

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2014-15 SCHOOL YEAR**

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 one-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 19 | Borough Brooklyn | School Number 764 |
| School Name UA School for Collaborative Healthcare | | |

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 Kevin Bradley | Assistant Principal type here |
| Coach Duane Wardley | Coach type here |
| ESL Teacher Sofiya Neyman | Guidance Counselor |
| Teacher/Subject Area type here | Parent Beatriz Vivas |
| Teacher/Subject Area type here | Parent Coordinator Kara Hamilton |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) Shannon Curran | 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. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | | Number of teachers who hold both content area and ESL certification | |
| Number of certified bilingual teachers currently teaching in a bilingual program | | Number of certified NLA/foreign language teachers | | Number of teachers who hold both a bilingual extension and ESL certification | |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | | Number of special education teachers with bilingual extensions | |

D. Student Demographics

| | | | | | |
|--|-----------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 74 | Total number of ELLs | 6 | ELLs as share of total student population (%) | 8.11% |
|--|-----------|----------------------|----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|--------------------------------|---|
| All ELLs | 6 | Newcomers (ELLs receiving service 0-3 years) | 5 | ELL Students with Disabilities | 0 |
| SIFE | 1 | ELLs receiving service 4-6 years | 0 | Long-Term (completed 6+ years) | 0 |

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 | 6 | 1 | | | | | | | | 6 |
| Total | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

| This Section for Dual Language Programs Only | |
|--|---|
| Number of Bilingual students (students fluent in both languages): ____ | Number of third language speakers: ____ |
| Ethnic breakdown of EPs (Number): | |
| African-American: ____ | Asian: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |
| | 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 | | | | | | | | | | 5 | | | | 5 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | 1 | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 6 | 0 | 0 | 0 | 6 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Beginner(B) | | | | | | | | | | 3 | | | | 3 |
| Intermediate(I) | | | | | | | | | | 2 | | | | 2 |
| Advanced (A) | | | | | | | | | | 1 | | | | 1 |
| Total | 0 | 6 | 0 | 0 | 0 | 6 |

NYSESLAT Modality Analysis

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

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

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

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

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

New York State Regents Exam

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

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
 Our school uses the Degrees of Reading Power (DRP), as a close-reading assessment for early literacy skills assessment. This assessment provides literacy grade level equivalencies and is administered three times during the school year to measure student progress. According to the data received from this assessment, our ELL students are underperforming in the areas of literacy. On average, they are reading on grade levels that are 3-4 years below their current grade level. To address this issue, all teachers are focusing on applying literacy strategies across all content areas with a focus on vocabulary development and text annotation.
- What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?
 Based on test data, the school has 50% of their ELLs identified as beginners. As a result, the school is implementing several literacy initiatives. This includes literacy across content areas - reinforcing writing and vocabulary skills, text annotation, and supports that are specific to beginners (self-contained ESL).
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The staff analyzes the NYSESLAT using the AMAO to identify areas students need additional support. Because of the need to focus on reading and writing with an emphasis on vocabulary development and text annotation, the school has taken on these literacy initiatives and has programmed each ESL student in the 9th grade for 1500 minutes - these supports are consistent and spread evenly through four 75-minute block and are intended to boost progress for the students in these two areas.
- 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?
 - This is not applicable. Our ELL students take all tests in English.
 - The results of all periodic assessments are used to modify the curriculum and instructional program of the students. These results also determine the types and frequency of the academic interventions offered to students. The data drawn from these assessments

help provide the staff with detailed information about our students' strengths and weaknesses in English Language Development. These test also serve as a resources to help all teachers when working with ELLs in small groups. These assessments help the staff plan and create different lessons with appropriate amounts of differentiation and scaffolding.

c. According to the analysis of the periodic assessment, our ELL students are underperforming in the areas of literacy. On average, they are reading on grade levels that are 3-4 years below their current grade level. To address this issue, all teachers are focusing on applying literacy strategies across all content areas with a focus on vocabulary development and text annotation.

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

N/A

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

Student performance on assessments including NYSESLAT, DRP and periodic assessments informs instruction decisions with all teachers providing differentiated instruction. Activities such as the 'do now' and 'exit ticket' in certain subjects can be in both languages; high-inference scientific language that has Romance language roots are reinforced in science courses and language exposure through explicit vocabulary instruction is strengthened via these means.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

As the school does not have historical data, we are monitoring student progress through the analysis of student performance on the DRP and periodic assessments in addition to academic progress and teacher created assessments via Skedula for ESL students specifically. Leadership discusses the progress of ELLs and specific strategies for teaching ELLs during weekly one-on-one teacher meetings.

