

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**D**

**School Name:** UNITY CENTER FOR URBAN TECHNOLOGIES

**DBN (i.e. 01M001):** 2M500

**Principal:** FAUSTO DE LA ROSA

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

**Superintendent:** MARISOL BRADBURY

**Network Leader:** NANCY SCALA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Fausto De La Rosa	*Principal or Designee	
Elena Brito	*UFT Chapter Leader or Designee	
Janet Lugo	*PA/PTA President or Designated Co-President	
Annabella Baksh	DC 37 Representative, if applicable	
Rossette Contreras Luigi Xique	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Alisa Dutkiewicz	Member/ Teacher	
Valery Myers	Member/ Parent	
Nazaria Johnson	Member/ Parent	
Wanda Rosado	Member/CSA	
Gwendolyne Poueriet	Member/ DC 37	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, to improve the average teacher's ratings on the Danielson Framework for Domain 3 (3b, c, d) by 2 % points from the Sept 2014 to June 2015.

### **Comprehensive Needs Assessment**

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

One of the areas for improvement according to the 2011-2012 Quality Review indicated our school needs to: Continue to develop curriculum maps, units and lessons that are aligned to key standards specific to the identified needs of students and include modifications and extensions to cognitively engage all learners. (1.1)

### **Instructional Strategies/Activities**

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

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

1. Teachers will address CCLS , the Instructional Focus: increasing student engagement through academic discourse and use the applicable instructional strategies and Depth of Knowledge (DoK) matrix in lesson planning in order to plan effectively and differentiate instruction that provides support for SWD's and ELL's and promotes higher-level thinking skills and more rigorous instruction.
2. Teachers will use specific instructional strategies discussed during professional development to increase student discourse and student centered instruction.
3. Teachers will consult with school's AP/ data specialist and Network Achievement Coaches to use data (collected from formative assessments, periodic assessments including MOSL, Regents and SAT/PSAT,) to identify the needs of SWDs and ELLs in classrooms.

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

1. Principal, assistant principal, lead teacher, classroom teachers, Teaching Matters and NYU Consultants, and Network Achievement Coaches.

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

1. The assistant principal and lead teacher will conduct periodic checks of unit plans and individual lesson plans to review alignment to CCLS and instructional focus: increasing student engagement through academic discourse.
2. Each teacher will analyze the Kaleidoscope learning styles survey that every student in the school has completed. They will use this data to assess which learning styles best suits the needs of individual students and assist in making instructional modifications and extensions. This in conjunction with UDL planning will ensure differentiation and scaffolding.
3. Teachers will triangulate data from formative assessments, snapshots, exit tickets and standardized exams (MOSLs and Regents) to gauge student understanding to make informed decisions leading to differentiated instruction. Unity's AP/data specialist, as well as our Network Achievement Coaches will provide itemized data analysis for all students, especially SWDs and ELLs.

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

1. September 2014-June 2015 unit planning and preparation
2. September 2014-June 2015 professional development sessions by Teaching Matters, NYU Consultant and AP/lead teacher
3. Network Achievement Coaches work directly with administration and teachers in five week cycles for 2014-15 academic school year.

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

1. Teaching Matters and NYU consultants meet with teachers on a weekly basis and provide written feedback to teachers based on classroom observations and assist in planning and preparation.
2. Central Special Education specialist meets with assistant principal, lead teacher and ICT teachers to assist in co-planning, understanding IEP's, and differentiation of instruction.
3. Teachers meet twice a week during common planning PLC periods (inquiry) to disaggregate data and use ORID/LASW protocol to inform necessary changes to classroom instruction. Inquiry teams will look at snapshot assessments of student work and gauge student understanding and discuss next steps.

SAT, PSAT, **Strategies to Increase Parental Involvement**

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

Parents are assigned a password in order to access Jupiter grades, our online gradebook, where they will have another method of communication with the school and will receive access to individual student subject grades on a daily basis. Parents will be able to monitor the progress of their children in the classroom and address as important issues arise.

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #2

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

### Annual Goal #2

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

By June 2015, we will increase the College and Career Preparatory Course Index by 3%.

### Comprehensive Needs Assessment

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

According to the 2013-2014 School Quality Guide only 16% of students completed approved college prep classes and assessments this indicates the need to fill this educational void in our curriculum and school culture.

### Instructional Strategies/Activities

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

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

1. Institute College and Career point person assigned to provide seniors with academic and social support throughout the college and FASFA application process.
2. SAT preparation on Saturdays for seniors who have signed up to take exam.
3. We will hold a College Night once per semester to inform parents and students of graduation requirements and college expectations.
4. Certification (CPCC) by June 2015 with Network support and apply to partner with College Now program.
5. School will implement College and Career Readiness Intensive for 9<sup>th</sup> and 10<sup>th</sup> grade students.

