independent reading. Teachers then pull aside a group of 3 to 5 students for targeted reading instruction based on their reading levels as assessed by the IRLA, which we are trained in by the American Reading Company (100 Book Challenge). These daily sessions are instrumental in them achieving reading proficiency by the end of the year.
- Students who are struggling with writing participate in NYSESLAT test prep after school. At the beginning of the school year, students are assessed to determine a baseline. The instrument used to establish the baseline is a prompt provided by Collins Writing consultant who coaches our teachers in implementing effective instructions for our ELLs. Teachers then analyze the baseline using a writing rubric which helps in developing individualized writing goals for each student. Instruction is tailored to meet these goals by targeting focus correction areas which a guide for the development of specific writing skills. We provide an after school writing program which emphasizes in preparing students for the writing part of the NYSESLAT using Getting Ready for the NYSESLAT and Beyond books.

9. Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT but continue to score level 2s or low level 3s will receive continued ELL supports in ESL and Dual Language classes, or if appropriate, ICT classes where they can benefit from a second teachers' intervention. In addition, they will receive time and a half during state ELA testing for two years after they have received a P in the NYSESLAT. Generally, high performing former ELLs (mid-high level 3) in transition are assessed in the beginning of the year and placed in general education classes.

16. Newly enrolled students

Students new to the country and/or school receive an orientation with the parent coordinator, the secretaries, and at least one member of administration when they arrive. Classes with newly enrolled students are encouraged to provide experiential learning through trips, classroom libraries, and technology (laptops, ipads, listening centers) to acclimate them as quickly as possible to the life of the school.

Students also attend after-school programs in the arts and content instruction.

17. ELLs are offered language instruction in Spanish 1-2 times per week.

### **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)?

Dual Language classes are taught in English for ELA/ESL, and 50% English, 50% Spanish for social studies, math and science for both EPs and ELLs, and they are integrated together all day. A self-contained Dual Language model is in place. Languages are taught simultaneously.

### **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.

ELL training for all staff occurs at professional development meetings in-house or offered through the office of English Language Learners.

Topics include:

- Writer's Notebook (September)
- 100 Book Challenge: Leveling Students (September & October)
- 100 Book Challenge: Advanced Conferencing for ELLs (November)
- Quantitative analysis of student data: NYSESLAT, Acuity, NYS Exams, Performance Tasks (November & December)
- Using effective vocabulary strategies across the content areas: ExcELL (January)
- Test Prep Strategies: Preparing ELLs for Math and Science testing (February)
- Writer's Notebook: Building Stamina and Style in Non-fiction Writing (Once a month)
- Differentiating Instruction for ELLs: Breaking Down the Common Core Standards (October – November)

## E. Parental Involvement

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

- Parents of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2012-13. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our ELL Learning Team, guidance counselor, assistant principal of instruction, and dean of instruction to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked.

- We formally reach out to parents to join parent workshops through and memos and phone calls. Parents' participation in monthly presentations and ELL Family Dinners/ Student work showcase are planned and designed to give parents a clearer picture of what their students experience with their teachers.

- Parents are also invited and encouraged to be part of planning committees and to take on leadership responsibilities.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						0	7	12	17					36
Intermediate(I)						7	12	23	16					58
Advanced (A)						4	23	20	17					64
Total	0	0	0	0	0	11	42	55	50	0	0	0	0	158

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						0	1	5	6				
	I						0	5	12	6				
	A						3	22	27	18				
	P						7	10	4	9				
READING/ WRITING	B						0	6	9	13				
	I						6	10	20	12				
	A						4	19	11	12				
	P						0	3	9	2				

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3	7	0	0	10
6	18	16	0	0	34
7	29	14	4	0	47
8	23	14	0	0	37
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	3	0	8	0	0	0	0	0	11
6	9	5	15	8	2	0	0	0	39
7	10	4	17	19	1	3	0	0	54
8	19	9	13	5	0	1	0	0	47
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

Newly admitted ELLs are initially assessed by the ESL Coordinator who administers a reading assessment using an assessment tool called the IRLA, part of 100 Book challenge which is our selected reading program. Additionally, they are administered a writing baseline in English and/or their native language. ELLs that transitioned from a previous grade in our school or those who come to us from other schools are assessed by their ESL teachers using the same methods and tools. Data for these assessments is stored electronically and collected periodically to track student progress and teacher effectiveness.

Overall NYSESLAT scores show that a third of our ELLs are beginners. 29 ELLs scored Beginner, 36 scored intermediate and 58 scored advanced. Last year, the the beginners were the largest group, this year we have more students at advanced than in previous years. of our 186 ELLs scored advanced, and 42 scored Advanced. Our 6 and 7 grade have ELLs scoring Intermediate and Advanced, generally. However, our 5th grade class tends to be the highest performing based on these scores and in the different modalities.

The test data reveals that even as our most advanced ELLs achieve oral communicative English proficiency across grade 5-8, with most scoring advanced or proficient in Listening and Speaking modalities, they still struggle with academic writing and reading. This is especially the case for 8th graders who tended to score beginner proficiency in the reading and writing modalities. The 6 and 7 grades tend to score as high performing ELLs with scores evenly spread across Intermediate and Advanced. Our highest performing group is the 5th grade with over 60% scoring Proficient in all modalities.