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 NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In order to determine whether a new student may possibly be an ELL, the staff administers the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Before and after the process parents are informed of the purpose for the student screening. Translators are provided the NYC Department of Education when necessary. Once potential ELLs are identified, the LAB-R is administered (if necessary), within 10 days. The LAB-R results then determined whether students are entitled to one of the three ELL programs. If necessary, the Spanish LAB is administered to Spanish speaking students who do not pass the LAB-R This test is administered in order to determine language dominance. Raj Badrinauth, the initial ESL teacher, would conduct the initial screening, administration of HLIS, NYSITELL when applicable, and initial assessment.

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.

-Each August before the official start of the school year, UASCH holds a Parent Orientation facilitated by the staff. During this orientation, there is an in-depth overview of the ELL identification, entitlement and placement process with a Q and A session that follows the orientation. The administrative and pedagogical staff indicate the choices based on the DOE documents showing the different choices.

-During the first week of school or as new students enrolled throughout the year, students will be identified for ELL using the HLIS. Parents will be called by the school for a One-on-One meeting or phone conversation concerning the ELL entitlement and placement process for their child.

-The PA/PTA will offer an ELL Parent Orientation Workshop during the PTA September meeting to address the ELL parents as a group.

-The staff will provide parents with notifications, information and maintain a dialogue with parents to ensure that they are well-informed about their student's education from the start to the end of the school year. Parents will be notified by the school when a TBE/DL program becomes available.

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

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on the how the ELL program information is delivered. These documents are given to the parents during Summer Orientation, sent home with the student, or mailed home and are returned to the main office upon completion by the parent. Parents are free to ask questions during Summer Orientation or schedule a meeting with the staff to clarify any questions or concerns they may have. All documents are collected and kept on file in the main office. The school will call or visit the home of any parent who does not return the forms in a timely manner to ensure the form is completed and returned.

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.

Entitlement letters will be sent to parents by mail, and follow up conversations with Kara Hamilton, parent coordinator, will be arranged to discuss the three program choices so that parents can make informed decisions regarding their student's education. All placement records and entitlement records will be filed and maintained in addition to updating the ELPC screen in ATS within 20 days. Parent Outreach will include ongoing contact with parents (with an interpreter available to speak in their native language) to ensure that parents are satisfied with their program selection. All translated materials and resources will be sent home with students and through the mail. UASCH will use the Advisory teacher to provide ongoing communication regarding the student's academic and social progress in an effort to promote parental involvement and build trusting relationships with their student's Advisor to further ensure that UASCH is a welcoming school that acknowledges our parents as valuable members of our community.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The testing coordinators orders the exams based on the information from the RLER report in ATS and they are stored and kept locked in a secure place. The testing coordinator and ESL teachers determines a schedule and a secure testing location to administer the four sections of the exam according to the schedule that the state indicated in the test administration guide. We are a first year school; as a result, this is the first year that the NYSESLAT will be administered.

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. [i](#)

We are a first year school; as a result, we do not have historical data that show trends in the students being admitted to UA School for Collaborative Healthcare.

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])?

All students are in content classes, and the ESL teacher pushes-in to each of their content classes. In addition, the students receive self-contained ESL.
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)?

Each of our ESL students receives 540 minutes of ESL instruction per week. The ESL teacher pushes into the ELA classes to provide support with reading, writing, and listening. The ESL teacher also follows the students to their other content classes and provides support to the content area teacher who are also using SDAIE and SIOP strategies to support the beginning students. Both content and ESL teachers work on curriculum planning and scaffolding.
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.

Instruction in the content areas is delivered in English using SDAIE (Specially Designed Academic Instruction in English) and SIOP (Sheltered Instruction Observation Protocol) strategies such as Content and Language Objectives, scaffolding of lessons, front loading of academic and content vocabulary, summary and sentence frames, and graphic organizers. Content teachers work with ESL teacher to ensure students are both developing their academic language while meeting the demand of the Common Core Learning Standards. The content and ESL teacher also use ESL glossaries from NYSED for content areas, bilingual dictionaries and assignments are offered in native language in both content and ESL classes.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ESL teacher is working on argumentative essays for ELA class (citing evidence/claims); students write in Spanish and work with teacher around ELA scaffolds.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Content area and ESL teacher develop lessons that incorporate the four modalities. The school is on a 4 by 4 schedule with 75 minute class periods. This provides opportunities for ELLs to practice their oral language skills. All teachers use Content and Language objectives to assess not only the students' understanding of the content, but of their language acquisition skills. All teachers use daily checks for understanding in addition to more formal formative and summative assessment. All staff analyze DRP data and participate in schoolwide grading of student MOSL essays in ELA.
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. With our SIFE student, the ESL teacher works with our ELA teacher to support the student in the area of writing. He also receives daily in-class support and tutoring in his ELA and Math classes and in addition to participating in after-school tutorial.
 - b. With the 5 students who have been in US schools less than three years, the ESL teacher pushes into the ELA classes to provide support with reading, writing, and listening. The ESL teacher also follows the students to their other content classes and provide support to the content area teacher who are also using SDAIE and SIOP strategies to support the beginning students. Both content and ESL teachers work on curriculum planning and scaffolding.
 - c. Currently the school does not have any students identified as ELLs receiving service 4 to 6 years.
 - d. Currently the school does not have any students identified as long term ELLs.
 - e. Currently the school does not have any students identified as former ELLs.
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?

