



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS  
**DBN (i.e. 01M001):** 03M402  
**Principal:** KERRY DECKER  
**Principal Email:** [KDECKER@SCHOOLS.NYC.GOV](mailto:KDECKER@SCHOOLS.NYC.GOV)  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** SHANNON CURRAN

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kerry Decker	*Principal or Designee	
Barbara Fertitta	*UFT Chapter Leader or Designee	
Elender Foxe	*PA/PTA President or Designated Co-President	
Michelle Andry	DC 37 Representative, if applicable	
Nelson Jimenez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Preeti Natarajan	Member/ UFT	
Cordell Blair	Member/ UFT	
Evelyn Bravo	Member/ Parent	
Maria Gonzalez	Member/ Parent	
Mateo Martinez	Member/ Student	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

School Progress: To increase the percentage of students earning 10+ credits in the 1<sup>st</sup> year in the 9<sup>th</sup> grade by 20% at end of June 2014.

### Comprehensive Needs Assessment

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

Credit accumulation data on our 2012-13 School Progress Report indicates that 70.1% of our students were accumulating 10+ credits in their first year. The objective at UA Green Careers is to use internal data from performance-based assessments (Degrees of Reading Power) to measure the literacy levels of the 9<sup>th</sup> graders entering below, at or above grade level in literacy. The school is looking to implement more curriculum-based measures and interim assessments, to provide more frequent feedback to students and staff regarding their progress toward meeting the grade standards. The curriculum-based measures provide frequent progress monitoring for school leadership and teachers to intervene periodically (every 2-4 weeks). The leadership has created a new grade team structure, composed of the teachers in the grade, counselor, and one leader (Principal/AP). Each grade team is responsible for their students in their grades. The grade team will be responsible for their students' credit accumulation in their grades; and implementing interventions and modifications, as per the student's personal education plan (PEP).

UA Green Careers is aligning its assessment to curricula, using on-going assessment and grading practices, and is working toward analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels (2.2).

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. For 2013-14, UAGC has restructured its entire 9-12<sup>th</sup> grade schedule in order to implement an extended work time, so that students can spend more time in each subject learning the content and Common Core Standards.
2. UAGC has hired two additional ELA teachers to lead a Reading and Writing course sequence in grades 9-12. This comes as a response to the low credit accumulation of 10+ credits.
3. Through this restructuring, all teachers' schedules are maximized to reduce class size by increasing the student-to-staff ratio in each classroom which means that all kids will have two to three teachers in a course. All students will have support in unison reading, to read the content of core classes.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Assistant Principal
3. Grade team leaders
4. 2 additional literacy teachers (reading and writing)
5. Guidance Counselors
6. Deans
7. School Aide
8. Certified ELL and Special Education teachers (schedules were adjusted to maximize teacher-to-student ratios).

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 90% of the 9<sup>th</sup> grade earning 10+ credits; data analysis of credit accumulation in scores in year one and in year two.
2. Shift in grading policy
3. Build teacher capacity in using different types of data (DRP, new Interim Assessments, Curriculum-based measures) to adjust curriculum and instruction
4. Building on structures for students to self-assess and reflect on their own progress (2.2)

#### D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We implemented a block schedule of 70 minutes per subject to increase work time so that students have more time to learn in small groups and independently.
2. All classrooms will have two or more teachers, and we added a Writing and Reading course to the course sequence 9-12 so that students spend additional time in literacy.

3. We created a B block intervention class for all students to have another opportunity to make up credits, prepare for a Regents exam or build background math and literacy skills.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Continuation of inclusion of parents with all student academic interventions  
 Grade Teams: upon meeting each personal individual education plan (PEP), parents are informed to be included on plan and progress  
 Phone calls (phone blasts) to where parents are regularly informed by phone as to tracking of their students  
 Work with AIDP team around monitoring attendance for all students

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

Increase our school's Graduation Rate for 12<sup>th</sup> Grade and increasing Regents pass rate for 12<sup>th</sup> Grade

**Comprehensive Needs Assessment**

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

Our first graduation class (2012-13) had a Graduation rate of 39.9%. In order to address the issue with this graduation rate, UAGC has ramped up in the following areas: behavior classroom culture, professional development and curriculum. As a school, we are looking to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson framework for teaching, which aligns to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work (1.2).

