



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** URBAN ASSEMBLY ACADEMY OF HISTORY AND CITIZENSHIP FOR  
YOUNG MEN

**DBN (i.e. 01M001):** 09x239

**Principal:** AVIS TERRELL

**Principal Email:** ATERREL2@SCHOOLS.NYC.GOV

**Superintendent:** DENISE HALLETT

**Network Leader:** STEVEN CHERNIGOFF

**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
Avis Terrell	*Principal or Designee	
Trace Ocampo- Gaskin	*UFT Chapter Leader or Designee	
Taneen Moore	*PA/PTA President or Designated Co-President	
Kamau Ptah	DC 37 Representative, if applicable	
Paris Giddins Gregory Rodriguez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Delphine Buford	Member/ Teacher	
Jean Philippe	Member/ Teacher	
Recca Cox	Member/ Parent	
Daisy Izzairy	Member/ Parent	
Bellease Bass	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.

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

### **Comprehensive Needs Assessment**

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.

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

### **Instructional Strategies/Activities**

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. Professional Development two Fridays per month from 1:45 -3:16.
2. Professional development for all teachers on the targeted CCLS for Literacy.

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

1. Administration and teachers who attend network workshops will turnkey to rest of staff.
2. Weekly meetings with the Achievement coach.
3. Weekly meetings during common planning time to produce CCLS aligned tasks.

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

1. Teachers will construct unit curriculum maps that incorporate targeted Literacy performance tasks.
2. -Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
3. -Strengthen student work by examining and refining curriculum, assessment, and classroom instruction during term 1.
4. Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
5. -Design demanding Literacy tasks that require students to construct a unit a written opinion or argument based on an analysis of informational texts.
6. -Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.

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

1. September 2013- June 2014

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

1. Common planning time every Thursday from 1:45- 3:00

### **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).

- Monthly parent meetings to inform parents of the CCLS
- Bi-weekly progress reports sent home to parents
- Emails and/or phone calls every week

### **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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

ARRA RTTT funds to support Instructional Expectations Inquiry Team.

## 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 June 2014, all subject teachers will develop instruction and curriculum that incorporate literacy across the curriculum, specifically close reading of informational texts using text-dependent questioning

### **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 conducted pre-assessments in ELA at the beginning of the school year. Many of our students struggled with providing evidence from the text in their writing. We began to realize that our students needed more practice in this area if they were going to be career and college ready.

### **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. Achievement coach will visit subject classes to provide strategies for literacy
2. Teachers will develop an inter-visitation schedule so that teachers can observe best practices
3. Teachers will meet every Thursday from 1:45- 3:16 for common planning time.
- 4.

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

1. Achievement Coach
2. Principal
3. Teachers

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

1. Lesson plans, unit plans and curriculum maps will be reviewed on a monthly basis as we looked at the assessments given to students. Instruction will be modified based on the analysis of the data

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

1. September 2013 – June 2014

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

1. Common planning time

### **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).

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

### **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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Per- session if teachers meet after-school or on Saturdays

## 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 June 2014, we will increase the attendance rate by at least 5%.

**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 looked at our Learning Environment Survey and Progress Report and noticed that the attendance rate for last year was 84.5%. We wanted to look at students with inconsistent attendance so we looked at the RPYA report from ATS. Our hope is to improve the attendance of at least 10% of those students with attendance between 50% and 80% so that our overall attendance rate will be above 80%. Because this is our last year of phase out, we also wanted to refer chronically absent students to other programs.

**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. Leadership groups that will help to track students
2. Increased incentives for students with increased attendance rates: pizza parties, gift cards, Fandango Bucks (movies), public recognition
3. Weekly attendance team meetings ( Principal, Secretary, Social Worker, Attendance teacher)
4. Meetings with the social worker
5. Teachers will discuss specific students during our monthly PDs.