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

1. College and career point person, guidance counselor, COSA, parent coordinator and administration

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

1. College and Career point person and Parent Coordinator attend six sessions of professional development outside of school and disseminate information to pedagogue, parents and students.
2. Students who have signed up to take SAT in December, January, and May will attend SAT prep course on Saturdays.
3. Parents and students attend a College Night at the school in October for seniors and one in April for seniors and juniors.
4. Administration will apply for certification of in-house college prep courses and partner with College Now courses for juniors and seniors and reinforce these programs every school year.
5. Ninth and tenth grade students will participate in College and Career Readiness week in spring semester to promote awareness and set post-secondary goals

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

1. September 2014- June 2015
2. College and Career Point person and Parent Coordinator attend six sessions at the Options Institute.
3. College Now courses at CUNY's BMCC begin Spring 2015.
4. Apply to receive College Preparatory Course certification by June 2015.

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

1. College and Career point person works with seniors in College and Career Office to help complete CUNY and other college applications and assists in completion of FASFA.
2. Parent Coordinator serves as the liaison between parents and school to supply college and career information
3. College and Career point person and parent coordinator will hold informative workshops for parents and students regarding college and career readiness and post-secondary options after school.
4. COSA will plan college trips and tours for eleventh and twelfth grade students. Administration and teachers will collaborate with Network point person to apply and receive College Preparatory Course certification

5. Teachers will create and plan College and Career Readiness curriculum for a one week intensive targeting ninth and tenth grade students in January. This will create a culture of providing information and supporting our students to set and achieve post-secondary goals.

**Strategies to Increase Parental Involvement**

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

Our Parent Coordinator serves as a liaison between the school and families; she will provide parent workshops based on the assessed needs of the children who attend our school when it concerns College and Career Readiness. The Parent Coordinator will also maintain a log of events and activities planned for parents each month. Topics that will be discussed during may include: colleges, understanding benchmarks for College and Career Readiness, using technology training to build parents' capacity to help their children at home in the search for colleges, careers, financial aid and scholarships. Schedule additional parent meetings with flexible times, in the morning or evening to share information this particular goal and address any concerns. We will ensure that the information provided is in a format and in languages that parents can understand.

**Budget and Resource Alignment**

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

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

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### Goal and Action Plan #3

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

#### Annual Goal #3

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

By June 2015, 100% of teachers will have gained a common understanding of the school's instructional focus: increasing student engagement through academic discourse and this will be evident in the increased use of instructional strategies geared towards supporting and enhancing student participation and work product.

#### Comprehensive Needs Assessment

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

According to the 2014-2015 CIE, *Teachers and teacher teams will: Shift classroom practice. (QI 1.2) and school leaders will: actively support teacher growth. (QI 1.2, 4.1, 4.2)* in order for the school to increase student performance and support the Measure of Teacher Practice (MOTP.) It also states: Teachers will adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students are able to do.

#### Instructional Strategies/Activities

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

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

1. Teachers will continue to improve and develop CCLS aligned unit plans which incorporate the school's instructional focus: improving student engagement through academic discourse with the support of Teaching Matters / NYU consultants and Network Achievement coaches.
2. School leaders will closely monitor all classes for the implementation of instructional focus during learning walks and instructional focus walk through.
3. Teachers will complete Self-Assessment on ARIS and view Learning Opportunities on ARIS learn
4. Administrators will meet with talent coach and Regional Special Education specialist to improve on providing teachers with comprehensive and timely feedback.

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

1. Teaching consultants from Teaching Matters and NYU will conduct weekly qualitative professional development, every Monday and Tuesday.
2. Network Special Education coach meets with administration and special education teachers
3. Administration and lead teacher meet with Talent Coach and Special Education School Improvement Specialist [from Central.]

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

1. Assistant Principal and lead teacher will review unit plans every marking period to ensure alignment to CCLS and UDL principles and provide teacher with feedback.
2. Administration will conduct Learning Walks and instructional focus walkthroughs on a five week cycle.
3. Teachers will receive weekly individual feedback from consultants and administration that addresses teacher's formative professional goals for the 2014-2015 school year.
4. Administration meets with [Central] Talent Coach and Special Education specialist. Together they visit classrooms and conduct observations using low inference data and then identify next steps for improving teacher development.

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

1. Weekly professional development sessions by Teaching Matters and NYU consultants September-2014-May 2015
2. "Instructional focus" walk-through in a five week cycle, as well as, two-three Learning Walks using QR rubric.
3. Teachers view LO's once a month and complete Self-assessment by February 2015
4. Monthly visits from support specialists from Central office.

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

1. Common planning period is used to provide teachers with professional development on incorporating specific instructional strategies in lessons and unit to support instructional focus
2. Individual teachers meet with Teaching Matter/NYU consultant on a weekly basis and work on writing lesson plans.
3. Teachers have view ARIS LO's on the Danielson Framework, especially geared towards student engagement and student discourse.

