

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

20K609

School Name:

URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE

Principal:

MARIELA GRAHAM

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 20K609
School Type: District Grades Served: 6-12
School Address: 4200 16th Avenue, Brooklyn, NY 11204
Phone Number: 718-438-3893 Fax: 718-438-3527
School Contact Person: Cristina Bonet Email Address: cbonet@schools.nyc.gov
Principal: Mariela Graham
UFT Chapter Leader: Cathy Black Czerkowicz
Parents' Association President: Shahid Khan
SLT Chairperson: Cristina Bonet
Student Representative(s): Mya Padilla & Bryanna Ajodha

District Information

District: 20 Superintendent: Michael Prayor
6565 Flatlands Avenue
Superintendent's Office Address: Brooklyn, New York 11436
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 929-271-3608 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: _____
Network Number: 105 Network Leader: Shannon Curran

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------------------|---|----------------------|
| Mariela Graham | *Principal or Designee | |
| Cathy Black Czerkowicz | *UFT Chapter Leader or Designee | |
| Shahid Khan | *PA/PTA President or Designated Co-President | |
| Cristina Bonet | DC 37 Representative, if applicable | |
| Mya Padilla, Bryanna Ajodha | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Saara Liimatta | Member/ UFT | |
| Chloe Prieto | Member/ UFT | |
| Heather Clark | Member/ UFT | |
| Shaheen Khokar | Member/ Parent | |
| Amelia West | Member/ Parent | |
| Saida Soto | Member/ Parent | |
| Sal Bonet | Member/ Parent | |
| Vacancy | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---|---|
| • | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| • | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| • | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| • | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| • | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| • | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

UASCJ is an all-girls', grades 6-12 public school located in Boro Park, Brooklyn. This is the 8th year of our school's existence and our 12th grade will be our second graduating class. The mission of our school is to provide our students with the learning opportunities that will allow them to acquire the knowledge and skills necessary for college and career. We currently have 502 students across the seven grades, and our demographic make-up is: 43% Asian, 24% Black, 19% Hispanic and 12% White. Our students come from all over Brooklyn, and a few students even come from Staten Island and Queens.

We have established partnerships with a number of organizations that allow us to provide students with numerous enrichment opportunities including: College Now – City Tech, SEO, Minds Matters, Opp Network and Urban Assembly. Of great importance to our school are the summer enrichment opportunities we secure for our students. These include Camp Fuller, Steve's Camp, Access Exeter, Smack Mellon Arts Camp and Trailblazers. We have also secured positive relationships with corporate partners such as Simpson Thacher Bartlett, Baker Hostetler and more recently, Barclays Bank. We also have a long-standing relationship with the NYPD, specifically the Office of Community Affairs.

Our strengths lie primarily in two areas. Instructionally, we have spent the last four years establishing our critical thinking/ literacy framework that includes close reading, critical discussion and writing for argument. This framework has given us a structure through which to introduce rigorous texts and concepts while developing our students' critical thinking and reasoning skills. This approach has contributed to our above average results on state exams (in middle school) and a 95% graduation rate for the class of 2014. College readiness and supports is our second area of strength. With our college counselor, we have developed a 4-year curriculum that prepares students to a) understand what they need to accomplish to graduate high school and b) apply to college. The college application process is a full-school process, with teachers supporting students not only in writing high-quality letters of recommendation but also in editing their essays and preparing them for interviews. It is also important to note that the college counselor is the primary point person for all student enrichment activities as we believe that student enrichment – both after school and during the summer – is essential to college readiness.

Our school has made the greatest growth in the area of school culture. We have reduced the number of suspensions greatly in the last three years in spite of increasing student enrollment. Our Student Council, Good Will Club and Senior Activities committees have created a positive and collaborative school community that has truly brought out the best of our students.

We have two principal goals this year: 1) through teamwork (pedagogical teams), teachers will learn new strategies to ensure that we can provide our students with high quality instruction; 2) we will use benchmarks in the math department to better target our support of student learning and growth in this content area.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs assessment: While students are confronted with rigorous and high-level texts and are expected to do high-level work, students need more opportunities to make their thinking visible, specifically through in class discussions. **This has been determined through Advance observations, intervisitations, and a review of teacher evaluations on components 3b and 3c.**

Strengths: Our students read Common-Core aligned texts, and in the middle school, students use two curricula – Expeditionary Learning (ELA) and CMP3 (Math) that challenges students to think critically and produce complex work. In high school, students use IMP Math and in English class, they read difficult texts such as Antigone, The Crucible and Pride and Prejudice.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the average teacher score in component 3c – Engaging Students in Learning – will increase by .15 as measured by Advance/ Danielson rubric through participation in school-wide pedagogical teams (sharing of best practices) and participation in school-wide PDs.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| Initial informal observations/ feedback will provide a baseline for each teacher with regard to Danielson component 3b and 3c. | All teachers | By November | Teachers + Principal and APs |
| In P-Teams, teachers will share best practices specifically on lesson planning with a focus on the literacy framework. Best practices will include strategies for ELL and SWD students. P-Teams require trust for teachers to be able to give and receive critical feedback and to share, and enact, best practices. | All teachers, in teams | By November | Teachers |
| In P-Teams, teachers will share best practices and engage in intervisitations with a specific focus on critical discussion, component 3b and engagement 3c. Best practices will include strategies for ELL | All teachers, in teams | By March | Teachers |

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| and SWD students. P-Teams require trust for teachers to be able to give and receive critical feedback and to share, and enact, best practices. | | | |
| In P-Teams, teachers will read a book that either broadens their understanding of rigor or provides strategies for increasing rigor through discussions. P-Teams require trust for teachers to be able to give and receive critical feedback and to share, and enact, best practices. | All teachers, in teams | October– April | Teachers |
| There will be a PD led by our ELL Coordinator for how to better provide supports for ELLs, specifically our newcomer students | All teachers | February | ELL Coordinator (Ms. Ortiz) |
| Through Parent – Teacher Conferences, parents will be informed of this focus on making thinking visible and student engagement. The PTA will invite a teacher leader to present on this topic to parents. | Parents | March | Teacher Leader, Parent Coordinator, PTA |
| Teachers will share/ present at a staff-wide PD some best practices. Presentations require trust for teachers to be able to give and receive critical feedback and to share, and enact, best practices. | All teachers | March | Teachers & Admin. |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Intervisitations may require schedule adjustments and human resources; book club materials may require additional funding; P-team supports require time, instructional resources. |

Part 5 – Budget and Resource Alignment

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|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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|--|---|-----|--|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015, the average teacher score in component 3c will have increased by .075. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Need: While we have a variety of after school activities, we do not have a comprehensive community service club/outlet. This was discovered in an internal review.
 Strength: Our students are interested in doing community service, and given the opportunity, I am confident many would participate.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

(S) We will create more opportunities for community service for our students. (M) Specifically, we will have 5 community service projects by June 2015. (A) We have a new teacher who is determined to create a community service club and has already begun establishing relationships with community organizations. (R) Community service is important because it allows students to build connections with their environment; it is also important and relevant because service projects allow students to apply their learning to a real-life context. (T) Five projects will be established and if applicable, completed, by June 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| A Good Will Club will be established. | HS students | October | Adviser and students |
| Opportunity to volunteer at the Sean Casey Animal Shelter will be established and organized. | HS students and adviser | October | Adviser and students |
| Trick or Treat for UNICEF. Trust is required to ensure that funds raised will be submitted for donation to UNICEF. | HS students and adviser | October | Adviser and students |
| Pies for Change (donating change to benefit the Sean Casey Animal Shelter). This is a trust-building and trust-requiring event as teachers will subject themselves to being “pie-ed” before the entire school. | MS and HS students & HR teachers | November | Adviser and students and MS Student Council |
| Soup Kitchen volunteer opportunity established. Parents will be invited to participate. | Adviser and HS students | January | Adviser and students; parents |

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|--|-------------------------------------|----------|--------------------------------------|
| Parents will be informed –and welcomed to participate – through the weekly Parent/ Guardian Blast. | Parents | Ongoing | Parents, Adviser, Parent Coordinator |
| Sean Casey Animal Shelter beautification project. All students, regardless of ELL-status, SWD-status will be welcomed. There will be a push for high-need students to participate along with a mentor/teacher. | Adviser, HS students and volunteers | May 2015 | Adviser and students |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Collaboration with homeroom teachers and Student Council advisers; use of subway passes and transportation support; human resource (i.e. club adviser) |

Part 5 – Budget and Resource Alignment

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|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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|--|---|-----|--|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015 we will have created at least 3 opportunities for community service for students. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Need: Teachers need the time and space to share best practices in a democratic and organic setting.