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. We implemented a new curriculum and school-wide reform model called Learning Cultures that provides greater access to the curricula for learners of all abilities including our large percentage of ELL (23.6%) and IEP (23.8%) and overage 15.1%.
2. We created and implemented a systematic capacity building structure to build teacher leadership capacity so that school decisions are implemented through distributive leadership means, thereby enabling teachers to take on the responsibility for school improvement towards this goal.
3. Grade Team meeting time has been restructured to give the grade teams access to student data so that they can take responsibility for students' Personal Education Plans through academic interventions. Teams will better be able to monitor graduation rates through a shared document called a Graduation Tracker that prioritizes students who are at risk of not graduating and asks teachers to develop an academic intervention plan (Personal Education Plan or PEP) for each student in order to provide students the necessary access points to the curriculum through modifications. Each PEP will be monitored by the team and given a timeline so that they can evaluate the efficacy of the intervention and re-adjust.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal
2. Assistant Principal
3. Deans
4. Guidance Counselors
5. UAGC faculty

6. Network resources in instructional coaching and in assessment coaching (Degrees of Reading Power, Learning Cultures coaching)
7. Professional Development and coaching in the curriculum model will be provided by Cynthia McCallister, creator of the Learning Cultures Model, and network and school level coaches.
8. Lead Teachers in assessment, evaluation, behavior, professional development and curriculum are provided time to develop strategy and implement.
- 9.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. To increase the graduation rate of the ELL-SWDs and overage students at the end of 2014.
2. Implement strategies for interim assessments, with Mock Regents provided in both the Spring and in the Fall each year.
3. UA Green Careers is providing targeted literacy measures with additional ELA teachers, to focus on literacy as core content for college graduation and college readiness. This will serve as an index for rigor for graduating class and for college readiness.
4. Measuring school wide progress with the DRP literacy assessments, to evaluate the efficacy of the curricular programs (Learning Cultures model).
5. Continuation of differentiated instruction for ELL-SWDs and overage students, to decrease the number of ELL-SWDs graduating in 5 years by 10%.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Hiring of Coach at UAGC with TL Fair Student Funding
- 2.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Continuation of inclusion of parents with all student academic interventions
  2. Grade Teams: upon meeting each personal individual education plan (PEP), parents are informed to be included on plan and progress
  3. Phone calls (phone blasts) to where parents are regularly informed by phone as to tracking of their students
- Work with AIDP team around monitoring attendance for all students, and provide parents with consistent tracking mechanisms for the at-risk students

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

--

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

Development of a responsibility-based model for behavior, curriculum, professional development to increase the coherence of policies and practices across the school.

**Comprehensive Needs Assessment**

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

In 2013-14, the school has noticed that its chronic absence rate in attendance is more than 20% of its student population. In addition, the behavior patterns noticed in September 2013 were not conducive for learning: as a result, the school has implemented the Learning Cultures model with Responsibility-based cognitive discipline, to change the school culture. This new approach is conducive for learning.

The school leaders and faculty have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices (5.1). The curricular maps are revised every quarter to evaluate the standards and the students' needs; teachers are taking responsibility of their curriculum based on the response and feedback received from their own students. The ownership of the model lies ultimately with the curricular team leaders and grade team leaders. School also has internal survey to evaluate school culture.

The Learning Cultures pedagogy is aligned to Danielson, and the observations inform the teachers on what they need in order to be effective in their classrooms. Professional Development is organized and provided around those specific rubrics, and the rubric is essential to how the school develops the quality of their

implementation of the curriculum model. The teachers will have lab sites where all the components of the behavior and curriculum models are working. Other teachers will learn from those rooms in inter-visitation models. Teachers will also review each other and provide feedback based on the rubrics, and teachers will start observing each other to hone their skills on implementing the model.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. The school surveys the staff three times a year to understand the professional development needs from their teachers.
2. We have Professional Development mechanisms: one-on-one coaching with coach, lead teachers, network teachers and consultant. The school also provides in-house residencies with 'high potential' teachers.
3. Differentiating the curriculum for students, based on student needs: teacher observations, lab sites
4. Implementing responsibility groups for Regents, to create responsibility for everyone's knowledge based on specific areas of content.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal
2. Assistant Principal
3. Grade team leaders
4. 2 additional literacy teachers (reading and writing)
5. Guidance Counselors
6. Deans
7. School Aide
8. Certified ELL and Special Education teachers (schedules were adjusted to maximize teacher-to-student ratios).

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Moving teachers from developing to effective and highly effective (in the last fourth and fifth cycle)
2. The Professional Development survey should indicate that the curriculum model had an impact on student achievement.
3. Behavior measures are based on increasing student achievement; culture for learning will be in better place for a culture for learning and graduation rate.
4. Increase in socio-emotional resources to best meet the needs of the students

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Implementation of Afterschool Credit Recovery program and Afterschool Regents Prep by identifying students in each grade with credit/regents needs,
2. Time is scheduled in teacher schedules and leadership schedules for Advance feedback from observations, and opportunities given during teacher's program to observe classrooms (in-house residencies).