4. Once a month administration observes teachers and review data obtained during classroom visits and align evidence so as to most effectively implement the Danielson’s Framework for Teaching to move teachers towards instructional excellence.

**Strategies to Increase Parental Involvement**

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

Parents are encouraged to visit ARIS parent link by the parent coordinator at our child’s school. Parent coordinator goes to professional development on the Common Core Standards and College and Career Readiness. The Parent Coordinator then disseminates this information via mailings and/or workshops.

**Budget and Resource Alignment**

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

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

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Saturday Academy and after school	Small Group Tutoring	After school and Saturdays
<b>Mathematics</b>	Saturday Academy and after school	Small Group Tutoring	After school and Saturdays
<b>Science</b>	Saturday Academy and after school	Small Group Tutoring	After school and Saturdays
<b>Social Studies</b>	Saturday Academy and after school	Small Group Tutoring	After school and Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance counselors/ Bellevue clinic social workers	One to one, small group	TBD

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• We are committed to having 100% of our teachers fully licensed and teaching in their licensed subject area. We are also committed to retaining HQTs</li> <li>• We believe that one of the first steps to attracting highly qualified teachers is having a rigorous curriculum in place. Therefore, one of the results of curriculum mapping is to have a rigorous curriculum to potentially eliminate the achievement gap. We share with prospective teachers the methodology we use to promote accountable collaboration among our staff so that grade level and content area teachers hold themselves accountable for their students' progress and for attaining our school's instructional goals</li> <li>• Recruitment: During the spring semester we will gather knowledge about possible teacher turn over and course needs for the following year. We will advertise vacancies on Open Hire and attend recruitment fairs that target Highly Qualified Teachers with the experience and education to meet the needs of our students in specific subject areas.</li> <li>• We will continue to build strong partnerships with colleges and universities that have teacher-preparation programs and those that offer financial incentives via loan forgiveness programs that teachers would be eligible for at our school.</li> <li>• Retention: We will have strong professional development opportunities for teachers: school-based; network based; city-wide; statewide. Every new teacher will be mentored by a highly qualified teacher during the first year of teaching;</li> <li>• We believe that every new teacher should be given the opportunity to grow in expertise and lead professional development as appropriate</li> <li>• We feel strongly about treating teachers as the professionals that they are and building capacity through various professional development activities</li> </ul>

**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).
Our teachers participate in weekly professional development by a Teaching Matters consultant on implementing UDL guidelines and strengthening unit planning and classroom instruction. Teachers receive one on one professional

development with the Teaching Matter or New York University consultant on successfully addressing the formative professional goals they have set for the 2014-2015 school year. The assistant principal and lead teacher also provide professional development on addressing the CCLS in planning and instruction. Teachers are notified of outside professional development opportunities given through the Network or outside sources and encourage teachers to assist and then share the information with colleagues.

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

Parent Coordinator sends out a monthly calendar of events for the month and upcoming events, to parents of all students at the beginning of each month. She also makes phone calls to the home as a reminder of upcoming events to confirm that they received notification. The notices are sent out in both English and the native language of the parent. In the beginning of the year, the parent coordinator mails a self-addressed stamped envelope with the school's return address and an invitation for parents to attend a Parent Orientation session facilitated by the bi-lingual ESL teacher and the bi-lingual parent coordinator and our data specialist in whom they describe the school's online grading system. Each parent and student receives a password so they access the system at home; parents are informed about the programs we offer in our school both during school, after school and our Saturday academy. We offer our ESL parents one-on-one conferences with the bi-lingual ESL teacher at the first parent/teacher conference during the month of October.

In addition, Carla Briceno, our parent coordinator sends parents a letter regarding parent workshops on CCLS wherein they get an opportunity to learn about the rigorous standards that their students will be held to in school and on state assessments may have about their child's education. We also send out a Needs Assessment Survey where parents have the opportunity three times a year to inform us of the best way to contact them and inform the school of what supports they might need during the year.

**DBN: 02M500**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	\$159,726.60	X	See action plan
Title I School Improvement	Federal	\$16,961	X	See action plan

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,788,816.00	X	See action plan

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>500</b>
School Name <b>Unity Center for Urban Technologies</b>		

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

Principal <b>Fausto De la Rosa</b>	Assistant Principal <b>Wanda Rosado</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Miledy Infante-Anderson</b>	Guidance Counselor <b>Maria Prieto</b>
Teacher/Subject Area <b>Elena Brito/Spanish</b>	Parent <b>Margarita Rodriguez</b>
Teacher/Subject Area <b>Theadora Vonatsos/English</b>	Parent Coordinator <b>Carla Briceno</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>260</b>	Total number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>7.69%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	10
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	10