Currently the school does not have any students identified as ELL-SWDs. If an ELL-SWD student enrolled at UASCH, the staff would work with the Special Education teacher and ESL teacher to identify and implement supports as described in the student's IEP. Translation services would also be provided to the student's family during the annual review of the IEP and routine monitoring of student progress.

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?

Currently the school does not have any students identified as ELL-SWDs.

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: | English | | | |
| Social Studies: | | | | |
| Math: | English | | | |
| Science: | English | | | |
| CTE Health | English | | | |
| PE | English | | | |
| Advisory | English | | | |
| | | | | |

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

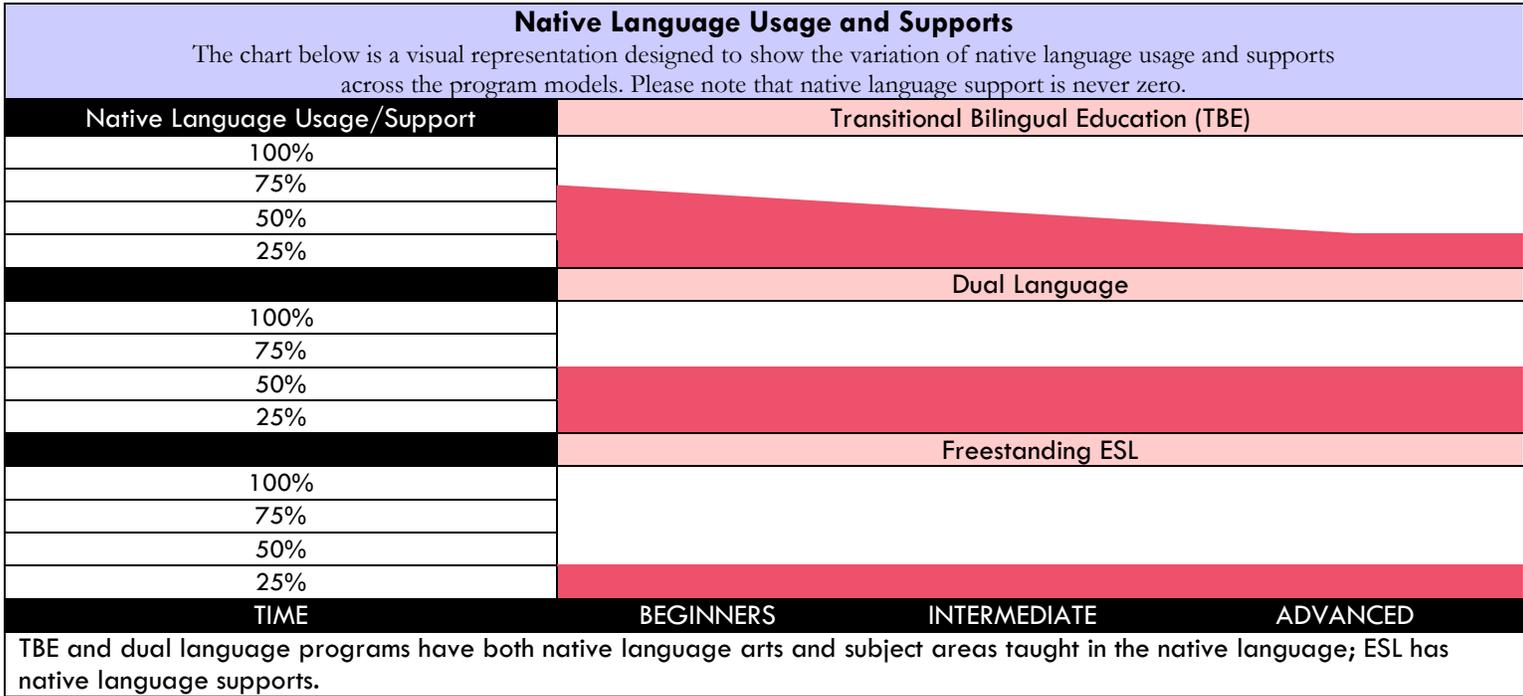
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