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

3. Continuation of inclusion of parents with all student academic interventions
  4. Grade Teams: upon meeting each personal individual education plan (PEP), parents are informed to be included on plan and progress
  5. Phone calls (phone blasts) to where parents are regularly informed by phone as to tracking of their students
- Work with AIDP team around monitoring attendance for all students, and provide parents with consistent tracking mechanisms for the at-risk students

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" 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
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**

1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***  
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Unison Reading Double conferences for ELLs and IEP students Responsibility groups (teacher supported student-learning groups)	Small Group	During the school day
<b>Mathematics</b>	Unison Reading Double conferences for ELLs and IEP students Responsibility groups (teacher supported student-learning groups)	Small Group	During the school day
<b>Science</b>	Unison Reading Double conferences for ELLs and IEP students Responsibility groups (teacher supported student-learning groups)	Small Group	During the school day
<b>Social Studies</b>	Unison Reading Double conferences for ELLs and IEP students Responsibility groups (teacher supported student-learning groups)	Small Group	During the school day
<b>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</b>	Unison Reading Double conferences for ELLs and IEP students Student-specific instructional modifications Academic Interventions (6:1 meetings with full grade team)	Small Group One-to-one Six-to-one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

The staff at UA Green Careers is either currently Highly Qualified, as defined by NCLB, or in the process of becoming highly qualified. The school offers various types of professional development opportunities:

- Weekly grade team meetings, during which student work protocol is studied. This is to identify student learning challenges across major content areas, for the purpose of developing grade-team wide instructional modifications.
- Lab sites (sites for teachers to observe highly qualified teachers, followed by 50-minute debrief and implication)
- Residencies (Principal embeds herself for 2-4 class periods in teacher's class, to provide on the spot teacher coaching to teacher).
- School is developing teacher leadership and teacher investment into the greater community (creating leadership opportunities, supported by school leadership, which contribute to greater decision-making).

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Weekly grade team meetings, during which student work protocol is studied. This is to identify student learning challenges across major content areas, for the purpose of developing grade-team wide instructional modifications.
- Lab sites (sites for teachers to observe highly qualified teachers, followed by 50-minute debrief and implication)
- Residencies (Principal embeds herself for 2-4 class periods in teacher's class, to provide on the spot teacher coaching to teacher).

All teachers, including those who are highly qualified, have access to outside Professional Development opportunities that are sponsored by the Urban Assembly, and other outside organizations.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

At UA Green Careers, we coordinate and integrate our budget to meet the intent and purpose of funds that are consolidated. The leadership meets to discuss the budget and implementation strategies, to make sure that funds are allocated and spent appropriately.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Administer Degrees of Reading Power (DRP) three times per year; school has school-wide meetings to review assessment results and to support teachers in setting up conferences to discuss student performance with the student, and how to use this data to inform instructional decision-making.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>402</b>
School Name <b>Urban Assembly School for Green Careers</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Kerry Decker</b>	Assistant Principal <b>Luke Janka</b>
Coach	Coach
ESL Teacher <b>Donna McKenna</b>	Guidance Counselor
Teacher/Subject Area <b>Rosario Orengo</b>	Parent <b>Maria Gonzalez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Maria Soto</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>402</b>	Total number of ELLs	<b>91</b>	ELLs as share of total student population (%)	<b>22.64%</b>
--	------------	----------------------	-----------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained										7	6	6	7	26
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	6	6	7	26

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	17
SIFE	14	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	31

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	40	6		16	5		34	3	17	90
Total	40	6	0	16	5	0	34	3	17	90

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	17	16	28	81
Chinese													1	1
Russian														0
Bengali										1				1
Urdu													1	1
Arabic											1	1		2
Haitian													1	1
French										2	1			3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	24	19	17	31	91

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										3	3	5	8	19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										11	11	8	10	40
Advanced (A)										10	6	6	9	31
Total	0	0	0	0	0	0	0	0	0	24	20	19	27	90

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses the DRP to assess the reading levels of all students three times per year in September, January, and June. We also perform running records and other Curriculum Based Measures during more regular individual student conferences. For our SIFE students we also plan to use the new LENS assessment. The data shows that our ELLs typically read far below grade level and, as a result, we provide time for small group reading instruction in every content class every day, not just in English. In this way, we provide students with multiple opportunities to practice literacy skills and learn discipline-specific language in a meaningful context. We provide ESL support in two ways; through co-taught content classes, where a content-certified teacher and an ESL-certified teacher instructs a class mixed with ELLs and English Proficient students; as well as freestanding ESL classes where a heterogeneous mix of ELLs get additional opportunities to practice this academic language with each other through our literacy instructional model. In this way, ELLs of different levels can support and learn from each other.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
A significant percentage of our ELLs scored Advanced or Proficient in Listening and Speaking, but in Reading and Writing, the bulk of students scored Intermediate. This tells us that English literacy is a current area of need for our ELLs. This makes sense since a large portion of our ELLs are long-term ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The patterns across NYSESLAT modalities indicate our students need more time to practice and develop their reading and writing in English. Our curriculum is fully aligned to the Common Core and provides students with ample time to develop academic writing in content areas. Using current data, we are also going to be implementing separate Reading and Writing classes, beginning in the 2013-2014 school year, to offer more time and instructional support for students to devote to each, so instead of 201 minutes a week of ELA, they will have 201 minutes of English Reading and 201 minutes of English Writing. Also, our most struggling students will receive additional ESL support through a heterogeneous supplemental ESL class.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

School leadership is using the data to determine additional supports for ELLs, such as providing additional time in heterogeneous freestanding ESL classes, and offering Regents prep classes outside of normal school hours. The freestanding ESL classes were created as a result of recent Regents scores, and will offer our lowest-performing ELLs an additional 201 minutes per week of English language instruction aimed at supporting their literacy in the content areas, especially Regents classes. In addition to this, the school is starting to mandate classroom time for students to learn content in their native language. In this way, the native language will be used to bolster student comprehension of content, as well as developing literacy skills that can then be transferred to the target language. The school has learned that ELLs should not be restricted from engaging in complex grade-level texts but, instead, supported and challenged to hone their literacy and language skills to tackle such texts.