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	5	2		5	1	3	10		8	20

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	
<b>Total</b>	5	2	0	5	1	3	10	0	8	20
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	4	3		13
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic										3	2			5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>20</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3				3
Intermediate(I)										1	2		1	4
Advanced (A)										4	4	1	2	11
Total	<b>0</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>18</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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					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

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	5		7	
Geometry	0		0	
Algebra 2/Trigonometry	3		0	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	1		0	
Living Environment	5		2	
Physics	0		0	
Global History and	1		1	
Geography	0		0	
US History and	0		0	
Foreign Language	1		1	
Government	0		0	
Other _____	0		0	
Other _____	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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

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

- 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.  
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
NYSESLAT and LAB-R data pattern reveals a need for more emphasis on reading, writing, basic literacy for beginners. We see

progress from beginner to intermediate. Intermediate levels and advanced levels do not perform any better over time.

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](#))

The patterns demonstrate a need to focus on literacy and writing across all the content areas. Speaking and listening improve but reading and writing begin to stagnate with the high intermediate and advanced. This affects instructional decisions by demonstrating a need for greater differentiation and more targeted literacy instruction with an emphasis on academic reading and writing as our ELLs advance and get ready to go to college. This is why we partnered with a Teaching Matters consultant to assist in aligning instruction with the ESL teacher to address the area of concern.

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. The patterns reflect deficiencies in reading and writing. Across grades 9-12, the majority of students tested advanced and proficient in listening and speaking
- b. as of the writing of this report, ELL Periodic Assessment is not being used at this school. We plan to implement Periodic Assessment for ELLs later this academic year or next year.
- c. As of writing of this report, we do not use Periodic Assessment for ELLs.
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](#))

RTI-N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
- The success of our program is measured through the analysis of a wide array of data sources for ELLs. We look at the annual NYSESLAT scores and the Regents exams. We evaluate our success by examining credit accumulation for our ELLs, passing rates for ELLs as compared to the school as a whole and by constantly examining and re-examining our efforts to serve our ELLs during inquiry team meetings.

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.).
- We evaluate the success of our programs for ELLs based on the number of students who test advance or proficient on NYSESLAT and Regent pass rates.

## 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](#).)
- All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home language Identification Survey (HLIS). During this meeting, the parents are provided with a home language identification survey (HLIS) that parents complete to show the primary language the child speaks at home. Where necessary, a licensed pedagogue conducts the interview in the parent's native language. Once the licensed pedagogue collects the Home Language Identification Survey (HLIS), and it is determined that a language other than English is spoken in the child's home, then the child is administered a Language Assessment Battery-Revised (LAB\_R) and the LAB for Spanish speaking students within 10 days of enrollment as per CR-Part 154. Students that score below the cut score on the LAB-R become eligible for state mandated services for ELLs. Students are scheduled

for the listening, speaking, reading and writing components of the NYSESLAT annually according to DOE schedules and the NYSESLAT Test Administration Guide. The ESL teacher and guidance counselor ensure that parents and students are informed of the purpose and the importance of the assessment by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and calling parents to remind them of the upcoming test dates. All communications and materials are provided in English and in the parents' preferred language.

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.  
Parents of ELLs are shown the orientation video in order to ensure that they understand all three choices available to them. (Transitional Bilingual, Dual language, Freestanding ESL) The school does its utmost to provide the students with faculty members or others who can translate for them and provide whatever information they need. There is parent outreach through the parent coordinator who speaks Spanish and is aware of and utilizes the translation and interpretation services offered by the DOE. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year. A list of NYC schools that offer the bilingual program of their choice is also provided. Until such time as the preferred program becomes available, or parents decide to transfer student to a school that offers their program of choice, student will be placed in our freestanding ESL 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 [\[see tool kit\]](#).)
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.

All newly identified ELLs students are placed in the program according to the results of LAB-R and the parent's program selection form, within 10 days of enrollment. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement. All notifications and forms are provided in English and in the parents' preferred language. Copies are maintained by the ESL teacher/counselor in the guidance office. All ELLs are placed in a self-contained, ESL class taught by Ms. Anderson which meets five days a week for an hour. All ELLs are supported in their content-area classes with textbooks and dictionaries in whatever home languages are necessary. Students' parents are consulted on an ongoing basis to keep them informed as to the student's programming and servicing in the ESL program.

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.  
Our ESL teacher informs send notification to parents regarding testing dates for the NYSESLAT. Teachers who have ELL students are informed of the dates for the administration of the sections of the NYSESLAT. Students are tested in a sevedred area of the school to maintain the integrity and quality of the examination.
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.   
In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice for the past 2 years has been that 100% of our parents select ESL as their first program choice. However, should parent selection change, Unity Center for Urban Technologies will follow the CR 154 and provide ELL students with the proper program as mandated.