Strength: Last year’s Learning Environment Survey illustrated a high level of trust and respect among teachers and with administrators.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will have improved in working collaboratively and sharing best practices by meeting weekly in their pedagogical teams and conducting monthly intervisitations; progress will be measured by an individual teacher improvement of .15 in domain 1e.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| P-Teams will be created purposely by administrators. They will be heterogeneous across grades and departments. | Teachers | May 2014 | Principal and APs and teacher leaders |
| P-Teams will meet to establish a) norms, b) identity, c) goals and d) strengths/weaknesses of each team member | Teachers | June 2014 (retreat) | Teachers, PD led by admin. |
| P – Teams will engage in team building exercises | Teachers | June, September | Teachers, PD led by admin. |
| P – Teams will meet weekly to discuss and share best practices around Danielson component 1e, specifically re: providing scaffolds for ELLs and SPED students. | Teachers | Sept- Nov. | Teachers |
| Teachers will use collaborative time to make phone calls home (including positive phone calls). | Parents | Ongoing | Teachers |
| During Parent Teacher Conferences, parents will be made aware of the focus on the sharing of best practices among teachers. | Parents | February, May | Parent Coordinator and teachers |

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| P – Teams will meet weekly to discuss and share best practices around Danielson component 3b. | Teachers | Nov. – Feb. | Teachers |
| P – Teams will meet weekly to discuss and share best practices around Danielson component 3d. | Teachers | March - April | Teachers |
| P – Teams will engage in a Book Club using a book of their choice (from a group of recommended texts) | Teachers | June 2015 | Teachers |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Instructional resources for Book Club; time for P-Teams; budget for retreat and team building exercises; time and trust for collaboration and interpersonal relationships to build and develop organically. |

Part 5 – Budget and Resource Alignment

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|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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|--|---|-----|--|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| Teacher scores in component 1e will improve by .075 by February 2015. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Need: This year, we need to conduct 144 observations as part of Advance. This leaves us limited time to conduct PD/developmental observations. This needs assessment is the result of an internal review.

Strengths: We have several teacher leaders who can provide their colleagues with high quality, actionable feedback.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will provide teachers with a total of 30 developmental observation feedback cycles(non-evaluative) by developing our two teacher leaders’ capacity to engage in this supportive work.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| Two teacher leaders will be identified. One of the teacher leaders is the SPED coordinator and will pay special attention to teachers’ practices with SPED students. | Teacher leaders | June 2014 | Teacher leaders and admin. |
| Two teacher leaders will receive intensive coaching from UA Achievement Coaches. Meetings between AC and teacher leaders will be weekly, for 3 hours at a time, and include classroom observations, feedback development and role-plays of debrief sessions. | Teacher leaders and UA support | September – November | Teacher leaders and UA support |
| Teacher leaders work with a specific “case-load” of teachers, with emphasis on new and struggling teachers. Teacher leaders and admin meet weekly to discuss progress. One of the teachers that will receive additional support is our new HS ESL teacher. | Teacher leaders and admin. | November – June | Teacher leaders and admin. |
| If parents ask, we will inform them in Parent Teacher Conferences about the additional supports that teachers are receiving. | Parents | February, May | Teachers, Parent Coordinator, Admin. |

| | | | |
|--|----------------------------|-----------|----------------------------|
| Progression of actionable feedback documented in Google doc. | Teacher leaders and admin. | June 2015 | Teacher leaders and admin. |
|--|----------------------------|-----------|----------------------------|

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| UA support staff; time for training and monitoring; trust and collaboration from observed teachers as teacher leaders were being trained. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|--|---|-----|--|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015 our two teacher leaders will have conducted 12 developmental observation feedback loops as demonstrated on the Google doc. | | | | |
| Part 6b. Complete in February 2015 . | | | | |
| Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Need: To increase parent involvement and attendance at school events. This needs assessment is due to an internal review of last year’s parent attendance at school events.

Strength: We have a new parent coordinator who has expressed interest –and enthusiasm –for creating more family-friendly events.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will host 5 family-friendly events through collaboration between the parent coordinator and the student council. Progress and success will be measured by attendance sign-in sheets.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| Administer an informal survey to better understand what kind of parent involvement our parents are seeking. | Parents | September 2014 | Parent Coordinator |
| Create events based on student interest and in collaboration with the Student Council. | Families | Ongoing | Parent coordinator and Student Council |
| Create a series of PD for ELL parents and families. For parents to come to some of these workshops, i.e. an English language series workshop for ELL parents, there must be trust. We develop this by providing a warm, nurturing and accepting school culture. | Families | Oct – Nov., Jan. – March | ESL teachers |
| Request parent volunteers. To have parents who in fact volunteer, we need to establish trust, as we have through reliable communication and establishing a shared vision. | Parents | Ongoing | Parent coordinator |

| | | | |
|---|----------|-----------|--|
| Events include: Halloween Carnival (October); Karaoke Night (November); Frozen Festival (December); Valentine’s Celebration (February); Spring Carnival (May) | Families | June 2015 | Parent coordinator and Student Council |
|---|----------|-----------|--|

Part 4 – Resources Needed

| |
|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Funds for food and decorations and games (mostly fundraised by Student Council); parent volunteers; support and enthusiasm from homeroom teachers; schedule adjustment on days of events to allow for setup. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|--|-----------|---|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | X | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|--|---|-----|--|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February we will have held 3 family-friendly events. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|---|---|--|
| English Language Arts (ELA) | *Level 1 & 2 students as determined by the NYS CC ELA Exam (MS) *Failed Regents (HS) | *Best Practices as shared by department team members (graphic organizers, sentence starters, annotation of text, leveled text, word banks, audio books). *Use of UDL principles and practices. *Regents Prep classes *SAT prep classes | *Small group and one-to-one pull-out *Integrated co-teaching *Paraprofessionals *After-school community partner (NIA)-MS | *Before school *During school *After school *Saturdays |
| Mathematics | *Level 1 & 2 students as determined by the NYS CC Math Exam (MS) *Failed Regents (HS) | *Best Practices as shared by department team members (graphic organizers, sentence starters, annotation of text, leveled text, word banks). *Use of UDL principles and practices. *Regents Prep classes *SAT prep classes | *Small group and one-to-one pull-out *Integrated co-teaching *Paraprofessionals *After-school community partner (NIA)-MS | *Before school *During school *After school *Saturdays |
| Science | *Failed after marking period one (MS) *Failed Regents (HS) | * Best Practices as shared by department team members * Use of UDL principles and practices. *Regents Prep Classes | *Small Group *Integrated co-teaching *Paraprofessionals *After-school community partner (NIA) | *During School *After School *Saturdays |
| Social Studies | *Failed after marking period one (MS) *Failed Regents (HS) | * Best Practices as shared by department team members * Use of UDL principles and practices. *Regents Prep Classes | *Small Group *Integrated co-teaching *Paraprofessionals *After-school community partner (NIA) | *During School *After School *Saturdays |

| | | | | |
|---|--|---|---|---------------------------------|
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | IEP Mandated services, At-Risk (academic & behavioral) as identified by Principal, AP, Dean and teachers | *One-to-one or group counseling as specified on student's IEP with either the middle or HS counselor *Peer Mediation | *One-to-one, small group *Peer mediators | *During school *After school |
|---|--|---|---|---------------------------------|

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

| | | | |
|--|---------------------------------|---|--------------------|
| Indicate with an "X" your school's Title I Status. | | | |
| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. 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. |
| We work closely with Lauren Kraus from the Office of Teacher Recruitment and Quality on strategies to improve these areas. For recruitment, we attend fairs, use OMTS and more recently, we are building relationships with local universities. To increase retention we have a) shifted our hiring practices to hire less teachers who are not traditionally certified and b) created supports such as a PD for 2 nd year teachers and "new teacher buddies." We also believe that by providing teachers a highly structured, nurturing school environment as well as the opportunities for professional growth, our teachers will seek to stay at UASCJ. |

2b. 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). |
| <p>Our professional development opportunities include:</p> <ul style="list-style-type: none"> • P – Teams which meet weekly for 50 minutes and includes all teachers • Department Teams which meet weekly for 30 minutes and includes all teachers • Grades Teams for teachers who serve students in grades 6-9, 40 minutes each week • Teacher Leader monthly PD sessions through our network • Regular PDs with CMP3 and Expeditionary Learning, as they become available • 5-session PD series on topics including: Building a Positive Classroom Culture, 2nd Year Teacher Supports, Co-Teaching • Whole staff PD for ~30 minutes each week. We also have a retreat in June to set our goals and expectations for the following school year. |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Our Department Chairs meet to decide on benchmark design and calendars to ensure that formative assessments are conducted and subsequently used to improve instruction and student learning. Our P-Teams also create individual plans to improve pedagogy.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|---------------------------------------|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$412,544 | X | p. 8-17 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus | Federal | | | |

| | | | | |
|--------------------------|---------|-------------|---|---------|
| School Improvement Funds | | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | \$11,200 | X | p.16 |
| Tax Levy (FSF) | Local | \$2,822,448 | X | p. 8-17 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Urban Assembly School for Criminal Justice**, 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 the school and the families. The 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 the school community. **The Urban Assembly School for Criminal Justice** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;

The 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;

- 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 (SPC)

School Responsibilities- The Urban Assembly School for Criminal Justice will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables your child to meet the State's student academic achievement standards as follows:

- Encourage and promote reading and writing across the subject areas.
- Provide structural support in math and literacy for remediation and enrichment.
- Incorporate the use of technology to integrate other resources.
- Conduct explicit grammar, writing and reading instruction.
- Create a nurturing and comfortable learning environment free of unnecessary distractions such as cell phones and electronic devices.
- Promote a healthy lifestyle by helping students make thoughtful decisions about nutrition and fitness.