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

1. Secretary
2. Social Worker
3. , Attendance Teacher
4. Teachers
5. Principal

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

1. Monthly Attendance reports

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

1. September 2013- June 2014

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

1. –Attendance teacher comes every Wednesday
2. –Social Worker meets with students on a weekly basis
3. Weekly contact by teachers
4. Principal, secretary , and social worker do outreach to other schools and/ or programs to ensure smooth transitions

**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).

- Daily phone calls and/ or emails to parents of absent students
- Home visits

**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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Non-Title I funds

**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>
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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>	Close readings (repeated) Scaffolding On-line Classes	One-to one, small group, after-school tutoring	Saturday Academy 10-2 M-Th (3:16-5:30)
<b>Mathematics</b>	Close readings Scaffolding On-line Classes	One-to one, small group, after-school tutoring	Saturday Academy 10-2 M-Th (3:16-5:30)
<b>Science</b>	Close readings Scaffolding On-line Classes	One-to one, small group, after-school tutoring	Saturday Academy 10-2 M-Th (3:16-5:30)
<b>Social Studies</b>	Close readings Scaffolding On-line Classes	One-to one, small group, after-school tutoring	Saturday Academy 10-2 M-Th (3:16-5:30)
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling Organizational Strategies	One-to one, small group, after-school tutoring	Saturday Academy 10-2 M-Th (3:16-5:30)

**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 *TAS 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>Targeted Assistance (TA) Schools</b>	<b>X 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.

**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).

**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.).

**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.

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>239</b>
School Name <b>Urban Assembly Academy for History of Ci</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>Avis Terrell</b>	Assistant Principal
Coach <b>Katuraka Alston</b>	Coach
ESL Teacher	Guidance Counselor
Teacher/Subject Area <b>Delphine Buford</b>	Parent
Teacher/Subject Area <b>Tracy Ocampo-Gaskin</b>	Parent Coordinator
Related Service Provider <b>Shirley Taft</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>0</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</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>41</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>14.63%</b>
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## 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>														
SELECT ONE											2	1	3	6
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	2	1	3	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	3

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	2	0	0	1	0	1	3		2	6
Total	2	0	0	1	0	1	3	0	2	6

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	1	3	6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	2	1	3	6

## 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)														0

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)											2	1	2	5
Advanced (A)													1	1
Total	0	0	0	0	0	0	0	0	0	0	2	1	3	6

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	4	0	0	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3	3	0	0
Physics				
Global History and Geography	4	4	0	0
US History and Government	3	3	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

At UAAHC we rely on Fountas and Pinnell to assess the early literacy skills of our ELLs. This comprehensive system for one-on-one assessment reliably and systematically matches the scholars' independent reading levels. This data informs the ELL educator as well as the others, the ELLs reading ability in T2, which assists the educators in the planning and delivery of a lesson by allowing it to be in the ELLs' zone of proximal academic/second language development.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data between the Fountas and Pinnell and the NYSESLAT indicate similar patterns regarding the ELLs reading and writing abilities. The ELL scholars received an advanced score across all four language modalities in the 2012-2013 NYSESLAT and in the Fountas and Pinnell they scored between the 3-8 levels L-Z; thus indicating the performance of the ELLs is close or at grade level. As educators analyze this data it is revealed a correlation between scores, which can assist educators with the knowledge of having authentic assessment results of the ELLs reading and writing skills in T2; therefore, assisting educators in making more asserted curricula decisions during school-wide academic planning.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The New York State English as a Second Language Achievement Test (NYSESLAT) was developed by the NYS Education Department to measure the progress of English language skills in listening, speaking, reading, and writing and to determine proficiency levels (beginning, intermediate, and advanced). Understanding the NYSESLAT scores assist the school administrators and educators to maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ESL services. Moreover, it assists educators in determining ELLs English language proficiency levels allowing them to:

1. place ELLs in programs that best fit their needs
2. plan strategic and homogeneous linguistic grouping
3. determine how much instructional time should be spent in the native language and English (as indicated in this document)
4. determine the most suitable amount of English as a Second language and English Language Arts (ELA) instructional time.

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?