## 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])?
    - 1a. The organizational model at our school is a self-contained, ungraded, heterogeneous class for all ELLs. Beginners and intermediates also take a second period of ESL instruction. The ESL teacher, Ms. Anderson, integrates differentiation and specific instruction as well as various strategies and techniques to allow students to succeed in the class and progress in their acquisition of academic English. Advanced students receive one ESL class and one ELA class. In order to accommodate all ELL students in the content area, the ESL teacher pushes in with a content area teacher and co-teaches with that teacher.
    - 1b. The program at the school is a block schedule for beginners and intermediate students. It is heterogeneous and ungraded. Ms. Anderson teaches all levels. The ESL teacher is currently teaching reading and writing using the Workshop Model approach. All students are taught in English, using ESL methodologies, dictionaries, amplified lesson summaries, and the same language buddy/seating system. Students are encouraged to carry bilingual dictionaries at all times. Bilingual dictionaries are available to students. We also provide an after-school program and Saturday Academy using ESL strategies and methodologies.
- ELL students are mainstreamed into all subjects throughout the day. Content-area teachers working with ELLs receive professional development by both the ESL teacher and the IEP coordinator on useful methodologies and pedagogy. Teachers also attend workshops offered by the network. The content-area teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development and content-area ESL instruction related to mathematics, social studies and science. Scaffolding strategies is infused into the instruction of our ELL students.

An integrated instructional program includes numerous opportunities for our ELL students to develop writing skills, linguistic development and become successful users of English. Audio equipment gives our ELLs more practice with listening skills, in conversation, improves comprehension, conversation and develops fluency. ELLs are provided with Native Language instruction through the use of multicultural classroom libraries and have access to supplemental educational materials that are aligned to the core curriculum. The use of technology, smart boards and laptop carts are readily available for all ELLs.
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)?

Small group instruction consisting of 15 students or less is possible at Unity Center for Urban Technologies High School due to the programming available to our ELLs. Based on the NYSESLAT scores, we have two beginner/intermediate classes, and one advanced class. Our focus is on academic language and vocabulary development. Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. ELL programs are determined by grade level and course requirements. As it remains the mission and vision of Unity Center for Urban Technologies High School to give each student the individual attention he/she needs in order to thrive in a caring and family-like atmosphere, support services for ELL students extend beyond the classroom. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with Beginners getting a minimum of 540 minutes of ESL per week,

Intermediates 360 minutes of ESL per week, and Advanced students 180 minutes of ESL and 180 minutes of English per week. In addition, the content area teachers are trained in language development and ESL methodologies. Advance and Intermediate students meet their mandated minutes being scheduled into one ESL course. Beginners are programmed for one ESL class in the regular days and a journalism course with the ESL teacher to attain the mandated minutes. Additional support services available for ELL's at Unity Center for Urban Technologies are as described below: (a) Standardized Assessments: ELL's are offered their entitled test accommodations for all standardized (i.e., Regents) testing. These accommodations include time extensions (i.e., time and a half), separate locations and/or small group administration, and a third reading of listening selections for the ELA Regents exam. The test results are used to assess the academic and programming needs of ELL students, and to inform teachers' instruction and preparation of ELL's for the exam.

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.

At Unity Center for Urban Technologies, since ELL students are grouped in mixed-ability classes, students receive native language support by the Spanish speaking ESL teacher when it is necessary. In addition, students in content area classes are usually paired with a native language student who assists them in their native language. Content area instruction is delivered by certified teachers in the content areas in English. The instructors communicate regularly with the ESL instructors to discuss intervention and support strategies for ELLs in the classrooms. In addition, where possible, content area teachers provide work in the ESL student's native language. The classrooms are text-rich environments that encourage discussion and communication as well as reading and writing as means to greater enrichment, fluency and comprehension. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language in the form of bilingual textbooks, glossaries, bilingual audio/visual materials, translated texts and selected internet sites that offer bilingual support. Students engage in curriculum that is aligned to the Common Core Learning Standards (CCLS), through the use of modified rubrics and scaffolding in the instruction; ELL students are guided and supported towards mastering the demands of the standards. Where scheduling permits, the Spanish speaking ESL teacher also pushes in with the ELA teacher to provide additional support in the content area for ELL students.

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

At Unity Center for Urban Technologies, to ensure that ELLs are appropriately evaluated in their native language we administer the LAB-R. The results of this LAB-R determine where ELLs are placed. ELLs are appropriately evaluated in their native languages by qualified staff members fluent in the students' language or through the use of the DOE translation and interpretation unit. We ensure that ELLs are appropriately evaluated in their native language throughout the year having the option of testing in their native language in class assessment as well as on State assessments. The rationale behind this approach is that research indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency in the second language acquisition process.