Hold parent-teacher conferences during which this compact will be discussed as it relates to your child's achievement. Specific dates and times will be indicated on future Parent Blasts. You can also access this information on our website: www.uascriminaljustice.org

Provide families with frequent reports on their children's progress. Specifically, the school will provide grade reports as follows:

- Jupiter Grades progress reports at least once each quarter.
- Parent/guardian online access to their child's grades on Jupiter Grades (www.jupitergrades.com)
- Phone calls

Provide families with reasonable access to staff. Staff will be available for consultation with families as follows:

- Staff has school-based email addresses for communication with parents. Each grade will send home a notice with the specific emails for each teacher at the start of the school year.
- Parents can call and request an appointment to meet or talk with school staff.

Family Responsibilities- We, as parents/guardians, will support our child's learning in the following ways:

- **Uniform:** Ensuring that your child wears her school uniform every day. The school uniform consists of a UASCJ logo shirt, sweatshirt or school-issued shirt.
 - Middle school students must wear black pants. Pants cannot have holes or contain any imagery or logos. **Skirts must be knee length. During the warm weather, knee-length shorts may be worn.**
 - High school students may wear pants of their choice. Pants cannot contain holes. **Skirts must be knee length. During the warm weather, knee-length shorts may be worn.**
- Open-toe shoes are not permitted during science labs and PE. Science and PE teachers will address this individually and mark the students as "unprepared."
- While participating in dress down days, students must still adhere to basic dress code rules. Students may not wear miniskirts, tops that show midriff, strappy tank tops, shirts that reveal undergarments, pants with revealing holes and clothing with inappropriate language or imagery.
- When students come to school out of uniform they may be mandated to attend lunch time detention. Students

will be provided with a bagged lunch of the school's choice. If your child skips detention, further disciplinary action will be taken.

- If a student is seen with a non-uniform sweatshirt or jacket, the administration or deans may take the item. Students will be allowed to retrieve the items at the end of the day.
- School Involvement:
 - Participating in decisions relating to your child's education. This includes a willingness to meet with teachers when asked.
 - Building positive relationships with teachers and staff. This includes using respectful language when speaking with teachers and staff.
 - Staying informed about your child's education by reading all notices/reports from the school or the school district and responding if necessary. This includes checking for the Parent Blast which is posted online every Tuesday.
 - Informing the school of any matters that might affect your child's academic success.
 - Serving on school committees. Including the Parent Teacher Association (PTA) or School Leadership Team.
- Attendance: Ensuring that your child attends school regularly and on time.
- Homework & Academic Success:
 - Ensuring that your child completes her homework on time and helping your child study for tests and quizzes.
 - Ensuring that television, video games, and non-school related computer use do not get in the way of your child's academic success.
 - Ensuring that your child receives an ample amount of sleep each night.
 - Encouraging your child to participate in after school activities and clubs.
 - Encouraging your child to read for at least 30 minutes every night.
 - Helping your child perform her work in a focused and sanitary environment by prohibiting her from bringing soda, energy drinks, sunflower seeds, or chewing gum to school. These items are forbidden at all times, including during breakfast and lunch. **If your child brings these items into school, they will be confiscated and thrown out.**
 - Ensuring that your child does not bring a cell phone or any electronic devices to school. **These items will be confiscated and a parent will need to come to the school to retrieve these items. If a parent cannot come to the school. The device will be returned to the student at the end of each semester. No exceptions!**
 - Ensure that your child does not bring hair products, nail polish or nail polish remover to school. **These items will be confiscated and a parent will need to come to the school to retrieve these items.**

**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 20 | Borough Brooklyn | School Number 609 |
| School Name UASCJ | | |

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 Mariela Graham | Assistant Principal Nathalie Jufer |
| Coach Alexis Goldberg | Coach |
| ESL Teacher Michelle Ortiz | Guidance Counselor Natalie Cazeau |
| Teacher/Subject Area Lauren Escobar/ELA | Parent Vivana Perez |
| Teacher/Subject Area Sharon Wilcox-Daiello/SS | Parent Coordinator Pamela McDonald |
| Related Service Provider Jessica Arberger | Other type here |
| Network Leader (Only if working with the LAP team) | Other type here |

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. | 2 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 485 | Total number of ELLs | 51 | ELLs as share of total student population (%) | 10.52% |
|--|------------|----------------------|-----------|---|---------------|

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 dasses for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), dasses refer to a cohort of students served in a day. For push-in ESL dasses, 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 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | | | | | | | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 10 |
| Discrete ESL class | | | | | | | 1 | 1 | 1 | 1 | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 2 | 3 | 1 | 2 | 1 | 14 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 51 | Newcomers (ELLs receiving service 0-3 years) | 34 | ELL Students with Disabilities | 9 |
| SIFE | 7 | ELLs receiving service 4-6 years | 9 | Long-Term (completed 6+ years) | 8 |

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 | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 34 | 4 | 0 | 9 | 3 | 4 | 8 | 0 | 5 | 51 |

| ELLs by Subgroups | | | | | | | | | | |
|---|------------------|----------|----------|------------------|----------|----------|------------------------------------|----------|----------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| Total | 34 | 4 | 0 | 9 | 3 | 4 | 8 | 0 | 5 | 51 |
| Number of ELLs who have an alternate placement paraprofessional: <u>3</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 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 | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 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 | | | | | | | 3 | 1 | 2 | 3 | 2 | | | 11 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | 1 | | 1 |
| Bengali | | | | | | | 1 | 1 | 1 | 1 | 3 | 1 | | 8 |
| Urdu | | | | | | | 1 | 2 | 2 | 7 | 4 | 3 | 2 | 21 |
| Arabic | | | | | | | | | 1 | 5 | 1 | | | 7 |
| Haitian | | | | | | | | | | | | | 1 | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 2 | | | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 6 | 16 | 10 | 5 | 3 | 51 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | 3 | 1 | 2 | 7 | 0 | 0 | 0 | 13 |
| Intermediate(I) | | | | | | | 1 | 2 | 1 | 0 | 6 | 2 | 1 | 13 |
| Advanced (A) | | | | | | | 3 | 1 | 3 | 9 | 4 | 3 | 2 | 25 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 6 | 16 | 10 | 5 | 3 | 51 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 3 | | 1 | | 4 |
| 7 | 2 | | | | 2 |
| 8 | 2 | 1 | | | 3 |
| 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 | 3 | | 2 | | | | | | 5 |
| 7 | 2 | | | | | | | | 2 |
| 8 | 4 | | | | | | | | 4 |
| 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 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 | 3 | | 1 | |
| Integrated Algebra | 10 | | 7 | |
| Geometry | 1 | | 1 | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 14 | | 7 | |
| Physics | | | | |
| Global History and | 6 | | 3 | |
| Geography | | | | |
| US History and | 1 | | 0 | |
| Foreign Language | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

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

Our primary assessment tool our school uses to assess literacy is Degrees of Reading Power (DRP). We complete this assessment three times throughout the school year. It provides teachers with a measure of how well students have the ability to process and comprehend

increasingly more complex test. Additionally, the middle school uses Fountas and Pinnell running records and the high school uses Gates/McLeod.

The data provides numerous insights about our ELL population. According to fall 2013 DRP scores, 86% of our ELLs in middle school are reading below grade level. In high school, 80% are reading below grade level. While the data indicates that an alarming number of our ELLs are reading below grade level, it is important to note that 61% of the students that took the exam are newcomers, receiving only 0-3 years of ESL services. The Fountas and Pinnell data for the middle school coincides with the DRP, as 80% scored below grade level. Similarly, the Gates/McLeod further demonstrates a correlation with 75% of high school ELLs reading below grade level.

The literacy data we have collected has served as an essential tool around instructional planning. Baseline goals have been set that each ELL student will grow at least 2 years in their reading level. We decided this is a practical yet critical goal for the students as they develop their reading skills while acquiring English. One way that instructional planning has been impacted is that teachers are consistently implementing reading strategies in all subject areas. Our school has adopted a close reading practice in which students use various reading strategies to further their comprehension. This may include chunking the text, annotations and using context clues. After the close reading, students participate in a critical discussion, which leads to an argumentative writing piece. This cyclical routine has provided students with consistent opportunities to use reading strategies to further their comprehension of the text.

Another way our literacy data has impacted instruction is that as a school we have decided to use our extended day to develop reading skills. All students participate in Silent Sustained Reading (SSR) three days a week for 45 minutes. Using the data, our students individually meet and create reading goals with their SSR teacher. The students are provided with an appropriate book based on their lexile level. Students are able to track their reading into a log and after, they can test their comprehension by using Accelerated Reader. Both the SSR teacher and student receive instantaneous results, which provides an opportunity to reflect on reading comprehension.