The New York State English as a Second Language Achievement Test (NYSESLAT) was developed by the NYS Education Department to measure the progress of English language skills in listening, speaking, reading, and writing and to determine proficiency levels (beginning, intermediate, and advanced). Understanding the NYSESLAT scores assist the school administrators and educators to maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ESL services. Moreover, it assists educators in determining ELLs English language proficiency levels allowing them to:

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2. plan strategic and homogeneous linguistic grouping
3. determine how much instructional time should be spent in the native language and English (as indicated in this document)
4. determine the most suitable amount of English as a Second language and English Language Arts (ELA) instructional time.

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
 UAAHC educators take into careful consideration the ELLs' development of T2 through the use of the data accumulated from state and in-house assessments and educator's daily observations. As a result of it, an Eagle educator uses different types of scaffolds and accommodation to ensure an appropriate and gradual second language development within their daily instructional delivery. Some of these scaffolds are: the use of graphic organizers, summary of previous lessons, the incorporation of ESL methods within their general education instruction (TPR, LEA, and Language Approach), Smart boards, interactive power point slides, realia (real objects), Accountable talks, oral presentations, visuals, vocabulary protocols, and opportunities for ELLs to work independently in a small group instruction with non-ELLs.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 When calculating AYP, NCLB requires that schools include ELLs in that measurement. Facing schools with strict consequences, the policy is designed to direct resources at the most-at-risk students, an increasing number of ELLs. Furthermore, we look into the scores of state standardize tests ; for example NYSESLAT and the REGENTS Exam.

## 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](#).)

At UAAHC, newly arrive ELLs (English Language learners) are welcomed to the school by a member of the ESL committee comprised by the , Social Worker (Shirley Taft), Administrative Secretary (Anita Costa), , and the Principal (Avis Terrell). Any member will receive the family and will conduct an oral interview in the family's native language (L1). After the oral interview is completed, the parent or family member will become engage in answering in writing a Home Language Identification Survey (HLIS), which will be instrumental in initiating the processes of ensuring the scholar is guided in the right direction of whether he could be a candidate for one of the three (3) language instructional program.

Once the family member has filled the HLIS and has provided answers to questions 1 and 4 indicating that the incoming scholar speaks another language that is not English; the ESL instructor will proceed to administer the LAB-R test. The language Assessment Battery Revised (LAB-R) serves as a diagnostic to assess the scholars' four language modalities (Listening, Speaking, Reading, and Writing) in English as a second language. Once the scholar has been identified as requiring ESL (English as a Second Language) services and his level of language acquisition has been determined as per the diagnostic, then the school's ELLs committee will proceed in contacting the parents via official letter and phone call to inform them of the language assistance programs available, which their son(s) will be entitled to receive English language instruction.

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.

At the Urban Assembly for Young Men newly arrive ELLs (English Language learners) are welcomed to the school by a member

of the ESL committee comprised by the ESL instructor, Social Worker, Administrative Secretary, the Dean of Scholar Life, and the Principal. Any member will receive the family and will conduct an oral interview in the family's native language (L1). After the oral interview is completed, the parent or family member will become engaged in answering in writing a Home Language Identification Survey (HLIS), which will be instrumental in initiating the processes of ensuring the scholar is guided in the right direction of whether he could be a candidate for one of the three (3) language instructional programs.

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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 [\[see tool kit\]](#).)

Our school ensures that parents return the entitlement letters, surveys, and program selection forms by following it with a phone call, e-mails, and in parent-teacher conferences reminding them of the importance of returning these forms.

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.

The criteria and/or procedures used to place an identified ELL scholar in an ESL instructional program is as follows: If scholars is new to the NYC DOE a member of the welcoming ESL Committee will receive and greet the parent(s) or other family member to our school. An informal interview will proceed to the parent(s) in the parent's native language (L1) about the language(s) spoken at home or any other setting. Immediately, after the oral interview is completed, the member of the committee will fill out for the parent(s) a home language survey. This survey is also recognized by the acronym HLIS (Home Language Identification Survey). the purpose of this survey is to inform the school staff that the child uses a language other than English. Once the HLIS is completed, and it is determined that the child speaks another language, the instructor will proceed to administer the LAB-R in order to test the child's entitlement to English language development support services. As per the results of the assessment, the parent will be informed of their son(s) level of second language acquisition and the school staff will proceed to inform parents of their son(s) language support eligibility through letters (in parents' L1) mail home followed by phone calls. Also, the ESL instructor will conduct an orientation meeting to inform and educate parents of the different assisted language programs available. Throughout this informational session, parents will enjoy viewing a video (the educator will be pausing it several times to translate and further explained its content) in which the three language instructional programs will be presented in conjunction with all of units components.