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

Through the use of the workshop model in instruction we ensure that ELLs are evaluated in all four modalities of English acquisition throughout the year. In alignment to the teaching framework teacher create lessons and plans that touch upon all modalities and are aligned to the CCLS. Instruction supports formal and informal assessments in the four modalities; the use of exit tickets and rubrics help teachers and students have clear expectations for assignments and help inform instruction. Students work in groups to ensure that they are initiating their learning and the teacher facilitates independence.

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 providing extra support at our school, particularly through push-in/pull-out. The focus for SIFE students is on developing their literacy skills and vocabulary development so that they will be able to function on their grade level and beyond, if possible. Beginning SIFE students with little or no English are paired with bilingual students to facilitate comprehension and are paired with a bilingual paraprofessional. Their written responses may be done, initially, in the student's native language. When possible, native language literacy will be assessed in order to ascertain probable levels of positive transference of skills. Continual assessments are used to evaluate student progress and tailor instruction. Additionally, SIFE students are provided with native language dictionaries and English dictionaries and they encouraged to participate in the after-school program and Saturday Academy so they can receive additional help by content area teachers.

b. Newcomers (Less than 3 years) Plan: Newcomers ELLs will be given two periods of free-standing ESL class and be supported throughout their day by content area teachers who use ESL methodologies in their lessons. The students will be provided with native

language materials as available in an effort to maintain and promote their native language proficiency. Newcomer students will also be given extra support for Regents preparation, particularly the ELA exam, through after-school and Saturday Academy preparation courses that will prepare them for the exam.

c. ELL students receiving service for 4 to 6 years receive additional support during the day through push-in/pull-out. The focus for these students is on reading comprehension skills and writing. These students receive instruction that is aligned to the CCLS in all content areas. The content area teacher also provides additional support for these students during the day by pairing them with a proficient student. They, too, are encouraged to participate in after-school and Saturday Academy.

d. The focus on long-term ELLs is in the area of reading comprehension and writing. Content area teachers provide additional support by providing them with English/Spanish dictionaries and thesauruses. They are also given support during the day through push-in/pull-out. They are often paired with an English speaking student or a native language student. They are encouraged to attend after-school and Saturday Academy where they will receive additional support in reading and writing.

e. Former ELL's in years 1 and 2 after testing proficiently are immediately exposed to CCLS aligned instruction with the continued use of scaffolding. They receive time and 1/2 when taking standardized examinations. They are introduced to college and career readiness benchmarks in order to integrate them and prepare them to be life-long learners. They are provided with extended time on Regent examinations, provided with dictionaries in their native language.

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?

ELL-SWDs are given support services from SETTS, CTT, and ESL instructors, who communicate with each other throughout the day about the progress of ELLs -SWDs. Students are provided with an IPAD 2 to enable them to access academic content on their grade level and accelerate their English language development. Students use laptops and teachers use Smart boards to deliver their instruction to students. Teachers use "turn and talk", pictures, photos, samples of authentic writing materials for students to use as models for their writing. Teacher review various pieces of data to support students in weekly and yearly academic needs. Teachers model instructional conversations that provide oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.

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

At Unity Center for Urban Technologies, teachers engage in curriculum mapping and inquiry to determine the needs of their ELL-SWDs within the least restrictive environment. ELL-SWDs are provided instruction that is scaffolded with leading questions, leveled texts, visual and auditory support. The ESL teacher uses audiobooks, films and different levels of informational texts to support reading and content instruction. The ESL teacher models reading and writing strategies and note taking. During their team meetings, they discuss with the IEP and the ELL teacher appropriate strategies, grouping and scheduling that would best benefit these students. We also use formative assessments to assess our daily instruction and make decisions based on student's performance to determine the best instructional needs for our ELLs-SWDs. We review how well students perform in summative and state assessments to gather data that can allow students to be successful in the least restrictive environment.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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