Also, the school is learning that ELLs need more regular competency feedback in their academic performance which they can then use, and teachers need more frequently administered data, as well. Therefore, in addition to DRP tests three times a year, the school is also now implementing a more frequent data cycle that involves teachers implementing Curriculum Based Measures that teachers and students themselves can use to set individual work time goals and monitor their progress. These CBMs will be administered monthly, or biweekly, depending on student need.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
ESL-certified teachers are responsible for planning with content area teachers to make sure that the unique needs of each ELL sub-population are considered, whether it is key academic vocabulary, learning the linguistic demands of a particular content area and the relevant language functions, as well as planning lessons and activities that specifically target the particular language needs in the

class. This can also include forms of scaffolding during and after lessons for SIFE or beginner ELLs, or targeted partnered activities where ELLs can work alongside advanced ELLs or EPs. We see every class as an opportunity for language learning and, essentially, every teacher as a language teacher. Additionally, since many of our students struggling in reading and writing, we are requiring every content class to include 15 minutes a day of Unison Reading, a small-group instructional model to develop literacy, and an increase in peer and teacher writing feedback in classes that have writing.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program and whether or not our ELLs met their AYP through the implementation of the DRP, which is offered three times, once in the beginning of the year, once mid-year and once at the end of the school year. We also use the NYSESLAT results.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a new student is enrolled, our ESL coordinator completes the Home Language Identification Survey with the parent to determine the child's home language, and they interview the parent and child. If, in HLIS Part I, one question in questions 1-4 and two questions in questions 5-8 indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English, then the ESL coordinator enters this information into ATS, and places the completed HLIS forms in the student's cumulative file. If the HLIS indicates that a language other than English is spoken in the home, an ESL teacher administers the LAB-R to determine the English proficiency level. All new entrants who have a home language of Spanish and score below proficiency on the LAB-R are then administered the Spanish LAB.

We then send an entitlement letter to the parents/guardians of each student who is eligible for ELL services, based on the LAB-R results.
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.

Within the first week, our ESL teachers make phone calls home to newcomer students who have been identified as ELLs. We also send an entitlement letter home as soon as a newcomer enrolls. We invite the parents in to learn about the three program choices offered in New York City through parent orientations offered at times determined to be convenient with the parent. During this orientation, the parent views the Parent Orientation video and gets information on the Common Core State Standards, the Regents and NYSESLAT and other assessments.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Once the LAB-R determines that a child is an ELL, we mail home an entitlement letter and invite parents in to an orientation, as described above. At the conclusion of the orientation, we give parents the Parent Survey & Program Selection Form. Once that is completed, the ESL coordinator enters the parent's choice into the ELPC screen in ATS. The survey then goes into the student's cumulative folder, which is stored in a locked filing cabinet.

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.  
Once the parent's preferred program is determined, the child is placed in our freestanding ESL program, if that is what the parent chooses. If a parent chooses a TBE or DL program, we then inform the parent that their choice is not available at our school, and we let them decide if the child is going to stay at our school in our offered program. If they choose to not keep the child in our school, we begin the process of transferring the child to a school that offers their chosen program. We service them until they are placed in the new school. We make every effort to make sure that parents complete the Parent Survey & Program Selection Form and service the child in our ESL program until that can happen and the appropriate placement can be made. If a form is not returned, we inform the parent of the fact that Transitional Bilingual is the child's default program, and we begin the search for a school in which the child can receive that program. All written communication is translated into the parents' native language. When available, we use translated documents and letters that the DOE provides. When needed, our Spanish-speaking ESL teachers can also communicate in person or over the phone with the parents. When a parent speaks a language our staff members are not able to speak, we rely on DOE translators so that parents are well-informed to make decisions regarding their child's education.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
When it is time to administer the NYSESLAT, our ESL teachers and ESL coordinator are responsible for planning and organizing the testing schedule and materials. Once the materials are received and stored in a secure location, we begin by testing the students in the Speaking subtest since students must be tested individually. One ESL teacher implements the test while a disinterested ESL teacher scores the responses. We test students in the Reading and Listening subtests in classrooms of no more than 25 students at a time, and the test is untimed. If absentees miss any subtest, we make sure to call home to inform the parents how important it is for their child to come to school and take the test. We then make sure our ESL teachers are notified as soon as the child returns to school so we can have them take the missing portion. Once we receive the Writing subtest, we again implement it in classrooms of no more than 25 students, and it is untimed. Two teachers are in the testing classrooms at all times. The ESL coordinator and ESL teacher makes sure that all tests are secured and placed in appropriately-marked envelopes so they can be returned properly.
6. 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.) 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.   
So far, parents of students who have entered our school as newcomers chose freestanding ESL, which we offer.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