#### Transferred ELL

Since the scholar has been already in the system, the ESL instructor will review the last NYSESLAT score to determine if the scholar has advanced to the next level in second language acquisition or if there has been gains in terms of the acquisition of T2 (Target Language) in any or all four language modalities. If there has been a change regarding the advancement or stagment of the ELLs' scores, the teacher will issue letters (in parent's L1) of continuing language services or if the ELLs scored a level of proficiency in all modalities; an exiting letter will be sent to parents to inform them of the changes.

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.

The criteria and/or procedures used to place an identified ELL scholar in an ESL instructional program is as follows: If scholars is new to the NYC DOE a member of the welcoming ESL Committee will receive and greet the parent(s) or other family member to our school. An informal interview will proceed to the parent(s) in the parent's native language (L1) about the language(s) spoken at home or any other setting. Immediately, after the oral interview is completed, the member of the committee will fill out for the parent(s) a home language survey. This survey is also recognized by the acronym HLIS (Home Language Identification Survey). the purpose of this survey is to inform the school staff that the child uses a language other than English. Once the HLIS is completed, and it is determined that the child speaks another language, the instructor will proceed to administer the LAB-R in order to test the child's entitlement to English language development support services. As per the results of the assessment, the parent will be informed of their son(s) level of second language acquisition and the school staff will proceed to inform parents of their son(s) language support eligibility through letters (in parents' L1) mail home followed by phone calls. Also, the ESL instructor will conduct an orientation meeting to inform and educate parents of the different assisted language programs available. Throughout this informational session, parents will enjoy viewing a video (the educator will be pausing it several times to translate and further explained its content) in which the three language instructional programs will be presented in conjunction with all of uits components.

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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.   
At UAAHC the existing trend in 100% of the parent's program language selection is designated to be the Freestanding English as a Second language.

## 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])?
 

The organizational model to be used in our school to assist ELLs is the Self-contained as well as the pull-out and push-in models.

    - a. block
    - b. by grade
    - c. homogeneous/heterogeneous (pull-out)

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)?
 

Besides having block schedules for language acquisition, content-area subjects include ESL strategies within their daily delivery of instruction. The explicit ESL instructional number of minutes delivered by the program in our school (Freestanding)

Beginner- 540 minutes of language instruction per week

Intermediate- 360 minutes of language instruction per week

Advance- 180 minutes of language instruction per week

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.
 

Besides having block schedules for language acquisition, content-area subjects include ESL strategies within their daily delivery of instruction. The explicit ESL instructional number of minutes delivered by the program in our school (Freestanding)

Beginner- 540 minutes of language instruction per week

Intermediate- 360 minutes of language instruction per week

Advance- 180 minutes of language instruction per week

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

At UAAHC we ensure that ELLs are appropriately evaluated in their native language through the use of translated assessments into scholar's L1. Scholars are provided with educational materials in both their L1 and L2. Scholars are also presented with bilingual/visual dictionaries which the educators encourage scholars to utilize at all times. Moreover, scholars are permitted to answer questions in their L1, both orally and in writing. When conducting oral presentations, scholars are given the opportunity to present their content in their L1.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

At UAAHC we are constantly evaluating the four language modalities of our ELLs as they are gradually acquiring English as a second language. In the different classroom, educators use a myriad of accommodations to ensure the ELLs language acquisition is being evaluated in the zone of proximal development.

Speaking is evaluated as educators observe their classroom oral daily participation as they ask and answer questions in English. Also, the speaking modality can be assessed as the educator is conducting a guided instruction lesson in which s/he is facilitating a small group instruction and is able to listen and have Accountable talks with the ELLs to determine how well they are grasping the speaking portion of the T2.

Listening is evaluated in the different classrooms whenever the Eagle educators play a song, an oral story, or an online video or movie in T2 in which the ELLs must listen and understand what is being said to be able to complete a task or several tasks to demonstrate comprehension of what he listens in T2.