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

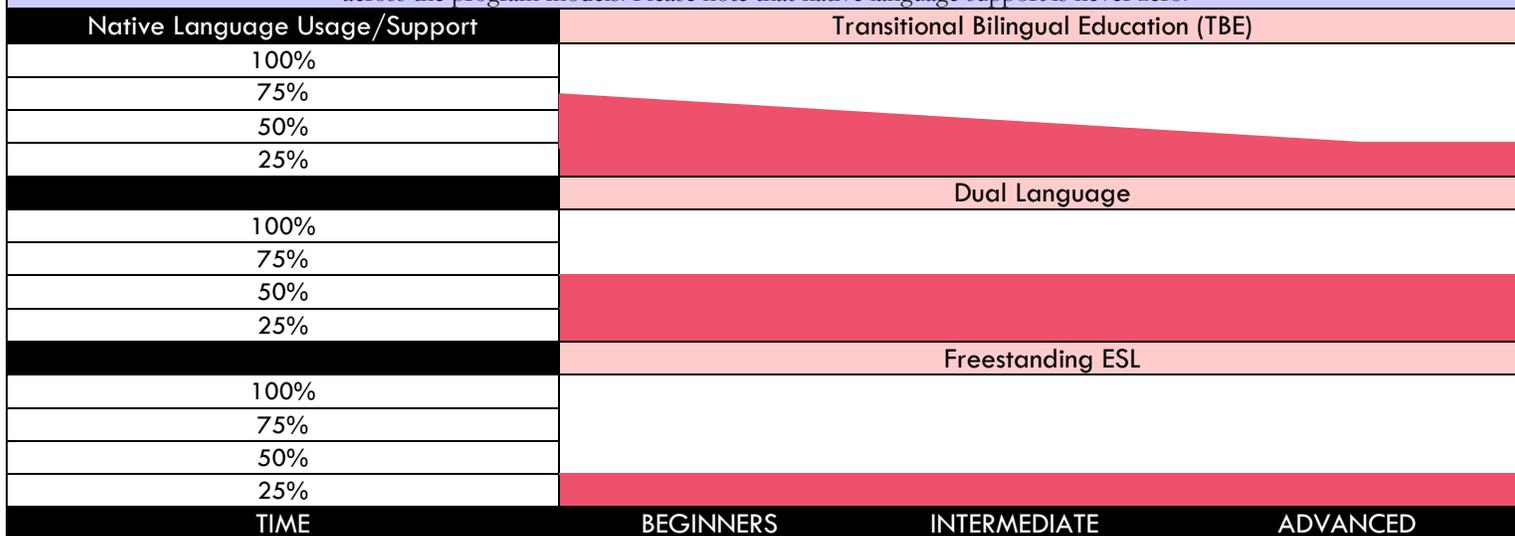
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs are focused on improving the literacy skills and Regents performance of all students. Services are offered in English during the day, imbedded into students' individual programs. Content area teachers (Math, Science, Social Studies and English) and the ESL teacher use reading annotation strategies, leveled readings, visual aids, and guided notes to support content learning. After school tutoring is provided in Spanish with the ESL teacher and in English with the Learning Support Team and content area teachers. The ESL teacher has a reference library of Spanish textbook and workbooks in Spanish for Math, US and World History. Science teacher does word studies for students to front load and scaffold academic vocabulary.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program provides ELL students with one on one interventions and academic enrichment. The ESL teacher uses the Milestone program which are textbooks aligned by proficiency levels. The effectiveness is that seven students scored proficient in the May, 2013 NYSESLAT. Our classes are small enough that students are given small group instruction and form a strong teacher to student and student to student bond. The ESL teacher incorporates strategies that assist ELL students use all four modalities in everyday of instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of academic language development. These students who scored proficient on the 2013 NYSESLAT attend after school tutoring and attend Saturday Academy to better prepare they for the Regents exams. They receive time and 1/2 on all standardized examinations for the next two years after testing proficient. Students are offered transitional services in the form of tutoring sessions after school with the ESL teacher and content literacy classes. Former ELLs who attained a proficiency level on the NYSESLAT within 24 months of an exam are granted test modifications: extended time, separate location and access to the test or a word to word translation dictionary in their native language.
12. What programs/services for ELLs will be discontinued and why?
- We do not foresee discontinuing any of programs for ELLs since the trend seems to be that we will receive ELL students each year.
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 afforded equal access to all programs because they take the LAB-R and they are placed accordingly which deems them eligible for all of the programs we offer our ELL students. In addition, we use cohort data to make sure that they are scheduled the same as students in their cohort. We offer after school and supplemental services for ELLs on Monday - Thursday from 3pm - 5pm and Saturday Academy on Saturdays from 9AM - 12PM. We now offer SAT prep. During these programs students are given opportunities to receive tutorials in content areas by content area teachers. They are also given an opportunity to get help in specific areas that they made be having trouble.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL students are provided with ipads and laptops. There is a laptop cart in every teacher's classroom so that they have access to technology so they can go online themselves to access the content. They are given English dictionaries in their native language. They are given a thesaurus to help with their vocabulary. They are given books in Spanish and in English. They are provided the same materials in their content area courses, i.e. Ipads, laptop. ELLs have access to all of the handouts distributed in the content area. Teachers use technology to provide ELLs with content in their native language, as necessary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students receive native language support throughout the day from the Spanish speaking ESL teacher by providing them with material in their native language, where necessary. Pairing them with students who speak their native language but who also have a great command of the English language. ELL students are provided with written material in their native language, (i.e. Google translator) as necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The services and support that our ELL students receive correspond to the age and grade level because they are given an assessment at the beginning of the school term and depending on their results, teachers might have to scaffold instruction for them to help them reach their academic grade level or they may have to provide them with enrichment.
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.
- Currently, for newly enrolled students, parents are contacted and may come in to visit the school and meet with the Spanish

speaking guidance counselor over the summer so they can inform them of the academic courses and opportunities we offer throughout the school year. We find a student or staff member who speaks the language of the newly enrolled student to serve as a point person at our school.