These trends have significant instructional implications. For the 8th grade class it suggests that students will be in need of pullout academic support services, extended day, and after school content area support in the native language. Due to their low scores, large class size, and SIFE status for many, they are at significant need of multiple conferencing in reading and small group targeted instruction in writing. This also suggests that they will require test prep for math and science state tests in their native language if they are expected to score proficient or above.

Spanish LAB scores reveal that more students this year are arriving with high literacy skills in their native language. These skills will allow them to transfer knowledge to English at a higher rate than in the past. Few students arrived with little literacy instruction or with periods of interrupted formal education. These are unaccustomed to academic language, grammar, and syntax. They tend to be below reading level in Spanish which leads to difficulty in their ability to transfer comprehension skills to English. These students have been placed in Dual Language classes to facilitate acquisition of English while improve native language skills.

Periodic assessment data for ELLs will be compared to general education student data. This year the reading and writing curriculum, as well as the humanities curriculum for advanced and intermediate ELLs is aligned to general education standards as much as possible. Periodic assessment data will be analyzed in common planning sessions. It is stored in an electronic database document shared by teachers and administrators. All ELLs participated in periodic testing programs through which they have been administered the NYSESLAT. This assessment is meant to gather relevant information on student levels of English literacy.

The effectiveness/success of our program will be measured quarterly by:

- tracking our student's growth in reading levels as measured by the IRLA, our selected reading program
- tracking growth in writing by comparing baselines to writing samples collected midyear and at the end of the year
- comparing the value added in the scores of NYSESLAT Predictives as compared to the actual tests in May 2012

### **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: Urban Science Academy**

**School DBN: 09X325**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patrick Kelly	Principal		1/18/13
Kerin Hoffman	Assistant Principal		1/18/13
Luis Gratereaux	Parent Coordinator		1/18/13
Jeannette Consoro	ESL Teacher		1/18/13
Marisol Colberg	Parent		1/18/13
Daneliza Figueroa	Teacher/Subject Area		1/18/13
Lindsey Corcoran	Teacher/Subject Area		1/18/13
Mandy Ehrlich	Coach		1/18/13
Anna Herrera	Coach		1/18/13
David Summerville	Guidance Counselor		11/18/13
Yuet Chu	Network Leader		1/18/13
Juana Elsevyf	Other <u>Teacher/Dean</u>		1/18/13
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **09X325** School Name: **Urban Science Academy - Jan 2013**

Cluster: **1** Network: **103**

**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.

When students are admitted to our school parents are interviewed and complete a survey that includes the home language and if there is a need for a translator for home calls and/or parent teacher conferences. We have posted in several hallway and office places the fact that thirty-seven members of our faculty and staff speak thirteen languages, and are available if needed. All information sent home by the school is sent in English and Spanish. In cases where a language not spoken by staff is presented, the Department's translation services are employed.

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.

Many families do not speak English as a first language, and have requested translation of documents. Spanish translation has been provided at meetings using wireless headsets, and all DOE notifications and letters are to be sent home are available in the translations the DOE provides. Staff members are available for translation to Spanish in parent teacher meetings and other school functions. Translation services during parent workshops are provided by teachers and the parent coordinator in French and Spanish. Where translation services cannot be conducted by our school community, outside vendors will be requested to provide such services.

## 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.

Document translation services are provided by the Department of Education Translation Department and are available for distribution within a week. Teacher notices and workshop announcements are translated either by teachers or the parent coordinator.

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.

Translation equipment is used during parent meetings. As information is presented in English, our parent coordinator will translate simultaneously to Spanish. Translation and interpretation to French is provided by our teachers when necessary. Where interpretation services in a language other than Spanish or French are required, we may contract outside vendors such as interpreters from the Board of Education translation services.

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>.

Based on the needs expressed in family surveys, families will receive translated copies of the Bill of Parent Rights and Responsibilities. Information in those languages will be posted at the entrance to the Main Office (Room 323), as well as hung in the Parent Coordinator's office (room 146) and kept on hand with our guidance counselors. The information on display in these rooms will include instructions for obtaining/requesting translation services.

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Urban Science Academy	DBN:09X325
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <input type="checkbox"/>	
Total # of ELLs to be served: 40	
Grades to be served by this program (check all that apply): <b>6    7    8</b>	
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:	

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the  
rationale  
subgroups and grade levels of students to be served  
schedule and duration  
language of instruction  
# and types of certified teachers  
types of materials

Begin description here:

### Program 1: Additional Resources for Dedicated SIFE/Beginner Classes

This year we have two full-time SIFE, newcomer and beginner ESL sections. Students are placed in these sections full-time when they arrive at school and demonstrate no communication skills in English (reading, writing, listening, speaking). Students range from grades 6-8 based on age, and are placed in this section regardless of home language (of the currently 48 students, 8 home languages are represented). The class has a dedicated ELA/ESL/reading/social studies teacher as well as push-in math and science teachers. Language of instruction is primarily in English. Students enter the class at a kindergarten reading level, and exit to return to the beginner/intermediate grade level ESL sections when they read level 2 or 3, depending on the rest of their English communication skills. Approximately 40% of the class enters with no and little written communication skills in any language. The class requires a significant amount of early elementary reading materials, and early elementary workbooks for handwriting and letter construction. For that reason, most students in the class attend the after school program 2-3 days per week (TWTh 3:10 – 5:00) with ESL teachers in order to improve these skills using iPads, laptops, listening centers and books on tape, and guided reading book sets.