| | Beginning | Intermediate | Advanced |
|--|--------------------|---------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs are provided targeted intervention in ELA and Math during the day and after-school including after-school enrichment and tutorials. ELLs are also provided with the opportunity to attend academic intervention and tutoring programs during the day for all content areas. The school is currently in its first year of operation and will continue to work on adding additional supports and targeted interventions based on student need.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All teachers know who their ESL students are and review the progress of their students during weekly Accountable Community and weekly One-on-One meetings. Based on student progress/data from Skedula in addition to data from DRP and periodic assessments, teachers have determined that the failure rates are higher with ELL students. The teachers have identified that they need to differentiate based on language needs are integrating SDAIE and SIOP strategies.
11. What new programs or improvements will be considered for the upcoming school year?
- The school is currently in its first year of operation and will continue to work on adding additional supports and supplemental interventions as additional grade levels are added based on student need and parent feedback.
12. What programs/services for ELLs will be discontinued and why?
- None will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are given equal access to all school programs including after-school enrichment and tutorials. ELLs are also provided with the opportunity to attend academic intervention and tutoring programs during the day. The school is currently in its first year of operation and will continue to work on adding additional supports and supplemental services as additional grade levels are added.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers are using a variety of instructional materials to support ELLs including ESL glossaries from NYSED for content areas, bilingual dictionaries, teacher created materials, SmartBoards in all content areas, iPads, and translation software.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the ESL classroom the goal is to assist students to develop proficiency in academic classes taught in English. The native language is used when possible to support the learning of English and of academic content in English, but overall academic instruction is delivered in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The curriculum used by the ESL teacher is not age or grade specific and is designed to address the needs of the students. The services and support students receive is based on their proficiency levels as evidenced on the NYSELAT. The materials are differentiated by level not by grade and are teacher created.
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.
- All students including ELLs participate in a Summer Bridge program. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low pressure environment. They are encouraged to build relationships with their Advisory teacher and meet other students prior to the beginning of the school year. New ELLs who enroll throughout the school year are assigned to an Advisory who supports that student and helps them connect to the supports and culture of the school.
18. What language electives are offered to ELLs?
- The school is currently in its first year of operation and does not currently provide language electives to ELLs. The school plans to offer Spanish to ELLs beginning next year.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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. All staff have attended or will attend city-wide professional development on ELL initiatives, mandates, and instructional strategies. Teacher have also participated in on site professional development during Accountable Community meetings on Mondays with a focus on SDAIE and SIOP strategies.
 2. All staff have participated and will participate in professional development on explicit vocabulary instruction, text annotation, and AVID strategies such as Cornell Notes and Costa's Levels of Questions.
 3. During the month of December and January, all staff participated ELL training every Monday between 2:40 and 4 pm, and every Tuesday between 3:20 and 3:55 pm. with a focus on academic and socio-emotional strategies and supports for ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of ELLs can monitor their student's progress through Skedula and teachers make weekly contact home. The DOE provides translation services for parents of ELLs. The staff also makes arrangements to meet with parents at their home or at the school based on a time that works for the parent. Parents of ELLs are also to be involved with the school's PA/PTA and SLT.
 2. Our Parent Association along with our Parent Coordinator are currently working to identify a Community Based Organization to help provide workshops and other services for our parents.
 3. The Parent Coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.
 4. Our staff conducts home visits to all students including ELLs during Ocotber and Novemebr, and our new formed Parent Association is working on organizing outreach activities and workshops to get more parents involved based on feedback from parent surveys.

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.

UASCH is a brand new school that opened in September 2014 with its first group of 9th grade students. Each year, the school will add an additional grade until it is at capacity as a 9-12 CTE high school. The school will continue to develop and revise the LAP as additional grade levels are added and based on student enrollment and need.

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------|----------------------|-----------|-----------------|
| Kevin Bradley | Principal | | 11/14/14 |
| | Assistant Principal | | 1/1/01 |
| Kara Hamilton | Parent Coordinator | | 11/14/14 |
| Sofiya Neyman | ESL Teacher | | 11/14/14 |
| Beatriz Vivas | Parent | | 11/14/14 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| Duane Wardley | Coach | | 11/14/14 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| Shannon Curran | Network Leader | | 11/14/14 |
| | Other _____ | | 1/1/01 |