Generally, in our current program, our students are served in heterogeneous classes of ELLs organized by grade levels. This has allowed students to have maximum interaction with English-proficient peers and the general education curriculum. ELLs are in heterogenous, collaboratively co-taught Reading and Writing classes that are taught by an English-certified teacher and ESL-certified teacher. We also offer a supplemental heterogenous ESL shelter class taught by an ESL teacher that can be ungraded.

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)?

All beginner ELLs receive 540 minutes a week of ESL. Intermediate ELLs receive a minimum of 360 minutes of ESL, and advanced ELLs receive a minimum of 180 minutes of ESL and 180 minutes of ELA. We achieve this by providing co-taught classes, and a supplemental sheltered ESL class. Although they travel in blocks, we do allow for flexible scheduling. As such, our advanced ELLs receive a minimum of 201 minutes of ESL in either the co-taught Reading or co-taught Writing class, or a co-taught content class. All intermediate ELLs receive 402 minutes per week of ESL instruction in heterogenous Reading and Writing classes, which each meet three times a week for a total of 201 minutes each. The classes are collaboratively co-taught by an ELA-certified teacher and an ESL-certified teacher. The curriculum of the ELA/ESL course is identical to that of the Common Core-aligned general education course, but with additional support for the beginning, intermediate and advanced ESL students offered, as needed, via the ESL teacher's expertise and training. We also offer a supplemental sheltered ESL class for 201 minutes a week for beginner and intermediate students. These classes are as heterogenous as possible and can be ungraded. As such, our beginner ELLs receive a total of 603 minutes of ESL.

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 foster language development and meet the demands of the Common Core Learning Standards.

All academic classes implement an instructional model called Learning Cultures, which asks students in all content areas and Reading and Writing classes to engage in Unison Reading to discuss and develop shared comprehension of texts in heterogeneous, flexible, cooperative reading groups, as well as regularly scheduled individualized conferences, small groups, and shares in front of the whole class. These structures serve to provide students with multiple opportunities for speaking, listening and reading at grade level, with native speaker modeling and support. Unison Reading is a pedagogical format that involves a small group of less than five students in an oral, synchronized reading of a common text within an explicit set of rules and procedures. All group members read aloud, audibly, the same words at the same time, and breach when there is a confusion or reaction. This unique approach to reading instruction provides the opportunity for all group members to practice their reading skills as well as utilize their oral language to resolve confusions that arise whenever mistakes or anomalies occur in the reading.

Oral discussions that attempt to resolve these breaches necessarily turn to aspects of written language such as letter, word and syntactic properties as well as to issues of meaning and understanding. In this way, there is practice for students at different levels of Spanish or English acquisition to practice both written and spoken discourse in both their native and target language, alongside other learners or native speakers, since dialogue is used as a tool to mediate their comprehension of a written text.

Often, the text the student chooses for a Unison group is on grade level or at a level the student would not likely be able to read independently, thus raising the level of text complexity to which they are exposed. This, along with the development of meta-cognitive vocabulary and discussion, sets the expectation that students will increase their ability to grapple with challenging texts, and to become aware of their thought processes to articulate it to others, often having to defend their ideas with references to the

text.

Learning Cultures also involves a writing curriculum called Genre Practice that requires students to consistently write in a wide range of genres which students choose to address a variety of audiences and purposes. To awaken their sense of purpose and their understanding of different genres, students spend time learning to annotate mentor texts for text features, which include domain-specific language, such as vocabulary and linguistic structures. In this way, students are exposed to a breadth of language functions and take part in context-heavy, meaningful discourse. This is particularly true in Writing classes, but is also applied in a discipline-specific manner in content classes, so that students come to learn how to analyze texts such as lab reports in science class, and speeches or maps in History from this perspective, so they are learning content and academic language in a coherent way.

This increased access to challenging texts, and the added compulsion to use language in authentic, academic contexts, readily prepares students for the kind of text-based analyses required of them in the Regents, in careers, and in college. During teacher-facilitated Unison Reading groups, teachers take dictation of the conversation, noting the skills, processes, and strategies students use successfully, as well as the Common Core standard that gets addressed. Teachers then use these notes directly in their instruction, by using the student experiences for actual lessons. In this way, teachers will have opportunities to highlight strategies and processes students used to learn content through language, and learn a target language through engaging with content.