The data further shows that we need to provide additional support to our increasingly growing newcomer population. Each newcomer has been provided with an English in a Flash account, which can also be accessed at home. This program furthers their awareness of phonetics, grammar and sight words. Each lesson is followed by a quiz that monitors progress. Based on the results of each quiz the program can determine their growth and the next appropriate lesson. Both students and teachers receive reports to determine growth. If an ELL is not demonstrating growth at an appropriate rate we will individually implement the Wilson Reading System or Great Leaps. These programs occur during pull out sessions or afterschool.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data reveals that proficiency levels on the LAB-R and NYSESLAT correlate with the number of years an ELL has been serviced. The trend shows that the more years a student has received ELL services, the higher their score is. Of our 13 beginners, eight have received only one year or less of service. Two have received two years or less. The remaining student has been serviced for four years, however, she has an IEP classification of intellectually disabled, which may prevent her from demonstrating progress on the NYSESLAT. Of our 13 intermediate students, seven are considered newcomers, receiving less than three years of ESL services. Three of the students have received four to six years of service. The remaining one student has received seven years of service and has an IEP classification, which includes hearing and language impairment. Of the 25 advanced students, 11 have received three years of service or less. Six have received four to six years of service and the remaining eight have received six or more years. In comparison to the beginners and intermediate students, there is a clear trend that our most advanced students have also been involved in our ESL programs the longest.

Another data pattern that has emerged amongst the grades is that our students demonstrate growth as they continue with the school. We do not have any beginners in 10th, 11th or 12th grade. Our largest numbers of beginners are in the 6th and 9th grade. Three out of seven 6th graders and seven out of 16 9th graders are beginners. It is possible that these numbers are significantly higher in 9th grade because many outside students enroll into the school for the first time to begin middle or high school.

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 [AMAQ tool](#))

Based on the raw scores, across the grades, the patterns on the NYSESLAT modalities show that our ELLs scored the lowest on the

writing section. The next lowest section is reading followed by listening. Our students scored highest on the speaking section. This affects our instructional decisions because we acknowledge our areas of need in reading and writing. As a result, we have created pull-out groups for our ELLs in the middle and high school to develop their reading and writing skills. Also, our Silent Sustained Reading program during the extended day further supports reading development and demonstration of comprehension. Our school uses the Annual Measureable Achievement Objectives to determine our most at risk ELL students. Once these students are identified, they are categorized into subgroups that we can goal set based on their data. For example, our 9th grade beginner students are considered at risk because of their age and lack of English proficiency. Based on our NYSESLAT and predicted scores the trend shows that 80% of our beginner subgroup (Urdu/Arabic) will reach proficiency by 2016/2017. Based on the data, we anticipate that 50% of our intermediate students will reach proficiency by 2015/2016. 60% of our advanced group will achieve proficiency by the current school year.

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

A. As previously stated, our patterns show that a large number of ELLs enter our school in 6th and 9th grade. However, as our ELLs participate in our program, their listed NYSESLAT levels increase or the students test out. For example, in the high school there are 16 9th graders, ten 10th graders, five 11th graders and three 12th graders. There is a clear trend that our students are successful in becoming proficient English Language Learners as their grade increases. In correlation, we have the most beginners in 6th and 9th grade. We do not have ample data from the previous school year to determine how our ELLs fare in tests taken in English as compared to their native language. In the previous school year, all of our ELLs completed their state exams in English. However, this year, we have an increasing number of students in 6th and 9th grade that will take the state exams in their native language and we can begin to generate data.

B. School leaders and teachers are using the results of the periodic ELL assessments to determine growth. Our ESL teachers record the latest Acuity data on a Google Spreadsheet that is shared with all of the teachers. First, the teachers become aware of which areas the students are demonstrating growth or the need for more support. After, groupings are made for ESL pull-out sessions with an emphasis on content. For example, in the middle school, there is a group of advanced ESL students that demonstrate a constant struggle on the NYSESLAT and Acuity writing section. These students have a pull out session twice a week to focus on content area writing skill development. Recently, this group wrote an argumentative essay on whether immigration quotas should or should not be increased for social studies. These pull out sessions call for the students to develop their writing skills by using content. It is a great opportunity for collaboration amongst the ESL and content area teachers. This data remains an imperative tool for our school to determine the needs of our students.

C. From periodic assessments, our school is learning that our ELLs need the most help in the areas of reading and writing. We see this evidence on the NYSESLAT, Acuity, state exams and daily class and homework. Therefore, many of the previous structures mentioned demonstrate our focus on reading and writing. Our school fully acknowledges that research shows an ELLs native language is important to foster and that the skills they have in their native language will transfer upon English language acquisition. Consequently, we support native language by allowing students to read books in their native language during Silent Sustained Reading. Additionally, ELLs create flash cards in their native language with English translations. Also, if necessary, students are allowed to take notes and complete class and homework in their native language. When this happens, work is translated by other staff members or the use of an online translator such as Google translate.

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](#).)

5. N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Every teacher knows the level and native language of the ELLs in our school. This information was provided for teachers at an ESL PD before school started and it is shared in a Google Doc. At weekly grade team meetings, teachers determine the different ways native language support can be provided to individual students. For example, all beginner ELLs receive translated classwork, projects and homework. We recognize that these students need their native language to understand the content while acquiring English. Our

intermediate and advanced students receive less translated instructional material on a daily basis. However, teachers encourage these students to take notes in both languages and write in the language of their choice. If a student chooses their native language, we provide translation services. Additionally, all ELL students are encouraged to read in their native language during Silent Sustained Reading. Our school provides an ample amount of fiction and non-fiction texts in multiple languages for the teachers and students. This includes bilingual dictionaries so that our students can translate vocabulary from their native language to English.

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).

We evaluate the success of our programs for the ELLs based on the students' achievement. We look both at their individual growth across content, and their results on summative assessments as compared with native English speakers. We also measure gains in NYSESLAT scores, reading, and writing growth during the year. Based on the NYSESLAT scores we were able to determine that in the 2012-2013 school year, 52% of our ELLs in the middle school tested as proficient. 43% of our ELLs in the high school scored as proficient on the NYSESLAT exam. In the middle school, two students advanced from intermediate to proficient and one went from beginner to advanced. In the high school, three students went from intermediate to proficient. Based on this data, we believe that our program is successful in helping students acquire English language proficiency.

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](#).)

Upon registration, the test history and the students' cumulative records are reviewed by Annette Rozenzwaig, the school secretary. If the student is already enrolled in the NYC public school, Ms. Rozenzwaig confirms using ATS whether or not the student is an ELL. If the student is an ELL, Ms. Ortiz or Mr. Mutasa will be notified and services begin immediately. If the student received a beginner level from the NYSESLAT or LAB-R they will be enrolled in Ms. Ortiz's beginner course.

If the student is new to the New York City Department of Education, the following steps are taken. First, Ms. Rozenzwaig administers the Home Language Identification Survey. She is responsible for providing parents with the HLIS. If it is identified that their native language is not English or another language is spoken at home, an informal interview takes place with Ms. Ortiz or Mr. Mutasa, both certified ESL teachers at the school. At this point, if the student speaks another language or speaks little to no English, the initial assessments of the LAB-R is administered. This is administered and hand scored within 10 days of enrollment. This is administered and hand scored by Ms. Ortiz and Mr. Mutasa. If the student is Spanish speaking, we administer the LAB-R in Spanish, however we have not had to this in over two years. Students who do not meet the criteria, according to the LAB-R, begin ESL services immediately based on their proficiency level. All Home Language Survey documentation is stored in the main office with Ms. Rozenzwaig. After, the Lab-R, there is a parent meeting to discuss program choices.

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.

Immediately after the LAB-R indicates that a child should receive ESL services, Ms. McDonald, our Parent Coordinator reaches out to the parents to attend a meeting about program choices. Ms. McDonald, the Parent Coordinator asks the parents to come in by the end of the week that the LAB-R was graded. We keep a strict timeline of one week. Ms. Ortiz or Mr. Mutasa provide the parents or guardians with the three program options by using the designated Parent Orientation Video, which is translated into 13 languages. Additionally, we offer translated informational brochures to further inform parents and guardians of the three choices. At this point, we ask parents to select their program choice and that same day, it is recorded into ATS by our school secretary Ms. Rozenywaig. If a parent selects another option other than freestanding ESL, we explain that our school only offers this program. We ensure parents that our program has proven to be a successful model for our ELL students. If a parent does select another program other than freestanding ESL, they are updated yearly by Ms. McDonald about parent choice and their right to selected another program.

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 Parent Coordinator, Ms. McDonald ensures that entitlement letters are distributed and that all documentation about parental choice is collected and secured in the main office. We encourage our parents of ELLs to understand they have choice and transfer options. All documents are translated into the language that parents speak and translators are available for meetings, when requested. All forms are distributed through the mail, in addition to students receiving a copy to take home for parents. All information that needs to be inputted into ATS is completed by our school secretary, Ms. Rozenywaig. After, all information is stored in the main office.

