



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** UNION SQUARE ACADEMY FOR HEALTH SCIENCES  
**DBN (i.e. 01M001):** 02M 533  
**Principal:** BERNARDO ASCONA  
**Principal Email:** [BASCONA@SCHOOLS.NYC.GOV](mailto:BASCONA@SCHOOLS.NYC.GOV)  
**Superintendent:** MARISOL BRADBURY  
**Network Leader:** MARIA CRISTINA JIMENEZ

**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
Bernardo Ascona	*Principal or Designee	
Emmy Lee	*UFT Chapter Leader or Designee	
Preia Sukharam	*PA/PTA President or Designated Co-President	
Tiffany Pitts	DC 37 Representative, if applicable	
Matthew Moran, Miracle Smith	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Noemi Hernandez	Member/ Parent	
Tessa Ramsay	Member/ U. F. T.	
Clare Fulham	Member/ U. F. T.	
Andrew Szuba	Member/ U. F. T.	
Mary Jones	Member/ Parent	
Angela Sugrim	Member/ Parent	
Juana Acosta	Member/ Parent	
Rosa Nolasco	Member/ Parent	
	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>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
	▪ 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>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</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.

By August 2014, Union Square Academy for Health Sciences (U. S. A.) will have 15% receive a 75% or better on the Living Environment Regents Examination and 85% passing the Living Environment Regents in Cohort 2017

### 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.

We had 52.8% weighted Regents pass rate as compared to our peer schools and 47.9% as compared to citywide comparison on NYC Progress Reports. We did have 90% pass Living Environment Regents (77 out of 108) of Cohort 2016. One hundred and eleven students took examination with fourteen percent failing it (14 students) with four students not taking test.

### 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 item analysis of questions with copies of old Regents examinations using REDS reports will help us pinpoint student deficiencies with tutoring and small group instruction taking place after-school and on Saturdays.
2. The data has indicated that the passing percentage on the Living Environment Regents for those taking it has been over 90 % for the past year while the number of students not taking the exam was 4%. We need to infuse more literacy into our Living Environment courses focusing on vocabulary building, writing lab reports and constructed response question prompts.
3. We will monitor how many labs are completed by students via word document. This should dramatically increase the number of students eligible for the Regents and also the passing percentage.
4. The science content team will develop programs that encourage students to succeed in laboratories. This will be overseen by Mr. Daniel Vincent, our Assistant Principal.
5. In 2013, science teachers will create a system of reporting students who are not succeeding in labs and creating action plans tied to learning targets for each candidate for Living Environment and Chemistry Regents.
6. Science teachers will report students who are not succeeding to the Assistant Principal after each marking period. An intervention program will be developed.
7. P. M. School will be initiated in January to address students that failed courses in trimesters one or two.

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

1. Donna Kam (Living Environment teacher), and Mr. Daniel Vincent (Assistant Principal) will supervise weekly tutoring, lab make-up and Saturday Academy to reach our goal. The following will be the delegated tasks: item analysis of questions (Donna Kam), writing lab reports with constructed response question prompts (Donna Kam), Both Ms. Sepulveda and Ms. Kam will monitor how many labs were completed and which ones are missing. An word table document is used to monitor which labs students completed as well as Datacation skedula online for parents. This will be done by teachers: Ms. Kam and Ms. Sepulveda. Mr. Vincent will monitor and run P. M. School and work with teachers on helping struggling students.

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

1. We will maintain an excel file for laboratories and projects in all science courses that need to be completed for mastery. It will be included on Pupil Path for all students. All grades, tasks and assignments will be monitored on Pupil path, our online gradebook, to see where students need help. We will also use item analysis of Regents, mock Regents, periodic assessments, NYC performance assessments, and class assessments to see what questions, skills or content students need assistance with.
2. We will use mock Regents, class examinations, mid-term and final examinations to monitor student progress.
3. We will target students that failed Regents and those that need additional support based on deficiencies on class examinations and quizzes.

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

1. September 2013-June 2014
2. Saturday Academy will involve students that need to make-up laboratory from 9:00 a. m. to 12 noon. Ms. Kam will run this. Mr. Vincent will supervise from December 2013 to May 2014 Item analysis and remediating of content and skills will take place there as well as online learning to assist with visual representations.