Reading is evaluated through the level of engagement with the text that ELLs demonstrate by their eagerness to read aloud, to openly connect to the reading, answer questions accurately orally as well as in writing. Also, reading the reading modality is measured as how well can the ELLs utilize the accommodations provided: for example, summaries, graphic organizers, and different strategies such as RADD strategy to be able to show mastery of the text. Finally, and ELL having the confidence and ability to share his ideas about a reading within a small group or in a class solely in T2, not only does it serve as an activity to evaluate reading comprehension, but speaking and listening modalities.

Writing is evaluated in every classroom because literacy development is part of every class curriculum; therefore, ELLs must write in complete sentences to demonstrate task completion, writing skill development, and to express their personal opinions.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE/We do not have SIFE scholars attending UAAHC.

At UAAHC, scholars with two or more years of interrupted formal education, will be receiving instruction through the LEA (Language Experience Approach) in which the focus of instruction will be to assist scholars in closing the literacy gap through the use of consistent scaffolding and pulling ideas from their life experiences to assist them in their limited literacy. However, at this time do not have any SIFE scholar on register.

Newcomers

At UAAHC, we provide comprehensible instruction to ELLs who have been in the country for three years or less through the use of the Total Physical Response Approach. In which the target language is being taught by means of understanding the second language through physical commands, which body movements are required.

Scholars with 4-6 years

At UAAHC, these scholars needs are being met through the use of interactive lessons with hands on activities, encourage creativity and discovery, versatility and creativity.

At UAAHC we differentiate instruction with this subgroup by including a popurri of the different methods and approaches previously spoken of: CALLA, TPR, and LEA to ensure accessibility through language through all content areas of instruction.

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?

Educators at UAAHC use a variety of grade-level materials to assist ELLs in accessing academic content by providing summaries of major content ideas to assist beginner ELLs in having complete access to the content in T2.

Power point presentations are consistently used to ensure that all ELLs are receiving the same information as the non ELLs in a manner that is condensed and non-threatening.

Smart Boards are an excellent tool utilized by all Eagle Harlem educators because it allows the scholars and teachers to interact both academically and physically with the content.

BoardWorks program is comprised of already prepared interactive power point activities in which scholars and educators become easily interacted with. This program assists ELLs in quickly becoming engaged with the content and at the same time visually

connecting with the images.

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?

At UAAHC we follow the scholar's IEP to drive daily instruction in order to provide ELLs with the modifications to assist their academic learning and also to accommodate language to be able to support their second language acquisition as well.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

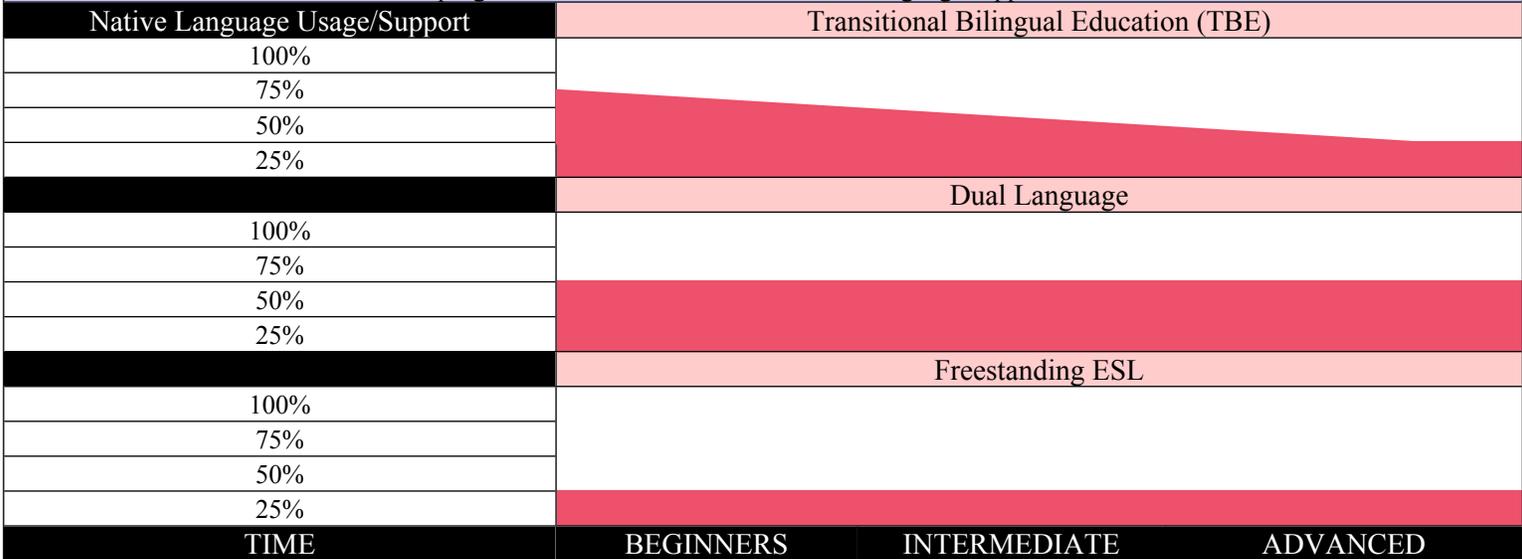
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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.