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.

Parents are informed of the services offered for our students and elect to enroll their children in Freestanding ESL; therefore, there is no assessment to place students in a bilingual program. Ms. Rozenywaig updates ATS (ELPC) screen immediately, within 20 days of enrollment. We strongly believe that parents do not select another program because of the nature of our school being all girls. Parents often select the school for this reason with an understanding that we only offer freestanding ESL. If a parent were to select another program, we will provide them with parent choice and continue to send yearly continued entitlement letters. All documents are sent by Ms. Rozenywaig and are stored in the main office.

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.

Upon receiving the designated dates for the NYSESLAT, the ESL teachers, Ms. Ortiz and Mr. Mutasa begin to plan scheduling immediately. We create a list of all students eligible to take the exam from ATS. First, they schedule all students to complete the speaking section using an excel spreadsheet as an organizational tool. Then, they use Google Docs to share this spreadsheet with staff members so that everyone is aware of NYSESLAT dates and times. For speaking, they start with the 6th grade and advance through the grades. Ms. Ortiz and Mr. Mutasa also determine the location of the test. For example, they ensure an empty classroom can be used during the students designated time frame. Each student is given a period, location and time for their speaking exam. Typically, a week is dedicated to administer the speaking section. Next, the listening section is administered. On the same excel spread sheet, the ESL teachers group the students based on their grade band. According to the test and the needs of our school we group students in grade 6, 7-8 and 9-12. However, students in 9-12 are separated by grade. We begin the listening section with the 6th grade and advanced through the grades. We schedule two periods to ensure a proper time frame. We break up grades that may have more than 10 students, so for example, this year we will have two 9th grade groups. Generally, 3 days are provided to complete the listening section. Next, students take the reading section of the exam in their grade level group. Similar to the listening section, this is prescheduled on the excel spread sheet and all teachers and students are aware of the time, period and location. Lastly, we administer the writing section of the exam and the students take it in their grade level group. Typically, we provide at least three to four days each to administer the reading and writing section. With this scheduling program, this leaves the ESL teachers with plenty of time to make up student absences.

Before administering any sections of the exam, the ESL teachers become famailized with the directions and test booklets. We inform the teachers and students about test dates to avoid any potential scheduling problems. We ensure that our classrooms that we use are empty, quiet and in satisfactory condition. Also, we review the scantrons before administering the test to check for errors or fill in any necessary information for our new entrants in the school.

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. ①

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend indicates that parents select our freestanding ESL program. Less than 10% of parents have requested other models. A large majority of our incoming ELL students have family members or family friends in the school that are ELLs or former ELLs and they feel confident that our program can support the needs of their child. We will continue to analyze the requests of parents to ensure that our models support parental choice. Ms. Ortiz and Mr. Mutasa monitor this trend by checking ATS (ELPC) to see parent choice selections upon the entry of a new ELL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A. Our school offers an ESL program that provides one hundred percent of instruction in English. Our school uses a combination of models, including self-contained, pull-out and push-in. Any student that is a designated beginner (based on the LAB-R or NYSESLAT) is enrolled in a self-contained ESL class led by Ms. Ortiz for the first two periods of the day. Students participate in this class everyday of the school week. Our push-in model is designed to further support our beginner, intermediate and advanced ELLs. This program was created to ensure that students receive an ESL co-teacher that supports their language learning needs while learning content. Our push-in model includes the content area classes of social studies and science.

B. In the middle school, each grade has one cohort of ELLs (heterogeneous levels) that travel together throughout the day. This model provides the ESL teacher, Ms. Ortiz to push-in or pull out students appropriately. In the high school, students do not

travel in cohorts, however, all ELLs receive Mr. Mutasa as a co-teacher in their grade level ELA class. Mr. Mutasa is then able to push-in or pull-out students across grade level and content areas. The only homogenous ESL class, regardless of grade, is the ESL beginner course in the morning led by Ms. Ortiz.

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)?

As per the CR-Part 154 mandate, our school ensures that the mandated number of minutes is provided according to NYSESLAT proficiency levels. In middle school, ESL students that scored at a beginner or intermediate level receive at least 360 minutes of instruction per week, and advanced students receive at least 180 minutes per week. In the middle school we ensure that this happens because beginner students are programed for two periods of self contained ESL with Ms. Ortiz. This amounts to 450 minutes a week, which, does not include push-in/pull-out services. With push-in/pull out services one period a day, for forty-five minutes, our beginner students receive a total of 675 minutes of instruction per week. Our intermediate students in middle school receive daily push in for one period a day, for forty-five minutes and a pull out group that meet three periods a week, each period for forty-five minutes. This totals 360 minutes. Our advanced students also receive one period of push-in services daily for forty-five minutes and two pull out sessions a week for forty-five minute periods. This totals 315 minutes. Our school ensures that our middle school ELLs receive well above the mandated hours required which provides them with an ample amount of time for language acquisition and developing reading and writing skills.

As per the CR-Part 154 mandate, in the high school, our beginner level students receive 540 minutes, intermediate level students receive 360 minutes and advanced students receive 180 minutes. Similar to the middle school, all beginner high school students receive 450 minutes of self-contained ESL with Ms. Ortiz. These students also receive pull out sessions, three times a week for forty-five minutes per period. This totals 585 minutes. Our intermediate and advance high school ELLs receive daily push in from Mr. Mutasa, during their ELA class which total 225 minutes. Our ESL program provides our students with opportunities to receive services above the mandated hours.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction is delivered in English, except our beginners receive modified material, which is translated into their native language. We do this specifically for the students that are pre-literate in English. This helps nurture the natural process of English language acquisition. In 6th grade, we provide translated material in Spanish for one student and Urdu for another. In 8th grade, we provide translated material in Arabic for a beginner student. In 9th grade, we provide translated material for one student in Spanish, two in Arabic and one in Bengla. We use online translators such a Google translate to do this. In addition, we have help from Spanish and Urdu speaking paraprofessionals in our school. As the students continue through our program and they develop stonger English literacy skills, we begin to scaffold these assignments to include more English.

Our intermediate and advanced students do not receive translated assignments, however, we will translate if necessary to demonstrate comprehension. Additionally, these students develop their native language development by translating their notes and vocabulary. Our school uses these methods to foster native language development while meeting the rigorous demands of the Common Core Learning Standards, which are implemented into daily lessons, assignments and homework. Also, during our lunch period, former ELL high school students volunteer to tutor ELLs in their native language. Typically, this includes reviewing class material, practicing problems and developing skills that will transfer to English. This is an instrumental component that allows our ELL community to come together and foster their native language while developing Common Core skills.

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

Our students are evaluated in their native language throughout the year with the assistance of our Urdu and Spanish speaking paraprofessionals. Additionally, the numerous fluent Spanish-speaking teachers assist with evaluating Spanish. Also, many of our older and former ELLs help with Arabic and Bangla translations. It is important, especially for our beginners, that our school provides this native language support.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in speaking, which is carefully monitored by their ESL teachers and all other teachers. This includes consistent participation in do-now activities, critical discussions and small group work. Our ELLs are asked to self reflect on their speaking and participation. This includes filling out a daily rubric to assess their levels of peer interaction, contribution to class, and speaking with confidence. If teachers notice students are not reflecting positively, we work with these student to determine how we can support them. For example, our beginner students often receive the lesson topic and information to preview before the actual lesson. This allows them to become familiarized with the upcoming material. Also, every three weeks, our beginners are given a speaking assessment by both ESL teachers. An excel spread sheet is used to record the data. For example, Mr. Mutasa will ask the student a question and Ms. Ortiz will record the answer. This provides an opportunity to hear phonetic development, sentence structure and vocabulary choice. This is a low inference assessment, which generates resourceful data to monitor speaking skills development.

Similar to our speaking evaluations, we closely monitor our students listening skills. During class disussions we expect our ELLs to use accountable talk in order to demonstrate that they are listening and processing what their classmates are saying. Students are prompted to add on or develop a different ideas from their peers. Also, during content class exams, we incorporate a listening component that takes place during a pull-out session. This generates data to determine how our students are developing effective listening skills.

All ELLs reading levels are evaluated by the DRP assessment, which takes place three times a year. In the middle school, ELLs complete Fountas and Pinnell (running records) each marking period. In the high school, Gates/McCloud is used to determine reading growth from the beginning to the end of the school year. These are all formal assessments that provide ongoing data about our ELLs reading development. Informal assessments are used daily by content area teachers. Examples include, checking for understanding, demonstration of close reading skills and comprehension of classwork and homework.

Writing is evaluated by formal benchmark assessments provided by New York State. All of our ELLs took the pre-assessment and we are monitoring their growth throughout the school year. We closely analyze trends to determine growth and areas of need. Our school follows a weekly cycle of close reading, critical discussion and writing for argument. This provides us with multiple opportunities to assess the writing of our ELLs across content areas. Informal and low inference assessments such as classwork and homework is also used to evaluate writing.