18. What language electives are offered to ELLs?

ELLs are offered Spanish classes, either beginners or advanced.

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) All teachers are trained in the use of effective instructional strategies to provide support for our ELLs in mainstream classrooms. Teachers use instructional practices like scaffolding and modifying instruction for ELLs and QTEL techniques that help make content more accessible and comprehensible for ELLs. Prof Development is given to all teachers by a teaching Matters consultant. Our teachers attend outside PD as offered by OELL and then turnkey to teachers.

2) ESL teachers are provided professional development by Teaching Matters, who specialize in curriculum mapping and lesson planning that uses Understanding by Design, and incorporates the instructional shifts as designated in the CCLS. Our ESL teacher receives one on one professional development based on the formative professional goals she chose in MOTP.

3) Our ESL teacher receives scores from students' middle school or previous school. Our teacher is encouraged to go on ARIS learn and view ELL related modules.

4) All of our teachers receive a minimum of 7.5 hours of training in literacy strategies, scaffolding and how to communicate with parents and ELLs through professional development every Monday from our Teaching Matters consultant and one on one professional development from Achievement Coaches and NYU consultant. Consultant provide administration with a log of feedback after every one-to-one session.

### 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?

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Unity Center for Urban Technol**

**School DBN: 2M500**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fausto De la Rosa	Principal		11/25/13
Wanda Rosaod	Assistant Principal		11/25/13
Carla Bricieno	Parent Coordinator		11/25/13
Miledy Infante-Anderson	ESL Teacher		11/25/13
Margarita Rodriguez	Parent		11/25/13
Elena Brito/Spanish	Teacher/Subject Area		11/25/13
Theadora Vonatsos/English	Teacher/Subject Area		11/25/13
	Coach		1/1/01
	Coach		1/1/01
Maria Prieto	Guidance Counselor		11/25/13
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 500 School Name: Unity Center for Urban Technologies

Cluster: 01 Network: 107

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

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

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

Our parent coordinator, Carla Briceno, translates all documents from English into Spanish. If there is another language to be translated to we do our best to ensure that someone in the school or even on campus is will be able to translate for the parent. We may also use Google translate to assist in non-spanish translations if necessary. We check on ATS(RHLA) to ensure that mailings are sent to parents in the home language.

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

The majority of our school's written translation and oral interpretation needs are met through our Spanish speaking parent coordinator or various personnel who are fluent in Spanish. There is one teacher who is able to translate for the parent of a Bengali student. The parent coordinator informs parents via mailings that translators are available, if necessary, especially during parent-teacher conferences.

### **Part B: Strategies and Activities**

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

Most forms that are distributed by the Department of Education are already available in multiple languages. For written school communications for languages (besides Spanish), we will utilize DOE translation/interpretation services.

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

Our school staff will translate for Spanish speaking parents. If there is a need for another language to be translated and someone cannot be found in-house, our parent coordinator will call 718-752-7373 for DOE translation/interpretation services for phone and on-site support. We may also use staff of other small schools on campus and/or parent volunteers.

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>.

With the assistance of the parent coordinator and the guidance counselor, the home language survey is assessed and the parent's preferred language is determined. The parent coordinator will keep a record of that information and will ensure that all written correspondence is sent out in the appropriate language by utilizing the services of in-house staff or google translate. We will post the sign found at the above link at various location throughout the building. This information is also shared with students and families during orientation, workshops, PTA, SLT and conferences .

To ensure that parents are made aware of support, services and activities that will better support their need and their child's need and help them achieve academic success, during the first week of school Carla Briceno, the Parent Coordinator sends out the monthly calendar of events for the month and upcoming events, to parents of ELLs at the beginning of each month. She also makes phone calls to the home as a reminder of upcoming events to confirm that they received notification. The notices are sent out in both English and the native language of the parent. Parent outreach is done via the Spanish speaking parent coordinator contacting parents via telephone and school messenger to inform them about city-wide parent workshops for parents of ELL students.

In addition, after school meetings will be held in September and May for the following: ESL teacher, content area teacher and the parent coordinator. Parents are also invited to attend workshops facilitated by the test coordinator, parent coordinator and ESL teacher where they have the opportunity to review attendance data, report cards and academic progress on Jupiter Grades, our online grading system. The workshops will be held on Wednesdays from 5:30pm to 7:30pm. Parents will have the opportunity to view the instructional practices the ESL teacher uses so they can provide additional support at home. We also send our ELL parents a Needs Assessment Survey where parent have the opportunity three times a year to inform us of the best way to contact them and inform the school of any additional supports they might need throughout the year.