### Program 2: After-School Support for newcomers and newcomer Dual Language students

This year we have opened up two Dual Language classes which include students reading at or near grade level in either English or Spanish. The newcomer Spanish-speaking students in the class - currently 8 students in two classes - receive elementary level ESL support during the day as well as content instruction in Spanish through small group instruction and differentiated materials. These students as well as the newcomers in the dedicated beginner class - currently 14 below a 1.0 grade level in reading - require extra instructional time in English after school to improve their expressive language skills, using the principles of translanguaging, so that they can contribute to class discussions in English as well as express their knowledge in writing. These 30 students attend after-school programs (TWTh 3:10 – 5:00) with a licensed ESL and a licensed bilingual teachers three days a week, and utilize technology such as iPads, laptops and listening centers to practice sight words, listening skills, spelling and writing.

### Program 3: After-School ESL for Advanced and Recently Tested Out ELLs

In grades 6-8, 53 ELLs who scored Advanced or Proficient on the 2012 NYSESLAT exam scored a level 1 or 2 on the NYS ELA exam. We will open an after school program (TWTh 3:10 – 5:00) to target these students' receptive and expressive language skills, particularly in the areas of writing to persuade, reading for critical interpretation and reading non-fiction informational texts, in order to improve their ELA scores. 15 students are enrolled, three days a week, with a licensed ESL teacher, using non-fiction short texts, newspaper articles, and extension activities based on ELA lessons during the day.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

#### Program 1: Additional Resources for Dedicated SIFE/Beginner Class

The ESL/ELA, math and science teachers will receive professional development texts and coaching on strategies for ELLs as well as early elementary reading strategy coaching from our reading coach, literacy coach, math coach and assistant principal (Sheela Rao, Mandy Ehrlich, Ross Linegar, Kerin Hoffman) on a weekly basis (excepting Sheela Rao, twice monthly) for the duration of the school year.

#### Program 2: After-School Support for newcomers and newcomer Dual Language students AND Program 3: After-School ESL for Advanced and Recently Tested Out ELLs

Dual Language and SIFE/Newcomer literacy teachers (the same will be teaching after school) will receive additional support from reading and literacy coaches on using low elementary level texts in English to support students' development of literacy skills. Books include "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons, "Learning to Learn in a Second Language" by Pauline Gibbons, and "Making Content Comprehensible for English Learners: The SIOP Model

Additionally, our new partnership with the CUNY-NYSIEB study on emergent bilinguals provides a team of two research partners to work with our Dual Language team for 4 hours per month on lesson planning and translanguaging strategies. In addition, our network ELL liason works at our school once per week using the observation/feedback cycle in all ELL classrooms. Discussed texts also include "Teaching in Two Languages" by Sharon Reyes, "Dual Language Essentials for Teachers and Administrators" by Yvonne Freeman, "The Two-Way Immersion Toolkit" developed by the Center for Applied Linguistics (CAL) and "Translanguaging: A CUNY-NYSIEB Guide for Educators."

### Part D: Parental Engagement Activities

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

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

## Part D: Parental Engagement Activities

Begin description here:

Continuing a program from previous years, parents will be offered ESL after school or on Saturday, depending on parent availability, with an ESL teacher in order to learn the basics of English communication in the school and community settings, and better understand the facets of their children's educational program.

ESL teachers, in addition to the above supports, will receive support from the Parent Coordinator (Luis Gratereaux) with parent outreach and contact, and will receive support in practice from the supervising building leader (Patrick Kelly) on a bi-weekly basis.

In addition to the Saturday ESL program for parents, and the mandated activities, parents will be invited to quarterly meetings with the parent coordinator (Luis Gratereaux), the Principal (Patrick Kelly) and Assistant Principal (Kerin Hoffman) or the PA President to discuss the various programs, instructional initiatives, student progress, parent concerns. These meetings will take place monthly, and topics include Common Core curriculum, testing expectations, testing guidelines for ELLs and ELLs with IEPs, NYSESLAT components, current UFT and NYC DOE issues, community concerns, and open forum breakfasts.

Students will also be invited in order to foster improved conversation between all parties around student placement in a particular program (Dual Language v ESL) and success or concerns within that program's framework.

Parents will also be reminded of conference/report card dates, meetings, workshops and Saturday classes in their home language via School Messenger. During parent meetings, the Parent Coordinator wears and distributes headphones for simultaneous translation.

## Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session Per diem		
Purchased services High quality staff and curriculum development contracts.		
Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		