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).

A. Our instructional plan for SIFE students includes an evaluation typically in their native language to determine how SIFE has impacted their education and discuss how our school can meet their needs. If the student is a newcomer, or has had limited education, we will pair them with another student that speaks their native language. This allows for the SIFE student to learn directions and the culture of the school. If necessary, the SIFE student becomes part of a newcomer group (see below).

B. Our instructional plan for newcomers involves these students becoming involved in the newcomer group, led by Ms. Ortiz. This group meets twice a week for a period and they explore the culture of the school, their community and New York City. Lessons are created to help acclimate the students to the United States and provide them with structures and routines for them to become successful students at UASCJ.

C. Our plan for students receiving 4-6 years of service is determined by data. Based on their NYSESLAT score, a student will be scheduled for services accordingly. We used our Title III funds to create a Saturday Academy taught by Ms. Ortiz and Mr. Mustasa. The focus is to further develop reading and writing skills through Common Core Standards. While we invite all ELLs to participate, we strongly encourage the students receiving 4-6 years of service to attend because according to data these students are struggling with skills related to reading and writing.

D. Our plan for students receiving 6 or more years of ESL services is also determined by data. Similar to students receiving 4-6 years of service, data shows that this subgroup struggles with reading and writing. These students are also strongly encouraged to attend our Saturday Academy to continue to develop their skills. Also, these students receive individualized plans that focus on their

specific needs. Based on data reports, the ESL teacher, content teachers and the student determine what skills the student need to master in order to demonstrate proficiency on the NYSESLAT. These skills are developed during their designated weekly pull out sessions.

E. Our plan for former ELLs is to continue to monitor their growth for up to two years in their classes. Typically, we try to keep these students in a cohort with other ELLs so that they can receive the benefits of having co-teachers and extra support in the classroom. We acknowledge that these students may still be developing their English language skills. Additionally, these students still continue to receive testing accommodations for up to two years. This includes time extensions and taking an assessment in a separate location.

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?

We have various instructional strategies and grade-level materials that our teachers of ELL-SWD's use to provide access to academic content areas and accelerate English language development. We have 9 ELLs that have classifications of SWD. All of these students have received 4 or more years of ESL services and they are proficient or working towards proficiency in speaking and listening but still need to develop their skills in reading and writing. The ESL and Special Education teachers determine the specific needs of each child to determine what material is most appropriate. Currently, under the guidance of the special education teachers, we have established pull out sessions for students to develop their reading skills using Great Leaps and Wilson. Also, these students receive scaffolding for writing assignments and pull-out sessions to evaluate and reflect on their work.

Additionally, three of our 9 students receive speech services. The speech teacher, Jessica Aberger, combines both push-in and push-out models to service the students. Ms. Aberger meets weekly with the teachers to further modify curriculum. Also, she pulls-out the students out to focus on specific skills such a phonetics, subject-verb agreement, etc.

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?

Our ELLs-SWD's are in the least restrictive environment, as all students are in heterogeneous classes with general education students with the exception of the self-contained beginners course. ELL-SWD's receive additional instruction through push-in or small group pull-out to meet their diverse needs. Schedules are designed around student needs so that we are able to provide them with the necessary curricular, instructional support.

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

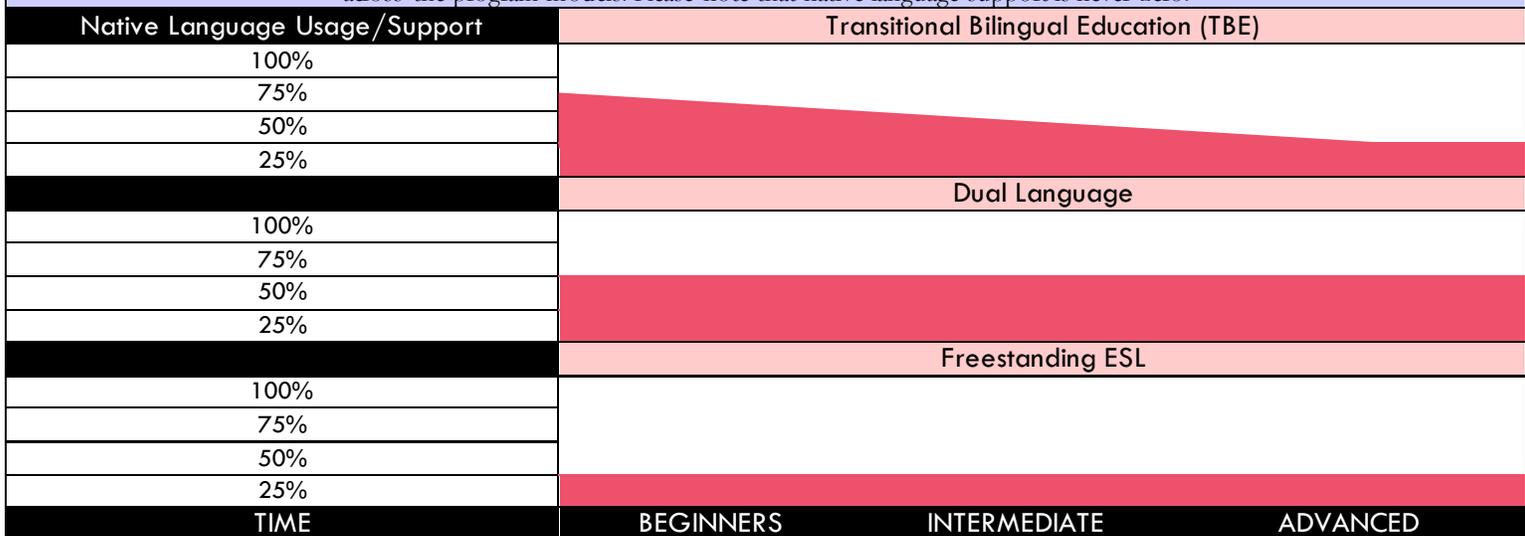
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: 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 |
|---|----------------------|----------------------|----------------------|
| 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 |
| FOR TBE /DL PROGRAMS: 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.

In the middle school, in each grade, our ELL students are scheduled into a heterogeneous cohort with native English speakers, which include both students with IEPs and general education students. This cohort has a co-teacher during their math, social studies and science classes. Ms. Ortiz is responsible for providing modifications and instructional support to the ELLs in this cohort. The teachers send her the lessons ahead of time which allows her to provide modifications or alternate assignments, especially for the beginners. It is important to note that five out of our nine ELL-SWD students are in the middle school. Therefore, it is important that these students are scheduled in an ICT setting in all core classes.

In math, the notes are already printed for our ELLs students so that they can spend more time problem solving and less time worrying about copying. Also, lessons are often presented on Educreations (via video), which allows our ELLs to pause and restart the lesson at their own pace. Also, quizzes and exams that include word problems are translated so that students can demonstrate their mathematical skills. In social studies, our ELLs keep a separate vocabulary list of common Tier 2/3 words that are used in this course. They translate these words into their native language and if necessary, they are allowed to refer to it during essays and exams. All DBQ's are translated for beginner/intermediate students and they use a DBQ graphic organizer to scaffold the information. In science, all ELLs use vocabulary sheets that require students to write down the word, translate it, and provide an image. Also, ELL students receive differentiated readings with modified texts at their appropriate reading level.

In the high school, since our ELL students are not scheduled into cohorts, except in ELA, Mr. Mutasa (ESL teacher) supports their courses by co-teaching alongside with the ELA teacher in grades 9-12. In order to further support content areas, Mr. Mutasa pushes into 11th grade United States history, twice a week, to co-teach, modify and work closely with ELLs in social studies. Also, Mr. Mutasa works with the high school science and math teachers. In math, Mr. Mutasa supports the ELLs by working with the math teachers to create daily printed notes and Educreation videos. In science, ELLs are supported by receiving modified readings based on their designed reading levels. In all core classes, our beginner ELLs receive translated exams, assignments, homework and exit tickets.

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

We believe our program is meeting the needs of our ELLs based on the NYSESLAT and Regents scores. Our NYSESLAT scores indicate that 40-50% of our students are becoming English proficient each year. These students are able to successfully transfer their skills learned in ESL into their core classes. We have low percentages of ELLs in 10th, 11th and 12th grade. This is a direct result of our students becoming proficient in English throughout their years at our school. Our ELLs in the upper grades are obtaining credits in their content classes and passing regents exams. For example 70% of all ELLs that took the Algebra exam passed. Our school will continue to monitor NYSESLAT scores and Regents exams as an indicator as to our program effectiveness.

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

Our beginner/newcomer course led by Ms. Ortiz is a new course that we created at the start of this school year. Many of these students began after the start date in September. We adjusted schedules to meet the needs of our incoming students with limited English proficiency. We plan to continue the course throughout the school year. We plan to take our beginner/newcomers on special field trips to gain exposure to their new city and extend hands-on educational opportunities outside of the classroom. We plan to add a seminar course for our high school ELLs. This would be counted as an elective class and led by Mr. Mutasa, a certified ESL teacher. We are considering adding this to our program to provide our advanced ELLs with an elective credit that would continue to develop their reading and writing skills.