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

1. Each student is programmed for one science course. Students in need of academic intervention, receive a contract which includes, but not limited to, Saturday Academy, and weekday tutoring after-school.
2. We will analyze at mid-year point to see how much progress students are making. We will make adjustments at end of January 2014.
3. Mr. Vincent will work with Ms. Kam and Ms. Sepulveda to assist students with laboratory make-up sessions during Saturday Academy and weekdays (Tuesday/Thursdays) from 3-5 p. m.

**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).

Parents will be notified of after-school activities and tutoring and Saturday Academy. Parents will receive monthly mailings with information and school calendar. Parents will get calls for students that need tutoring or fail to attend. School Messenger will be used to call parents as well.

**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	X	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.

By August 2014, Union Square Academy for Health Sciences (U. S. A.) will have 80% receive a 65% or better on the Global History and Geography Regents for Cohort 2016

**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.

Based on the New York City Performance Assessments, students struggled on questions that make them analyze documents and make inferences to answer the scaffolding questions. 10<sup>th</sup> graders tended to do better than 9<sup>th</sup> graders who took same NYC Performance Assessment. This shows that our students excel with informational text in 9<sup>th</sup> grade Global as they progress to 10<sup>th</sup> grade and are exposed to primary and secondary sources.

**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 intend to continue our push to increase student Lexile scores to raise their reading comprehension skills via Read 180 and System 44 thus also raising phonetically aware students. This double block of literacy support for ninety minutes will increase student reading skills, especially with our English Language Learners and Students with disabilities. Our next steps will be to look at key informational text students struggle with and provide instructional support via either the English Language Learner or students with disabilities teacher. We also intend on aligning our texts and resources to help students with vocabulary and documents by purchasing more texts with document based questions and using Kaplan Advantage materials to raise their English and Global History skills. Students will take mock Regents to practice and simulate Regents' conditions. They will review failed examinations and use item analysis of mock exams, failed Regents, and diagnostics to see areas of deficiencies in order to get additional tutoring and support after school-end and on week-ends via our Saturday Academy.

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

1. Global History and English teachers will use leveled texts to pinpoint student deficiencies via diagnostic exams, NYC performance assessments, and class examinations to work with students on strategies for individual questions on state examinations and common core projects.

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

1. We will analyze how students did on November 2013 mock Regents and how much progress they made since September 2013. We will use April 2014 mock Regents results to prepare and monitor progress towards June 2014 Global History and Geography Regents on June 18, 2014.

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

1. We will use formative and periodic assessments in classroom instruction with benchmark mock exams in November 2013, and April 2014. We will use the Global

History and Geography Regents on June 18, 2014 as final assessment.

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

1. Students are programmed for one Global History and Geography class each day for fifty minutes. Tutoring is offered twice a week after school by teacher that teaches course for both 9<sup>th</sup> and 10<sup>th</sup> graders. Saturday Academy also has global history support for students that need homework, and artifact support from teacher.

**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).

Parents are mailed tutoring and Saturday Academy schedule for global history and geography. We also call parents when mandated students are not attending tutoring or Saturday Academy. Parents are called for conferences if students are failing classes by guidance counselor.

**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	XPare	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.

By August 2014, Union Square Academy for Health Sciences (U. S. A.) will have 80% pass the Integrated Algebra Regents from Cohort 2017 and 90% from Cohort 2016.

**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.

We analyzed the NYC performance assessment data and the diagnostic data from September and October 2013, which showed patterns and trends of questions students need to work on especially visualizations to make connections with mathematics concepts. The mathematics department used diagnostic and baseline results from teacher created diagnostic and NYC Performance Assessment to set goal.

**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 will use Carnegie Learning to set up adaptive tiered assignments for struggling mathematics students. This blended learning approach will use texts and computer adaptive to address the need of our English Language Learners and students with disabilities need for learning to identify patterns in math problems in order to answer the procedural steps to solve equations. It is common core aligned which will help us focus on key standards that students need to master to succeed on Integrated Algebra Regents in January 2014 and June 2014.

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

1. All mathematics teachers will work with item analysis of assessments to monitor student progress, reteach concepts, and adapt assignments to help students make connections to new content and math problems.

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

1. We will use We will use formative and periodic assessments in classroom instruction with benchmark mock exams in November 2013, and April 2014. We will use the Global History and Geography Regents on January 30, 2014, and June 20, 2014 as final summative assessments.

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

1. We will use formative and periodic assessments in classroom instruction with benchmark mock exams in November 2013, and April 2014. We will use the Global History and Geography Regents on June 20, 2014 as final assessment.