At UAAHC, we target every single ELL in ELA and MATH. in targeting these scholars we focus on providing the accomodations required as per their NYSESLAT results to ensure that they are meeting the class' learning targets as they advance in the acquisition of the target language (English), and as they meet the the Common Core Standards.

ELA/Humanities

the Humanities/ELA educators uses the Holt MacDugall Literature Sixth Grade reading series in the humanities/ELA class. The educator provides intervention for the ELLs using the supplementary materials in the reading series targeted specifically for ELLs. Some of the interventions provided by the educator are:

graphic organizer usage  
reading strategies (RADD, Context Clues, and identifying Main Idea)  
small group instruction  
added literature reflecting scholar' cultural background and in scholar's L1  
Accountable Talk  
strategic sitting  
academic grouping

MATH

small group instruction  
mini lessons  
paralell teaching  
strategic sitting  
academic grouping

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

In the Freestanding ESL Model teachers are sensible to the scholar's L1 and culture which allows them to acquire English systematically and to move cumulatively from the concrete to the abstract levels of English language in a sparingly manner. Power point presentations are useful because the instruction can present important information in bullet points rather than an entire text. Also, we support the four language modalities through the use of the program Achieving through the NYSESLAT, which will assist ELL scholars in providing guided practices of the skills they will be tested in.

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

Being that this is our first year open to the public, we will strategically view the programs that function in an effective manner as oppose to those who failed. It can be suggested that a "house cleaning approach" will be implemented as we look toward the future, thus eliminating what did not work and focusing on improving what is presently functioning.

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

No

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

The ELLs at UAAHC have equal access to all school and after school program. Immediately after school on Monday through Friday. We offer tutoring for all content area by their classroom teachers. The tutoring is comprise of small group instruction, focusing on scholars' area of need. The homework help is provided to assist the scholars in completing it. After homework is completed a mini lessons in small group instruction will be conducted to further provide assistance in areas scholars require or need assistance. During this time the ELLs also receive NYSESLAT practice exercises.

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

At UAAHC we use a plethora of materials to assist ELLs in understanding the class' objectives and complete with accuracy all tasks. Beisde the texts used in class, the educators supplement their instructions with online materials to bridge the language gap by showing clips of movies, documentaries in schlar's native language in some areas. Also we use print media to provide reading and writing support.

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

At UAAHC the native language is supported in the ESL program by translating big ideas and questions in order to assist scholars with ful comprehension of the concept under study. Also, Bilingual dictionaries are used to ensure scholars are able to trnlate terms in to their L1 to have complete understanding of it. We use the Internet to assist ELLs by uploading tranlated web pages and finally we provide books in T2 as well as in scholar's L1.

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

At UAAHC the required services are age aproprate; for example, the readings utlized in class in which the characters mirror similar qualities as the scholars. Also, in the ESL classroom one will find readings, songs, and language and assisted language games which are bith age and grade level appropariate.