While, at the present time, all of our classes are taught in English, we do provide students with resources in their native language, and are seeking ways to increase the resources we have to do this. We also encourage students to grapple with content in their native language through the same structures described above, namely Unison Reading and small, student-led learning groups. Students are also supported during whole class shares to share in their native language and through scaffolding from peers or the teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Reading is assessed through Curriculum Based Measures such as running records, DRP tests given in the beginning, middle and end of the year; Unison Reading notes; as well as text-based assessments developed by the teachers. Speaking and listening are assessed informally through one-on-one conferences, whole class shares, lesson participation, and table shares which as a small-group structure for asking for and receiving feedback on their writing. To be competent in these structures, students are expected to respond to each other or to teachers through purposeful discourse. Beginner and low intermediate ELLs also have access to audio books which builds their listening comprehension and they are assessed through their comprehension of the text during conferences. Writing is assessed throughout all content areas that include writing, with on-demand writing, as well as formal edited writing that students are expected to complete at regular intervals.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students are determined to be SIFE through available documentation provided by the parents, as well as conversations with the student and parents. If a student is believed to be SIFE, they will be given the LENS assessment which we then use to develop a course of action for learning and developing background abilities for the student to meet their own academic needs, as well as to be supported to learn alongside their peers. We differentiate for the needs of all students in a similar way; through conferences and assessments, such as previous LAB-R scores, DRP scores, or NYSESLAT scores, ESL teachers, in conjunction with content teachers and each student themselves, we set a course of action for learning. Students set personalized learning goals, using this data and the Common Core Standards addressed by the class, and these goals are met through the activity choices and resources in the classroom. Whether or not students meet their goals is determined through one-on-one conferences, but students are also taught to monitor their progress on these goals daily.

We differentiate for our subgroups through the frequent opportunities for individualized conferences with their teachers, and structures like Unison Reading, activity centers, and small, student-led learning groups. The way their needs are differentiated is through the individualized nature of these structures. In student-led learning groups, students themselves, in consultation with their teachers,

determine a focus need and initiate the formation of a small group; the teacher does not predetermine the topic. In this way, students learn to take responsibility for their own learning and to get support from their peers. So, a long-term ELL may determine that sentences with multiple noun phrases and commas are challenging and they initiate a small group to analyze texts with that feature. Or, a newcomer ELL may realize, through discussions with their teachers or peers, that they need to develop their facility with consonant blends or pronouns, and can then form a group that studies this aspect of language. The teachers help to shape the focuses of these small groups through the expectations they establish for the class, which is the Common Core standards, including the Language standards. In addition to these structures, teachers also create activity centers which focus on key skills or understandings, and are aligned to the Common Core. These centers are developed as a result of looking at assessment data and needs of particular students, as well as through the conferences with students. This is yet another way through which the particular needs of our sub-groups are met.

7. 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?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

### Courses Taught in Languages Other than English

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

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

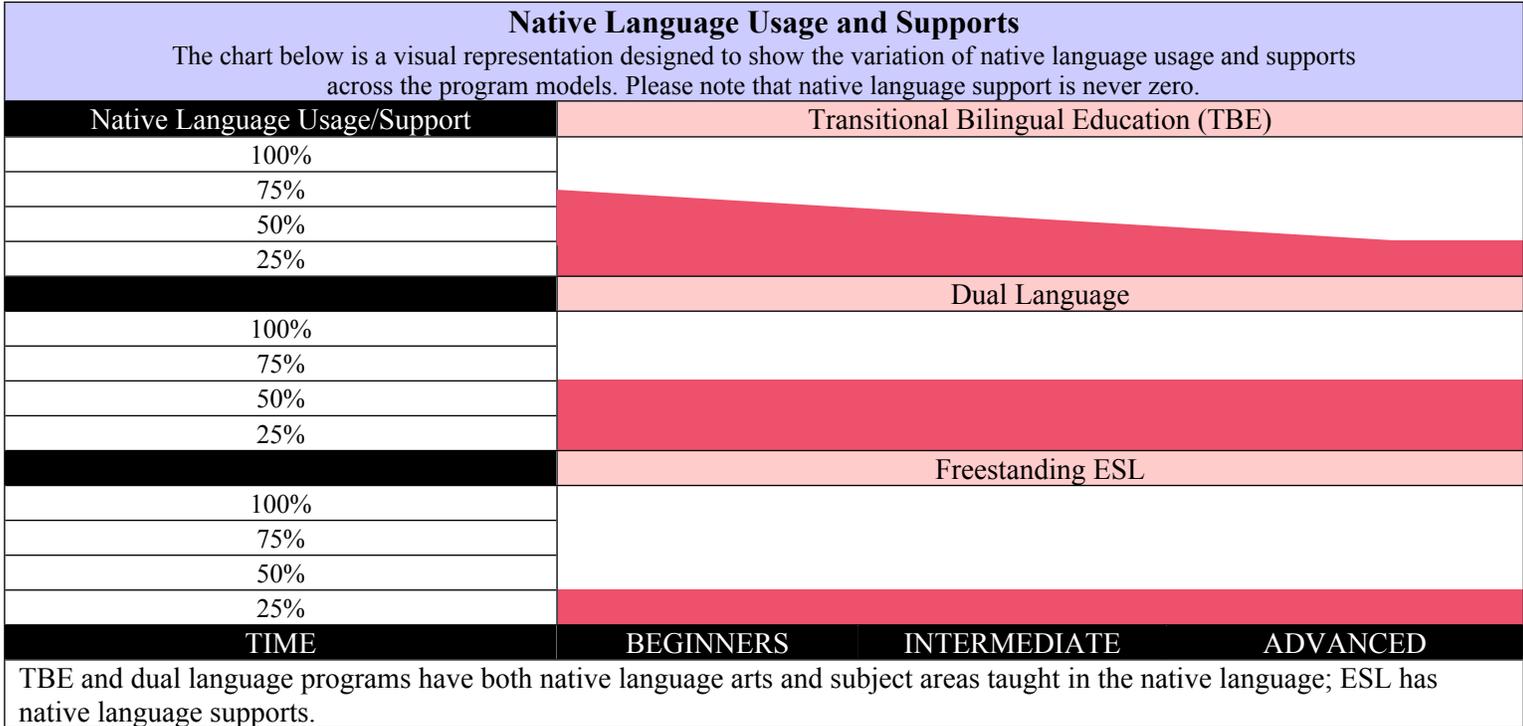
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

9. 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.

In all grades, we target interventions and support through co-teaching, the ESL support course, and tutoring/study skills to students based on identified need, including 8th grade grades and test scores for 9th grade students and 9th and 10th Regents and NYSESLAT scores. Students with the greatest need (regardless of ELL status or NYSESLAT scores) are added to additional sections of co-taught classes in math, social studies and science. In addition, weekly regents preparatory classes are offered to all students but targeted towards ELL in math, science, and social studies. These are offered in English with native language support, when necessary. ESL teachers meet weekly with the Principal to review student achievement data and make adjustments to student interventions and services. Because our ESL instruction is delivered in a heterogeneous classroom environment, ELLs who are transitioning out of ESL class can and should be part of the general population of the Reading and Writing classes. Besides the 201 minute/week self-contained ESL support class for Beginner and Intermediate ELLs, all other ESL services are offered in heterogeneous groups with English proficient peers. Former ELLs make up a majority of the English-proficient peers in these courses and so can continue to benefit from the ESL methodology. Native language support remains available to these students in the content areas through the involvement of the bilingual ESL teachers in planning in those areas. Regents support classes are also offered after school, open to all students, but targeting the ELLs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, we are creating a supplemental ESL class that will offer sheltered ESL instruction for our ELLs who most need it, as determined by Regents and NYSESLAT data. We are also going to be putting a greater emphasis on native language support and mandating class time for students to be allowed to work in their native language, with support materials in those languages, focusing on our most dominant language group, Spanish.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development will include sending teachers to relevant sessions provided by the Office of ELLs. All teachers of ELLs will also receive peer coaching that focuses on how language instruction is being incorporated, including native language supports. We will also offer study groups, and inter-visitations at schools that have a similar ELL population and manner of instruction. Certain classes in our school will be utilized as lab sites, including one led by our lead teacher, who is entering her seventh year as an ESL instructor. As lead teacher, she will be spending 50% of her time as a coach in our classrooms. The purpose of these structures is to provide teachers with both theoretical and practical supports in serving our ELLs.

### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 are involved through conversations with advisors that take place at least once per month, twice annual parent/teacher/student conferences, which are held both on the mandated evenings but also through individually scheduled appointments, and the PTA and SLT. We provide translation for all of these events via in school staff and DOE translation services for major language groups, in our case Spanish. Our school has a parent coordinator who is bilingual in Spanish and can explain the features of our program to the parents of ELLs as well as assist in communication between parents and school staff. The parents of ELLs are some of the most highly engaged parents on the PTA. We gather information from parents via individual conversations with advisors and through the PTA leadership and plan on tailoring our activities to this feedback. We do not currently partner to provide specific programs for ELLs, though our in school health clinic provides services for students who have just entered the country, including mental health and immunization services. All students who are new to the school are enrolled in the St. Luke's Roosevelt clinic upon their arrival at the school through the consent of their parents. The clinic provides a social worker who works with families to assist them in finding health care and other resources if they are new to the city or country. It also provides mental health, physicals, and immunization services free of charge to all students, including ELLs.

### **E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kerry Decker	Principal		1/1/01
Luke Janka	Assistant Principal		1/1/01
Maria Soto	Parent Coordinator		1/1/01
Donna McKenna	ESL Teacher		1/1/01
	Parent		1/1/01
Rosario Orengo	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **03M402** School Name: **UA School for Green Careers**

Cluster: \_\_\_\_\_ Network:

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

**Part A: Needs Assessment Findings**

---

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

All students are given a Home Language Identification Survey upon entrance into the New York City Department of Education schools and this information is available through ATS for us to mine and identify the language needs of students' families. We also administer a survey to both parents and students (available in English and most common native languages based on HLIS) during the summer and first week of school asking for additional preferences in terms of both written and oral communication.