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

1. Students are programmed for one Global History and Geography class each day for fifty minutes. Tutoring is offered twice a week after school by teacher that teaches course for both 9<sup>th</sup> and 10<sup>th</sup> graders. Saturday Academy also has global history support for students that need homework, and artifact support from teacher.

**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).

Parents are mailed tutoring and Saturday Academy schedule for Integrated Algebra. We also call parents when mandated students are not attending tutoring or Saturday Academy. Parents are called for conferences if students are failing classes by guidance counselor.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

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.

	<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.

**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.

**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.

	<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. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>•Saturday Academy will be used to supplement daily instructional periods so students get additional supports to help them with deficiencies.</p> <p>Establishment of clear routines to promote writing instruction via writer's journals using closed reading passages and informational text, writing conferences, writing prompts and writing activities in English classes</p> <p>Establishment of clear reading strategies to promote breakdown of text, comprehension strategies, projects around different reading genres, reading responses journals, writer's notebook for Cornell Notes note-taking and listening passages via English classes</p>	<ul style="list-style-type: none"> <li>• Establishment of clear routines (finished and unfinished student work folders, journals, reading response journals, and writer's notebook) to promote one to one writing instruction in all English classes</li> <li>• Establishment of clear reading and comprehension strategies including breakdown of text, closed reading strategies, reading response journals, and learning log via Cornell Notes in binders</li> <li>• Small group instruction using data from reading diagnostics to inform reading and writing.</li> </ul>	<p>This service will be provided during class periods, after-school twice a week during small group tutoring, and during Saturday Academies.</p>
<b>Mathematics</b>	<p>Teachers will continue to revise and align curriculum according to New York State and Common Core standards via curriculum mapping process to include problem solving strategies and inquiry based math instruction.</p> <p>--Carnegie learning software and materials will be used to infuse common core learning skills via a blended learning approach.</p> <p>--Process charts will constantly remind students of steps in solving specific mathematical equations.</p> <p>--Mastery content quizzes will be monitored so teachers can assess completion and cognitive knowledge of students.</p> <p>--Graphic calculator, Smart boards, and L.C.D. projector will be used in as many</p>	<ul style="list-style-type: none"> <li>• Simulate world to mathematics connections via the use of technology, manipulative materials and hands-on activities</li> <li>• Teachers will design questions that demonstrate academic rigor.</li> <li>• Teachers will learn and implement strategies to increase student engagement by having students work in groups using clear roles, task, time limit and debriefing.</li> <li>• Small group and one to one sessions will be offered during class, after-school and on Saturdays during our academy.</li> </ul>	<p>Small group and one to one sessions will be offered during class, after-school and on Saturdays during our academy.</p>

	<p>math lessons as possible to integrate technology into mathematics instruction.</p> <p>--Teachers will use effective motivational strategies to “hook” students into mathematics via a text to world connections either by using smart boards, manipulative materials, and the technology to make connections to students’ lives.</p> <p>--Teachers will create and execute one mandated project per trimester for students. Projects could involve career exploration in math, inquiries, and analysis that promotes higher order thinking via many ways of solving an equation .</p>		
<p><b>Science</b></p>	<p>Group activities that promote scientific exploration and cooperative learning activities that focus on problem solving strategies</p> <p>Science Literacy Strategies will be emphasized during classes and after-school activities.</p> <p>Increased use of technological devices</p> <p>Inquiry-based instruction</p> <p>Increased student-centered learning</p> <p>Project-based learning—Teachers will create and execute a project per trimerster for each course.</p>	<p>Ms. Kam and Ms. Sepulveda will work on attaching quizzes and assignments that involve constructed response questions to simulate state examinations with college and career readiness skills.</p>	<p>We will use our science classes, Saturday Academy and tutoring twice a week after school from 3-4:45 p.m. to address these goals. Lab make-up will be also included.</p>
<p><b>Social Studies</b></p>	<p>Students will read and write effectively while using document based inquiry instruction to develop critical thinking skills for the thematic and document based essays.</p> <p>Students will learn content through lessons and completion of mastery quizzes in preparation for Regents.</p> <p>Students will complete Regents review in preparation for the Regents in Global History</p>	<p>Students will complete all journals on historical themes using documents (primary and secondary). Group activities will include projects, class presentations, with rubrics to reach our goals.</p> <p>Students will be grouped by deficiencies to provide individual or small group teaching of skills and content.</p> <p>Social Studies Literacy Strategies will increased use of technological devices to infuse reading, writing, speaking and listening into class and after-school instruction.</p> <p>Project-based learning—Project per trimester will be assigned and graded for each student.</p>	<p>We will run this all year from September 2013 to June 2014. We will use after-school tutoring twice a week and class instructional time to accomplish these goals.</p>

<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>We will provide reading, writing, speaking and listening instruction to our struggling students using Lexile data in a ninety-minute block of literacy.</p>	<p>This will be eighth period at end of instructional day for all targeted students.</p>	<p>We will run this from September 2013 to June 2014.</p>
--	--	--	---

**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>School Wide Program (SWP)</b>	<b>x</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.

At Union Square Academy for Health Sciences all teachers are highly qualified and fully licensed. We use common planning time, faculty meetings, professional development days and external professional development throughout the year. For example, teachers have participated in iLearn, Common Core, and new teacher evaluation system.

**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).

Union Square Academy currently uses all Common Core Curriculum. In addition, at the beginning of the year we did Professional Development in Common Core for all faculty members. Administration participated in Common Core training during the summer. Common Core training and professional development is on-going.

**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.).

We purchased binders and school supplies for students in temporary housing. Clothing was also purchased (coats) to assist our students. We conducted i-safe on-line cyberbullying lessons and violence prevention activities to fight bullying. A reading intervention program (Read180 ) was purchased to assist students.

**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.

**TA Schools Only**

**Use of Program Resources**

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

We offered the targeted intervention to our bottom third students for ninety minute block of literacy instruction. We also gave our level one and level two students Integrated Algebra with a particular certified math teacher to teach this population. He uses technology to engage students and visualize concepts in math. These classes focus on both literacy gaps using Read 180 and System 44 from Scholastic with leveled reading and writing.

**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).

This extended day period for literacy helps students build vocabulary, learn to tie writing to reading informational texts and independent silent sustained reading. It ties the new common core Algebra concepts, skills and strategies to strategic thinking. It allows students to make connections to math concepts via simulations, small group work and tutoring.



*Union Square Academy for Health Sciences*

**40 Irving Place**

**New York, New York 10003**

**[www.unionsquareacademy.org](http://www.unionsquareacademy.org)**

**Phone: 212-253-3110 Fax: 212-253-3108**

## **Section I: Title I Parent Involvement Policy**

Union Square Academy for Health Sciences 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 Union Square Academy for Health Sciences 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, Union Square Academy for Health Sciences 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 Advisory Council. 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. She will 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 college and career readiness workshops for parents and students on financial aid, college process, resumes, cover letters, application process, campus visits and other career and technical education trainings;
- Provide workshops 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 Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

**Sectin II:**

**Union Square Academy for Health Sciences will further encourage school-level parental involvement by:**

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting District Family Day events;
- Establishing a Parent Resource Center 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; and
- 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**



*Union Square Academy for Health Sciences*

40 Irving Place

New York, New York 10003

[www.unionsquareacademy.org](http://www.unionsquareacademy.org)

Phone: 212-253-3110 Fax: 212-253-3108

## **Section II: School-Parent Compact**

Union Square Academy for Health Sciences, [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. Union Square Academy for Health Sciences staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening a Title I Parent Annual Meeting (prior to December 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, child care or home visits for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- Planning activities for parents during the school year (e.g., Open School Week);

**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; and
- 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;

**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. I will also:
  - Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - Respond to surveys, feedback forms and notices when requested;
  - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- Take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- Share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on November 6, 2013.

The final version of this document will be distributed to the school community on November 18, 2013 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

• .

**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>2</b>	Borough <b>Manhattan</b>	School Number <b>533</b>
School Name <b>Union Square Academy for Health Sciences</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>Bernardo Ascona</b>	Assistant Principal <b>Daniel Vincent</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Miguel Gomez</b>	Guidance Counselor <b>Lisette Ramos</b>
Teacher/Subject Area <b>Destin Hodges/ESL</b>	Parent <b>Juana Acosta</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Tiffany Pitts</b>
Related Service Provider <b>type here</b>	Other <b>Eric Ewing, Admin SPED CFN 402</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	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>223</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>12.11%</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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										21	6			27
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	21	6	0	0	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	11
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	7

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	9	2	0	11	0	7	7	0	4	27
Total	9	2	0	11	0	7	7	0	4	27

Number of ELLs who have an alternate placement paraprofessional: 0

### 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): <u>26</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**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										17	2			19
Chinese										3	4			7
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	21	6	0	0	27

## 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)										4				4

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)										4	1			5
Advanced (A)										9	5			14
Total	0	0	0	0	0	0	0	0	0	17	6	0	0	23

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

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	0				
Integrated Algebra	6	2	4	2	
Geometry	0				
Algebra 2/Trigonometry	0				
Math	0				
Biology	0				
Chemistry	0				
Earth Science	0				
Living Environment	6	2	5	2	
Physics	0				
Global History and	0				
Geography	0				
US History and	0				
Foreign Language	0				
Government	0				
Other	0				
Other	0				
NYSAA ELA	0				
NYSAA Mathematics	0				
NYSAA Social Studies	0				
NYSAA Science	0				

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.  
U.S.A. uses Read180 and uses the SRI diagnostic exam. This diagnostic allows use to see the students lexile score and skills they are lacking. We then use this to modify lessons.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data provides the knowledge that certain students are lacking skills and we need to differentiate instruction to accommodate their needs.
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](#))  
This will allow U.S.A. to direct attention towards the skills that are difficult. We will enhance instruction to provide the support in the areas our students are lacking. The Read180 program allows U.S.A. to personalize instruction.
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?Paste response to questions here:
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?  
Paste response to question here:
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success is measured in the lexile score improvement, skill enhancement, credits and success on NYS Regents.

## 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](#).)  
The guidance counselor reviews the NYSESLAT and LAB-R information for all ELLs as listed by ATS who are entering Union Square Academy for Health Sciences. Students and their parents are given an oral interview at entry and administered the Home Language Identification Survey (HLIS). The guidance counselor is bilingual in Spanish and bilingual school staff are available for translations into French, Mandarin, Cantonese, and other home languages to assist with the interview and completing the HLIS.  
Paste response to question here:

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.
2. The Assistant Principal who oversees all English Language Learners instruction holds monthly parents meetings in which an orientation takes place for all parents of ELLs at in-take in early September. The Parent Coordinator makes effort to communicate with all parents both by phone and in writing of these meetings and their desired attendance and participation. At this meeting, parents view a video in which the three programs with the information being translated into several languages. The Parent Coordinator and the Assistant Principal will address parental concerns, answer their questions, and distribute and collect a survey regarding parents' preferences for program placement. Parents are informed that USA has a Freestanding ESL program and that if they would prefer to be placed into an alternate program, the AP will work with the Guidance Counselor to assist the parents in finding schools that offer the programs they wish. A continuation of services letter is then given to parents. Paste response to question here:
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](#)].)
3. The AP and Guidance Counselor share the names of students who have been identified as being entitled for services with the Parent Coordinator. The Parent Coordinator then reaches out to parents by calling and sending letters to their homes. Parents then return the letter by mail, with the student, or in person during visits to the school, PTA meetings, or ELL Orientation. All letters and surveys are stored in the student anecdotal files with the Guidance Counselor.
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.
4. After parents have made their programming preferences following meetings with the AP and guidance counselor at the ELL parent orientation, the schools makes appropriate placement and issues a program services letter. Since the school only offers Freestanding ESL courses, for parents who wish to place their child in a Transitional Bilingual or a Dual Language program, the guidance counselor maintains a list of schools who offer such programs. Parents are made aware both during the ELL parent orientation and in writing that if they wish to enroll their child in one of these programs, the school will facilitate their search and transference. Bilingual staff and paraprofessionals are available for oral and written translation services with parents in their native language. Paste response to question here:
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.
5. During the prescribed time at the end of the year, typically in May, the school collects the names and information of all ELLs based on information in ATS. Using this list, the ESL teachers are assigned to administer all sessions of the NYSESLAT exam to all ELLs within the timeframe set forth by the DOE. This testing takes places during normal school hours and might require that students are pulled out of their regular class schedule for a few periods to have the exam administered in its entirety. The teachers of courses that ELLs might miss during this time will be made aware beforehand to ensure that students do not fall behind in their coursework as a result of testing. Make-up test times will be established as needed for students who miss the initial testing days. Paste response to question here:
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. 
6. The current trends from the last two years show that our parents unanimously prefer Freestanding ESL programs for their children. The parents of all 27 ELLs have selected to enroll in our school's Freestanding ESL program. In this way, program models offered at USA are totally aligned with parent requests. Still, parents are made aware on a regular basis of the three models that are offered by the DOE should they wish a change in program.

## Part V: ELL Programming

### 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])?

Instruction for ELLs is delivered through a heterogeneous push-in co-teaching model for two periods of Living Environment, one period of Chemistry, and one period of Geometry. Additionally, ELLs receive a double block of literacy and support from a TESOL teacher to improve their reading, writing, and language skills. Finally, all ELLs receive a period of standard ELA with other students from their year.

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)?

Leveling of ELLs is determined by the results of the LAB-R, NYSESLAT, ELL Periodic Assessment, and school-administered assessments such as the Scholastic Reading Inventory and Scholastic Phonic Inventory. Based on this leveling, programming decisions are made by the Guidance Counselor and AP. All beginning ELLs receive 145 minutes per day of ESL support during a period of push-in co-teaching in a content area and the double block of literacy from the ESL teacher. All intermediate ELLs receive the same 145 minutes per day of ESL through a period of push-in co-teaching in a content area and the double block of literacy from the ESL teacher. Advanced ELLs receive either the above described 145 minutes of ESL support, or 51 minutes a day of push-in co-teaching support in a content area. This decision is made based on observations and assessment data from the ESL teachers, the AP, and the Guidance Counselor.

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.

ELLs receive support for content area instruction through a push-in co-teaching model in Living Environment, Chemistry, and Geometry. During these periods, a licensed ESL teacher differentiates instruction for ELLs by using visual representations of content, graphic organizers, text-marking strategies, native language dictionaries and glossaries, translations of materials into

home languages, one-on-one assistance, modified process and products, heterogeneous and homogeneous pairings, and other strategies. During content periods without a TESOL licensed co-teacher, content teachers use similar strategies to support ELLs, namely the use of graphic organizers, native language glossaries, dictionaries for exams, time and half for all exams and projects, and marked texts. All such tasks and projects are scaffolded and aligned with the Common Core Standards. Additionally, as a Project-Based Learning school, our content is delivered through hands on, explorative methods that greatly engage the child and use realia and technology to mitigate language challenges.

In the double literacy block, a licensed TESOL teacher uses Scholastic Read 180/System 44 curriculum to develop students reading, writing, speaking, listening, and vocabulary skills. This program involves both whole group and small group instruction, daily independent reading, and tiered computer software. The independent reading consists of leveled books tailored to students' interests and skills as well as audiobooks. The computer software engages students in reading, spelling, vocabulary, writing, and speaking activities using videos, games, and interactive scaffolded technology to holistically develop the student's literacy and language skills. The small group and whole group instruction consists of activities designed to boost students grammar knowledge, phonetic awareness, reading skills, comprehension strategies, writing skills, and oral presentation skills. This research-based approach leads to dramatic gains in student literacy and language abilities.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs are given bilingual dictionaries and glossaries for use on all classroom and state assessments to support them.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The double block of literacy takes a holistic approach to language acquisition and literacy development. It involves activities and assessments which evaluate students' reading ability and comprehension both during whole group, small group, independent reading, and computer software. Students' writing ability is evaluated daily in their written responses to what they read, written work on scaffolded computer programs, and teacher-designed writing tasks. The course requires recordings of student speech and student read-alouds which are evaluated and assessed by the instructor. Finally, listening is evaluated through studying audiobooks, computer-based listening tasks, and teacher-designed listening assessments.
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).

Students identified as SIFE are given additional support through the double block of literacy in Read 180/System 44 where they get extra instruction in decoding, phonics, reading, writing, listening, speaking, and sight word development for 94 minutes every day. This includes leveled reading materials at their lexile. This is in addition to the regular fifty one minute ELA block. Newcomers and other ELLs receive this same support as determined by their results from the LAB-R, N.Y.S.E.S.L.A.T., Periodic English Language Assessment, and interviews with the Guidance Counselor, Assistant Principal, and TESOL teachers. Former ELLs receive push-in support for 51 minutes every day in a content area to support their English development. Former ELLs are also given testing modifications including time and a half and the use of a bilingual dictionary.

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?  
Teachers of ELLs-SWDs employ numerous techniques to provide access to content areas and accelerate English language development. These strategies include the use of marked and highlighted texts, simplified texts with strong content, leveled readings at their Lexile level, phonics and sight word development, computer-mediated vocabulary and spelling instruction, audio books, providing instructions and questions in native language, the use of bilingual dictionaries and glossaries, both homogeneous and heterogeneous groupings based on task, graphic organizers, differentiated small group instruction based on assessment results, modification of product and process, use of visual and manipulatives, preferential seating, one-on-one and over the shoulder support, and sentence starters.
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?  
To enable our ELLs and SWDs to achieve their goals, the curriculum is flexible in that the content is modified and scaffolded to provide appropriate multiple entry points for our diverse learners. Both the content, the way it is presented, and the way the students organize the information varies to enable their comprehension and success. In terms of scheduling, students' schedules

are modified to allow them as much time as they need in co-teaching classrooms and with TESOL and Special Education instructors to give them that extra support. Additionally, their schedules are flexible enough to support them when they receive their mandated services such as counseling or speech. U.S.A. uses the Read180 and System44 tools to improve reading results. During this there are a few diagnostic to test reading comprehension. In addition, using the NYS Regents, Scantron and NYC Performance Series exams U.S.A. is able to track the ELL students progress and analyze skills to target for future lessons.

**Courses Taught in Languages Other than English [i](#)**

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

**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**

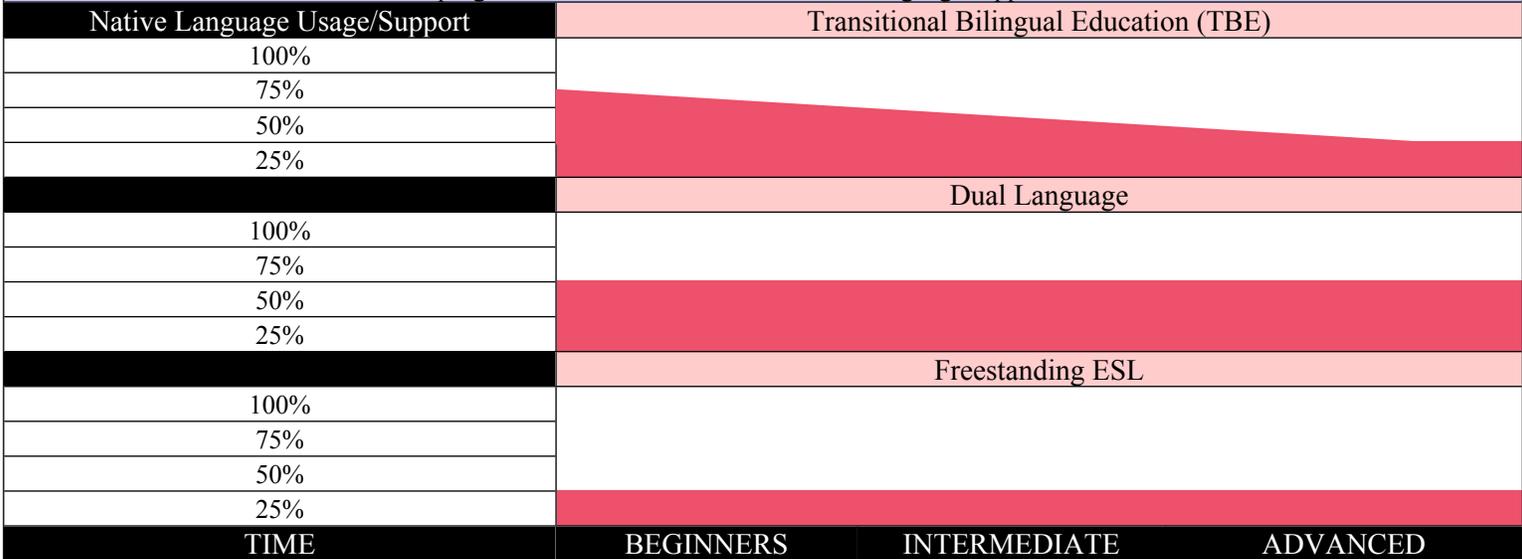
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

**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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.

9. Currently, all non-special education English Language Learners are grouped together to accommodate a push-in program in which two T.E.S.O.L. teachers will teach them Algebra, Geometry, Living Environment and Chemistry. In addition, all 9th and 10th grade English Language Learners in classes by grade are taking a double period of English literature that incorporates reading, writing, critical thinking, listening and speaking to increase their reading and writing skills. We also use Read 180 /System 44 from Scholastic to differentiate instruction based on individual student needs and learning profiles. This includes, but is not limited to, extended writing instruction with multi-paragraphs. It remediates, re-teaches, and accelerates reading, writing, and grammar to support our English language learners. Students use individual software dashboard in five zones: reading, writing, word study, spelling and success strategies which provides valuable data for teacher, students and parents on next steps in order to improve. System 44 allows beginning English Language Learners to work on their phonetic awareness and fluency, as well as sentence structure using visualization. The audio-books and paperbacks allow students to work independently to engage with text to make connections while building confidence and independence during silent sustained reading. For small group instruction, teachers work with students on grammar, pronunciation, vocabulary, writing, and critical reading strategies. The three learning stations allow us to provide strong literacy support to all English Language Learners and those that also have disabilities.