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.

The Summer Bridge program was designed to ensure that our incoming scholars learns the rituals and the routine of the school. Ensure that UAAHC educators have the opportunity to run pre-assessment/ baseline assessment and to foster community amongst the young men and their techers.

18. What language electives are offered to ELLs?

English

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)?

N/A

### **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.
  1. The professional development that all Eagle educators will be receiving including the ESL personnel will be twice a month provided by the ESL instructor.
  2. The professional development offered for teachers of ELLs to support ELLs as they engage in Common Core learning and how to align the new ESL Common Core Standards to the instruction taking place in the classroom.
  3. The ESL instructor creates folders/portofolio for each ELL in which h/she has scholar's artifacts, rubrics, reflections (educator's and scholars) and checklists of observations conducted by the ESL educator of ELL's academics, target language development, and notes.
  4. The ESL instructor will provide the Special Education instructor with strategies that will assist in the implementation of the scholar's goal and modification as per their IEP. The ESL instructor will model these strategies as they will be implementing each one with their scholars.

### **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?
  1. At UAAHC we have a Parent Association which has assigned one of its members, Ms. Tracy Shaw as the liaison's person to serve the ELL population at our school
  2. The ESL will receive ESL support through the office of English Language Learners.
  3. The needs of our parental involvement will be addressed through the parent's participation in filling in the Parental Climate Survey.
  4. in the ESL classroom, parents will be invited to become part of the evaluating committee when the ELLs perform or complete a group projects. Also, parents will be always welcome in partaking in class cultural activities to motivate and encourage the scholars.

### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: UAAHC**

**School DBN: 239**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Avis Terell	Principal		11/15/13
	Assistant Principal		11/15/13
	Parent Coordinator		
	ESL Teacher		1/1/01
	Parent		1/1/01
Delphine Buford	Teacher/Subject Area		11/15/13
Tracy Ocampo-Gaskin	Teacher/Subject Area		11/15/13
Katuraka Alston	Coach		11/15/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: x239 School Name: UAAHC

Cluster: 6 Network: 610

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

### **Part A: Needs Assessment Findings**

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

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences, the Blue Card and P.T.A. Meetings within the building. As we have a high ESL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on the RHLA, RSAC ATS Reports, written survey, home language survey, Parent Coordinator information sessions and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams.

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.

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. Need for translators during informational sessions including but not limited to PTA Meetings, Funded Meetings, PPT Meetings, Parent Teacher Conferences and Inter-district Parent Workshops, and reports mentioned above. These findings were reported to parents via P.T.A. Meetings, Funded Meetings, SLT Meetings, and Meetings with Parent Coordinator.

## Part B: Strategies and Activities

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

We will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. Letters for Entitlement, Placement, Continuation of Entitlement, and Discontinuation of Services due to testing out NYSESLAT are available at the Office of ELLs website, and we send them to parents based on their Home, preferred languages. It is our belief that this will bolster the home/school link and parent participation within the school. If needed be, we can also access an online translation website which translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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.

Translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We continue to utilize previously purchased translating devices which allow parent's in need of translation to utilize headsets in order to hear translations 1 on 1 instead of as a group. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school.

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

The NYC DoE website contains the required letters available for use. Our school uses various staff members when verbal translation is necessary: aides, paraprofessionals, secretaries, teachers, guidance counselors, administrators and school safety. For written translations, the following qualified staff members are used: paraprofessionals, secretaries, teachers, guidance counselors and administrators. If the LOTE staff member is not available, we will ask for assistance from the other schools on the campus. When all the on-site resources are not acceptable/available, we will contact a DoE approved agency to assist with any LOTE translation. All literature generated from our school is translated into the parent's preferred languages. Oral and written translations are provided in these languages by School staff. Oral translation for the less common language will be provided by students and staff who are able to translate and we will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.

Posters are displayed in the main entrance, the SAT room and the main office notifying parents of their right to translation as well as discussed at P.T.A. Meetings, Funded Meetings, SLT Meetings and Meetings with Parent Coordinator and included on our school's website.