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

Currently, we are not planning to discontinue any programs for our ELLs. We will continue to evaluate our programs throughout the school year and we will adjust them if we believe a program needs to be changed in order to benefit the needs of our students.

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

Our ESL students are fully integrated into the school and participate in all school and after school activities as part of the student body. ELLs are actively encouraged to get involved in extracurricular activities at our school. Many of our ELLs are active members of our Soccer Club, Cooking Club, Floor Hockey and the Dance Team. Ms. Ortiz and Mr. Mutasa are available at 8 am (school starts at 8:45) for extra support if students had any difficulties with their homework from the night before. Many of our ELLs take advantage of this and arrive at school nearly an hour early for help. Our ELLs also come afterschool, Monday-Thursday for extra help by appointment. As previously mentioned, our Saturday Academy also provides additional academic English language instruction for all ELLs. This runs during the spring semester for 10-12 sessions from 9am – 12pm.

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

Ms. Ortiz and Mr. Mutasa work with the content area teachers to determine which resources and materials should be used. These resources are varied and based on students' levels and needs. Our beginners use the computer program English in a Flash to support acquisition of grammar, phonics and vocabulary. Additionally, our beginners use IPADS/Laptops in their content classes to translate notes when necessary. In math and science, our ELLs benefit from Educreations, which allows the teacher to create video lessons that the students can watch through an IPAD. This benefits all of our ELLs because they can watch the video and work at their own pace. In social studies, students use the state provided glossaries or vocabulary lists that they created and translated throughout the school year. All of our ELLs participate in the computer software program, Accelerated Reader during Silent Sustained Reading. This program is used to test their reading comprehension.

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

While our ESL program teaches content in English, native language support is used especially with our beginners. Translations are provided for our students that are pre-literate in English but have literacy skills in their native language. Google translate is used and Arabic/Urdu/Bengla keyboards. Additionally, students are encouraged to speak in their native language during group work in ESL and their content classes. Also, our ELLs, at all levels are encouraged to take notes and create flash cards in English and their native language.

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

Required services support, and resources correspond to ELLs' appropriate ages and grade levels. We ensure this happens through appropriate scheduling with ESL teachers and if a student receives additional support with an IEP or counseling. Our school regularly evaluates our resources to determine that they are age and grade level appropriate. We hold this standard to be true even for students that are well below grade level.

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.

Newly enrolled ELL students are invited to attend a welcoming student orientation before the beginning of the school year. The ESL teachers are always present and an active participant of the orientation. This includes getting to know activities amongst students and staff, a tour of the school and an informational session for parents (translators are present if necessary). We believe this orientation fosters a warm, inviting atmosphere for our ELLs to adjust. If an ELL enrolls mid-year, they are paired with a buddy that is in their grade and speaks the same native language. Guided by Ms. Ortiz or Mr. Mutasa, the buddy and new student tour the school and the buddy makes sure any questions are answered and that they feel comfortable for the first few weeks of adjusting to our school.

18. What language electives are offered to ELLs?

In middle school, there are currently no language electives offered for all students. Students participate in reading and writing based electives. In high school, Spanish is offered to all students, including ELLs.

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. Our plan is to ensure that our ELL personnel at the school regularly attend professional development lectures and training in order to stay up to date on the widely accepted best practices for teaching English Language Learners. Last year, Mr. Mutasa attended the National TESOL Conference in Dallas Texas. Also, Mr. Mutasa and Ms. Ortiz attended a workshop series led by Alison Provencher. This workshop analyzed the importance of explicitly teaching vocabulary to ELLs. Also, Mr. Mutasa and Ms. Ortiz received training for the English in a Flash program used by our beginners. Both teachers attended professional development workshops around the changes in the NYSESLAT and the influence of the Common Core.

In the 2012-2013 school year, all teachers of ELLs attended a five session series led by Mr. Mutasa. This includes content area teachers, teachers of electives, speech therapists, school guidance counselor and the parent coordinator. Teachers were introduced to ESL methodologies, concepts behind language acquisition, and samples of student work, which spurred further discussion about the best teaching practices for our ESL students.

2. While at the National TESOL Conference, Mr. Mutasa attended multiple sessions about how the Common Core standards are impacting the curriculum. He shared a great deal of resources with the staff to identify shifts in the curriculum. He presented these materials at the beginning of the school year to staff members, including guidance. Also, both ESL teachers plan to attend upcoming professional development series about the Common Core. Currently, both teachers are signing up for PDs that they believe would most benefit themselves and their students. For example, on November 16th, Ms. Ortiz is attending "We're All Teachers of ELL's: Scaffolding Evidence Based Writing Content."

3. Since our school is a middle and high school, we provide support to our staff to assist ELLs as they transition. Many of our ELLs continue on in our program. As a result, Mr. Mutasa and Ms. Ortiz pass on any helpful data to the high school teachers. This provides an opportunity for the high school teachers to get to know their upcoming students and their areas of strength and needs. Additionally, before school starts, all teachers in 6th and 9th grade are provided with as much incoming information about the ELLs, especially in the 9th grade if they are new admits. We use ARIS and ATS to provide the most reliable information.

4. In accordance with Jose P., 7.5 hours of professional development is scheduled for the staff throughout the school year to support teaching ELLs. Our school specifically designs a PD series to ensure that this happens. This includes five sessions with duration of one hour. For the 2013-2014 school year, we are starting our series, led by Mr. Mutasa and Mrs. Ortiz in January. Our other two and a half hours take place at the start of the school year and end of the school year. At the start of the school year, both ESL teachers present teachers with informative data about their ELLs. At the end of the year, the ESL teachers present student growth and the next steps for these students

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. ELL parents are encouraged to participate in all opportunities available for parent-school collaboration. There are parents of ELLs that are regular members of our PTA. One particular event that we host to foster parental involvement is a post-Thanksgiving Potluck. Parents and families of our ELLs are invited to bring a cultural dish and have dinner with school staff and other ELL families. This is one example of how our school ensures our ELL's parents are recognized and feel welcomed amongst staff.
 2. Currently, our school does not have any outside partnerships outside of the services our parents benefit from being part of the Urban Assembly network. Our school regularly holds workshops for high school applications, summer programs, preparing for college and assistance with the college application process.
 3. We evaluate the needs of our parents through conversations with them and other parents that have been involved in the school for a longer amount of time and have a sense of parental needs. We invited these parents to participate in our monthly Student Leadership Team so that their voices can be heard. We provide translation services when necessary, or upon request. We also encourage voluntary home visits so that teachers can get a better understanding of their culture and needs to support their children in school. We evaluate these needs through conversation and surveys (generally created through Survey Monkey). The Parent Coordinate ensures these needs are heard and supported as necessary.
 4. Our parental involvement activities address the needs of the parents by designing them specifically with their needs in mind. For example, many of our ELL parents were concerned about filling out college applications. Our school designated two nights that they parents can attend to work on applications with their daughter with the help of the guidance counselor and other teachers. Translations services are provided by welcoming family members that understand English or by an outside translation provider.

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.

Part VI: LAP Assurances

School Name: **UASCJ**

School DBN: **20K609**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|----------------------|-----------|-----------------|
| Mariela Graham | Principal | | 11/6/13 |
| Nathalie Jufer | Assistant Principal | | 11/6/13 |
| Pamela McDonald | Parent Coordinator | | 11/6/13 |
| Michelle Ortiz | ESL Teacher | | 11/6/13 |
| Vivana Perez | Parent | | 11/6/13 |
| Lauren Escobar | Teacher/Subject Area | | 11/6/13 |
| Sharon Wilcox-Daiello | Teacher/Subject Area | | 11/6/13 |
| Alexis Goldberg | Coach | | 11/6/13 |
| | Coach | | |
| Natalie Cazeau | Guidance Counselor | | 11/6/13 |
| | Network Leader | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K609 School Name: Urban Assembly Schol for Criminal J

Cluster: 1 Network: 105

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

Part A: Needs Assessment Findings

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

Our school uses data from ATS to determine the home languages of our ELLs, former ELLs and students that are not identified as ELLs but speak another language at home with their parents/guardians. Upon examining the data from the ATS report, RHLA, we noted that our highest percentages of home languages are Urdu, Spanish, Bangla and Arabic. For new ELL admits, we use the Home Language Survey and Emergency Blue Cards to gain access to their home language. Based on this data, we are able to determine our translation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. This data provides us with information for our areas of need in translation and interpretation. Prior to the start of the school, we have a Parental Orientation, which includes all parents of ELLs. We use this meeting and Parent/Teacher Conferences to ensure that our language data is accurate and that we have the most up-to-date information about our students, which includes who they are living with and the correct home language of their parent/guardian. We also note if one of the parents or adults in the family are able to communicate in English for our records.

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.