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

10. Program Read 180 was implemented last January with an effectiveness range of 9% to 48% in Lexile growth. English Language Learners with low Lexile (500<) showed more growth than English Language Learners with high Lexile (>500) by program design, since the higher the Lexile, the lower the growth. Content area like Algebra and Living Environment shows a good passing rate in Regents Exams. After-school and Saturday Academy programs worked well providing the necessary support to ELLs. Algebra Regents = 45% for Ell's and Living Environment = 50%.

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

11. We have two T.E.S.O.L. licensed teachers this year along with Read 180 and System 44 since the first day of school. This would lower ratios of students to teacher to provide more support in content classes as well as in English literacy block. Carnegie program will be implemented to support Algebra instruction and individualized tutoring. This program comes with a Spanish language option.

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

12. Since we are a new school (second year), no programs will be discontinued during this academic year.

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

13. All students, including English Language Learners are offered tutoring after school, in Saturday Academy and S.A.T. Prep.

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

14. Union Square Academy has implemented the Read 180 and System 44 programs to support the students and build on their language skills. Also our school is implementing Carnegie Program to support the students in their mathematical skills.

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

15. We have a licensed Spanish teacher to provide the native language support after-school.

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

16. Yes, they all comply with age levels.

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.

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

18. What language electives are offered to ELLs?

18. Freshman English Language Learners are offered Spanish. Since U.S.A. is a CTE school, our students do not need to take two years of language.

19. For schools with dual language programs:

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

19. NA

### 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.

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

### 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 invited to PTA meetings and other adult instructional sessions U.S.A. is offering such as: college readiness, what it takes to get your child to college? and other workshops to assist the parents in helping their child to school. We have a health clinic on campus that we promote so our students that are economically changed (most ELL's) will have the resources to medical care. On our website parents can drop messages to the administration on ideas or thoughts.

### 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.

We run information sessions during parent's meeting, as requested by parents. In addition, the Parent Coordinator will run workshops. We have no formal community based organization that provides workshops for ELLs.

## 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)
BERNARDO ASCON	Principal		11/7/13
DANIEL VINCENT	Assistant Principal		11/7/13
TIFFANY PITTS	Parent Coordinator		11/7/13
MIGUEL GOMEZ	ESL Teacher		11/7/13
	Parent		1/1/01
DESTIN HODGES	Teacher/Subject Area		11/7/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
LISETTE RAMOS	Guidance Counselor		11/7/13
	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: 02m533 School Name: Union Square Acad for Health Sci**

**Cluster: 4 Network: 402**

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

**Part A: Needs Assessment Findings**

---

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

As per Chancellor's Regulations all incoming students are tested verbally to ascertain language spoken at home within 30 days through the home language survey. All correspondence are sent home in their home language. For the hearing impaired community we bring in sign language interpreters. In addition, Union Square Academy uses School Messenger that translates into two languages that our students speak at home: Spanish and Mandarin. We also have faculty on staff to translate all school-wide mailings into Mandarin and Spanish.

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

Written information is effectively translated for parents and teachers. The Assistant Principal and Guidance Counselor translate all documents for Spanish-speaking parents via our Spanish teacher. Our paraprofessional translates for parents who speak Mandarin. We found that a majority of the parents' needs around translation services are in Spanish and Mandarin. These findings were reported via a Parents' Association meeting.

## Part B: Strategies and Activities

---

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

The family paraprofessional will continue to translate information from English to Spanish. All correspondence is mailed or distributed in English and in Spanish. The Parent Coordinator will recruit parents to assist with the translation and interpretation in other languages. The school is utilizing the New York City Department of Education Translation Unit and the School Messenger System which allows us to reach families in their own language. We also request sign language interpreters via Office of Interpreting Services. Written communication is translated in Spanish and Mandarin when needed.

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

Mandarin and Spanish speaking faculty and staff will assist in the translation of documents and meetings. In addition, the Department of Interpreting Services will assist us in communicating with the hearing impaired community.

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

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