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

The majority of our students and their families speak Spanish in their homes. Our families who speak French, have told us they are comfortable communicating in English. This information is distributed via Jumprope, a software program we use for maintaining student data internally, and is available on ARIS throughout the year.

## Part B: Strategies and Activities

---

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

All materials that are sent home via mass parent mailings are automatically translated into Spanish. This is done predominantly through the work of in house staff – the school’s secretary and community associate can all act as translators for printed materials. Larger, longer term projects and translation of critical documents into French will be translated via the NYC DOE’s Office of Translation Services.

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

Oral interpretation services will be provided into Spanish at all meetings of parents, including PTA, SLT, Parent/Teacher Conferences, and IEP meetings. Legal Interpreting services will be contracted for large group meetings to provide simultaneous interpretation. In house staff, including the school secretary, community coordinator, and school dean can provide translation for smaller meetings into Spanish. Over the phone translation from DOE’s Office of Translation Services will be used during Parent/Teacher Conferences, when multiple translators are needed simultaneously or to translate into French.

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>.

The “Parent Bill of Rights and Responsibilities” will be distributed to families via mail each year and be made available at large meetings of parents – parent/teacher conferences, PTA, curriculum night, etc. The translation services posters are posted prominently in the main office of the school for all visitors to see upon entry into the school’s space. We will work in conjunction with the other schools on the Brandeis Campus to include translation service provisions in our school’s safety plan.

## 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: UA School for Green Careers	DBN: 03M402
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 65
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 4

### 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: English Language Learners at UAGC have underperformed on the Regents examinations in comparison to their English proficient peers. They need additional support in developing their reading and writing skills and content knowledge while they are enrolled in Regents courses, targeted Regents prep, and Regents preparation for students who have previously taken and failed Regents examinations. 10th-12th grade students who have failed at least one previous Regents exams will be targeted for this program. Regents prep will be scheduled daily beginning in mid-November until the end of January (7 weeks) and Mid-April until the end of June (10 weeks) after school from 3:30pm - 4:30pm on Monday, Tuesday, Wednesday and Friday afternoons. Each class will be taught by a licensed ESL teacher in partnership with a licensed subject area teacher. Instruction will be conducted in English with native language support, when necessary. 4 ESL teachers and 1 math, 1 science, 1 ELA, and 2 Social Studies teachers will be involved, teaching in 4 co-teaching teams, with content area teachers paired with ESL teachers to provide both content and ESL support. Curriculum materials will be created by teachers and align directly to core curriculum in Regents areas of Living Environment, Integrated Algebra, Global Studies, US History, and English.

### 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: The 4 ESL teachers involved in the title III program meet bi-weekly for an hour on Thursdays from 3:30 - 4:30 for professional development aligned to meeting the needs of ELLs from October to May. This PD will be funded through Title III monies and include professional development in co-teaching, directly supporting ELLs to improve their reading and writing skills, and develop content-area vocabulary within academic coursework. There will be 16 meetings during the school year, each lasting 1 hour. Prior to implementation of the Spring Regents Prep Program during the weeks of February 25th and March 4th, 2 2-hour professional development workshops will be held to support unit and lesson planning with the 4 ESL-content area teams, led by the school's ESL coordinator, Suleika Dotel. All three ESL teachers will travel to the 3-day national TESOL conference in March to get specialized professional development in meeting the needs of our ELLs and Title III monies will be used to fund registration fees.

All above indicated will be planned and implemented using in-house staff, including two ESL teachers, Suleika Dotel and Caren Lucarelli with over 7 years of teaching experience.

### Part D: Parental Engagement Activities

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

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

Begin description here: All parents of ELLs will have additional phone outreach made by their ESL teacher during the first 3 months of school. These calls will introduce parents to the additional services available to families at our school and guidance on how to assist their children in being successful. All 4 ESL teachers will be involved in required outreach, with support from the DOE's over the phone translation office. Four additional events will be scheduled during the school year designed to support ELL parents, two during the fall semester and one during the spring.

Fall semester:

September Curriculum Night: Agenda focuses high school graduation requirements and the demands of the common core. Additional hour-long workshop specifically for parents of ELLs discussed how to support their students in reaching these goals.

January Curriculum Night: Agenda focuses on how to assist your child in fully participating in ESL and content area classes in preparation for Regents.

March: 2 hour-long session. Focus on college and post-secondary planning for ELL students and their families, carried out by the school's college and career counselor in partnership with the parent coordinator and ESL department.

May: Summer opportunities for English Language Learners. A one-hour session focused on helping students and parents find summer learning opportunities to prevent summer learning loss.

These ELL parent engagement workshops occur in the evenings, at 6-7 and 6-8 PM, respectively.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		