After our school ran the ATS report RHLA, we noted that our data shows that our highest percentages and areas of translation and oral interpretation needs are found in four language groups. 30.4% of our parents communicate in Urdu, 13.8% in Spanish, 6.8% in Bangla and 4.3% in Arabic. The ESL teachers, Mr. Mutasa and Ms. Ortiz presented this information at a school wide Professional Development before the start of the school year so that teachers and school staff are aware of home languages used for parental contact. Also, this information is shared at the beginning of the year with the PTA, CEP and SLT meetings which occur once a month. This information is updated as necessary to keep our data accurate with our ELL population.

Part B: Strategies and Activities

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

Our school provides written translation services to meet the needs our students and parents that speak another language other than English. All written documents are translated into our primary native languages for required documents. This includes registration, academic performance, conduct and discipline, special education and services related to health, safety and parent workshops. These documents are distributed in a timely fashion when we request our in-house translations by school staff or parental volunteers. We ensure this happens by providing staff with at least a week before the request is due. We have multiple staff members that translate documents into Spanish, including the principal and two guidance counselors. We have three staff members that translate our documents in Urdu. Also, we have one staff member that can translate documents into Bangla and another for Arabic. Also, we use the DOE documents from the NYC DOE website when necessary.

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

Oral interpretation for our primary native languages is available through full time staff or outside services. This includes all school functions, including Back to School Night, Parent/Teacher Conferences and parent workshops. As previously stated, we have multiple full time staff members who speak Spanish, three full time staff members who speak Urdu, one full time staff member that speaks Bangla and one that speaks Arabic. Additionally, our parents are always encouraged to bring family members that may serve as interpreters. If a parent needs to have an additional meeting with a teacher or staff member we arrange a time when a translator will be available. If and when necessary, outside contracted translators are called.

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>.

Section VII is fulfilled by immediate identification of primary language with comprehensive follow through in accordance with Chancellor's Regulations A-663. Parents are provided with a translated version of the Parent Bill of Rights with information about the services to which their children are entitled. Flyers and posters with ELL parent meetings are available in applicable primary languages. Parents are aware of their rights to - and the means by which to - obtain translation and interpretation services. Staff members who are fluent in the same languages as parents help to ensure the ease in fulfilling notification requirements for translation and interpretation



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>UA for Criminal Justice</u> | DBN: <u>20K609</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>52</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our supplemental program at UASCJ is designed to promote and develop reading and writing skills for all of our English Language Learners. We strongly believe that reading and writing skills are imperative for academic success. Our program is designed to use an appropriate skill-based curriculum that will allow our ELLs to develop their language skills in a variety of academic contents. The curriculum will be adapted to the Common Core ELA standards. Our focus on reading will include a variety of non-fiction texts that will provide an opportunity for students to build their skills. This includes acquiring the use of academic vocabulary, close readings, identifying important concepts and events, and building background knowledge. Our writing component will develop our ELLs' skills in non-fiction pre-writing activities, paragraph development, and the practice of revising. Overall, our goal for the program is for students to significantly improve their academic reading and writing skills to support them in their content classes.

Our supplemental program will take place on Saturdays during the 2014-2015 school year. We have completed 30 hours in the fall semester of 2014 on October 18, October 25, November 1, November 8 and November 15. Saturday classes will resume again on January 24th and will continue until June 6th, 2015. The program will take place between 10:00 am – 1:00 pm. Our supplemental program will focus on two subgroups of ELL students in grades 6-12. Students will be recognized as beginner/low intermediate or high intermediate/advanced. Students will be identified based on their designated NYSESLAT score, or if they are a new student, the NYISTELL. The two subgroups will be separated into different classrooms so that their areas of need can be addressed.

In addition to Saturday school, thirty hours will be set aside for supplemental instruction, which will be dedicated to Regents Prep for the High School ELLs between May 11th and June 12th. Students will be held afterschool, from 3:00-5:00pm. Sessions will be held on Wednesdays, Thursdays and Fridays. Content areas will include United States History, Global History and English Language Arts. Content area teachers will include Ms. Carderelli (Global), Mr. Vicharelli (US History) and Ms. Broderick (ELA). ESL teachers, Mr. Carroll and Ms. Ortiz will provide ELL support through co-teaching.

Our program provides one hundred percent of instruction in English.

Materials included will be non-fiction leveled texts such as National Geographic for Kids, Write Time (Time Magazine for Kids), Scholastic Non-Fiction passages and articles from NEWSELA. Additionally, we will use NYS Regents Prep book during the afterschool Regents Prep sessions.

Part C: Professional Development

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

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

Begin description here:

Our ESL professional development program at UASCJ is designed to ensure that teachers are continuously learning and receiving information about the most effect practices for our ELLs. The school strongly believes that all teachers need to understand the complex components behind teaching ELL students. This includes a foundation of understanding the theories of second language acquisition, the best practices for teaching ELLs, and analyzing and reflecting on our ELL data from state and local assessments.

All teachers, including those who teach electives, will have the opportunity to take part in our professional development series. On February 2, 2015, teachers will spend a half of a day (8:45 am – 12:00 pm) learning about the theories behind second language acquisition. This will provide teachers with insight into our ELLs' experiences as second language learners. The professional development will also include reviewing ELL data from the 2013-2014 school year. We will analyze trends on the NYSESLAT and Regents assessments. After that, we will establish some norms that teachers can implement in their classrooms to ensure that the best practices for ELLs are being used in all classrooms. Our second professional development will take place on June 4, 2015. Again, we will spend half of a day (8:45 am – 12:00 pm) revisiting our data trends and determining how implementing teaching practices has influenced the learning of our ELLs. Since this professional development is towards the end of the academic school year, we will goal set for the 2015-2016 school year. The professional development will be led by our ESL teachers, John Carroll and Michelle Ortiz.

For our ESL teachers, Mr. Carroll and Ms. Ortiz direct PD will be provided at various professional development sessions. Both teachers attend a professional development at the Tenement Museum on November 4, 2014. The cost of the session was 100.00. Both teachers will participate in additional Professional Developments at the museum, including workshops on commerce, cultural adaptation, discrimination and industrialization. The cost of each workshop ranges between 50.00 and 100.00. This professional development series will connect to ELLs because workshops include an exploration of cultural adpation and analysis of how immigrants preserve and adap their traditions, as well as transform American culture. Such rich discussion can be brought the classroom so that students can use their own experiences to answer such questions. Additionally, the workshop provides an opportunity to access primary source documents that are aligned to Common Core lessons. Teachers will receive online access to these documents when they attend the workshop. These documents will provide students with an opporutnity to work with primary source doucments related to immigration. This will support students with social studies enrichment.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Our school values parental involvement, which we believe is a key factor to ensure ELL success. At UASCJ, all parents of ELLs will be offered the opportunity to participate in English Language Saturday Classes hosted by ELL teachers, Mr. Carroll and Ms. Ortiz. Parents of all levels and experience are welcome to join the classes. While, we strongly encourage parents to continue the study and use of their native language with their daughters, we also believe that learning and practicing English will allow parents to become more involved their child's education. Additionally, our Saturday program will allow the parents of ELLs to come together and gain a better understanding of our ESL program and our school community.

UASCJ will host one five week session for our parents. Each will last for duration of five weeks. During the spring semester, classes will be held on January 24, January 31, February 7, February 28 and March 7. All classes will be held from 10:00am to 1:00pm.

Topics covered will include themes of common vocabulary that will benefit our parents in everyday life. This includes, a family unit, directions, transportation and medical. During the spring semester, we will incorporate grammar and an emphasis on reading and writing. The last hour of each session will be dedicated to teaching and helping the parents use our school based technology systems. This includes how to access Jupiter Grades to check their daughter's daily assignments and homework. Additionally, we will help parents set up a Gmail account and have parents practice writing teachers emails. We will review a list of helpful questions parents can ask via email or during parent - teacher conferences.

As previously stated, Mr. Carroll and Ms. Ortiz will be leading the five week session. Students took home an informational flyer that was translated into Spanish, Urdu, Bangla and Russian. Additionally, using a translator, we called each parent of our ELLs and documented it on a Google Drive.

In addition to English Language Saturday Classes, we will offer parents of ELLs an opportunity to participate in a field trip experience that will expose parents to the rich culture of New York City. ESL teachers, Mr. Carroll and Ms. Ortiz will lead a field trip/cultural experience to New York City in December 2014. Parents will attend a trip to the New Victory Theater to see Cirque Ziva. Beforehand, we will take a walking tour of Times Square and then attend an 11 am show. The performance is culturally based and is focused around the Chinese Golden Dragon Acrobats. The performance includes ancient artistry and ensemble performances. We consider that this will be a very valuable experience for parents, which will extend into a discussion about the influence of different cultures in New York City.

We will attend this field trip on December 17, 2014 and the cost of ticket is approximately 2.00-5.00.

Students will take home an informational flyer that was translated into Spanish, Urdu, Bangla and

Part D: Parental Engagement Activities

Russian. Additionally, using a translator, we called each of our ELLs' parents and documented it on [Google Drive](#).

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professionalsalaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |