

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M533**

**School Name:**

**UNION SQUARE ACADEMY FOR HEALTH SCIENCES**

**Principal:**

**BERNARDO ASCONA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Union Square Academy for Health Sciences School Number (DBN): 2M533  
Grades Served: 9-12  
School Address: 40 Irving Place, NY 10003  
Phone Number: 2122533110 Fax: 2123103110  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Bernardo Ascona  
UFT Chapter Leader: Patrick McLoughlin  
Parents' Association President: Carolina Maldonado  
SLT Chairperson: Vacant  
Title I Parent Representative (or Parent Advisory Council Chairperson): Carolina Maldonado  
Student Representative(s): Yia Yia Soumounou  
Matthew Moran

**District Information**

District: 2 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, 7<sup>th</sup> floor, New York, New York 10001  
Superintendent's Email Address: MBradbu@schools.nyc.gov  
Phone Number: 12123567563 Fax: 9175213709

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Ave NY, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bernardo Ascona	*Principal or Designee	
Patrick McLoughlin	*UFT Chapter Leader or Designee	
Carolina Maldonado	*PA/PTA President or Designated Co-President	
Tiffany Pitts	DC 37 Representative (staff), if applicable	
Ilma Constantini	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Matthew Moran	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yia Yia Soumounou	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tessa Ramsay,	Member/ Teacher UFT	
Emmy Lee	Member/ Teacher UFT	
Juana Acosta	Member/ Parent	
Vacant	Member/ Parent	
Vacant	Member/ Parent	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

**Vision** : U. S. A. will have a diverse student population which will prepare our young adults to survive in an interconnected world with knowledge not only in the traditional core (reading, writing, and arithmetic) but also in developing the interpersonal skills and understanding of the contemporary world with experiential learning (industry based) and project based learning in various S. T. E. M. fields and teaching. U. S. A. will create a safe and supportive learning environment.

**Mission** : The mission of the school will be to develop a diverse student body (females and minorities especially) which will use creativity, innovation and critical thinking in S. T. E. M. career areas focused on health sciences to problem solve, communicate and collaborate effectively. The use of digital literacy, career and life skills will be emphasized during project based assessments. Our students will be immersed in project based learning in all content areas focusing on critical thinking so students can analyze and respond well to the new global economy. Students will explore S. T. E. M. areas with online curricula in all grades leading to internships in community by junior and senior years which are focused on experiential learning.

School leaders and staff ensure that the curricula are aligned to the Common Core State Standards and the content standards and strategically integrate the instructional shifts across grades and subject areas. Academic tasks offer all students including English language learners and students with disabilities access to rigorous and engaging learning experiences. U. S. A. defines R. I. G. O. R., as we have in our acronym, uses Bloom' taxonomy and Webb's Depth of Knowledge, as follows:

- **R**esponsible and Caring Adults
- **I**nstructing and
- **G**uiding students to college and career readiness via
- **O**rganized projects with
- **R**eal world experiences

Rigor at U. S. A. is defined as students analyzing and applying new information by building on prior knowledge. The teachers are aware of student strengths and areas of growth and each student is challenged to move to the next level of the Rigor Matrix. Students at U. S. A. have multiple opportunities to access the lesson and contribute to the class discussion and show their understanding.

The U. S. A. teachers meet and discuss curriculum, assessment, pedagogy, and social-emotional supports during common planning time. The teachers also discuss the incorporation of Common Core learning standards (C. C. L. S.) and the Danielson Rubric. This allowed the teachers and administration to discuss expectations for the above and defined uniformity across the classroom. The teachers at U. S. A. come with a wide range of experience, so we differentiate our support for teachers based on their capacity. Our capacity building is multi-faceted and aligned to student learning outcomes. Teachers work collaboratively with each other and administration to reach school goals via grade and content teams. Advisory "Rounds" take place once a week to prepare students for future career goals. We focus on

social emotional learning, via partnership with Center for Successful Schools, peer group connection and college software like Naviance.

We have begun to use the Revised Bloom's Taxonomy with Webb's Depth of Knowledge (rigor matrix) as we develop tasks, assignments, and artifacts for our projects and classroom instruction. Most tasks and assignments fall in first two levels of the rigor matrix. We have had some extended thinking and reasoning at times in different parts of lesson or curricula. Our teachers use either exit slips to assess instructional outcomes at the end of the period. We also use some Assessment for Learning practices like entry or exit slips, hinge-point questions, and peer revision strategies. We believe and practice ongoing professional development that is continuous and job embedded to improve students learning outcomes as evidence by our agenda and minutes with outcomes for common planning time and inquiry team meetings. Teachers work with coaches, Principal, and Assistant Principal to align pedagogy to student data and needs. We analyze data to inform instruction and plan to constantly make adjustments to our curricula.

We are a **project based learning school** which means we use driving questions, anchors and artifacts to ascertain what students are learning and what next steps they should take in our student goals. Students use these projects to create knowledge and meaning. Our hands-on approach to learning allows students to **practice what we teach** . Students who struggles (general ed., special needs, or English Language Learners) are given tutoring twice a week after-school (per subject), and on Saturdays during our Saturday Academy. We have science **laboratory make-up** on Saturdays as well as during the week. Our four year college and career plan start our 9<sup>th</sup> graders with resume and cover letter creation and college trips. Our college trips to St. John's University College of Pharmacy and Health Sciences or New York University College of Dentistry have allowed students to learn information about entrance requirements, S. A. T. scores needed, and types of courses students should take. We align all our activities to our community manifesto, vision, mission, essential skills document, common language protocols, student support plan, literacy plan, and our grading policy. The instructional core is fortified with our projects and hands-on learning experiences.

Parents are involved in all facets of the school, from parents' association meetings, college workshops, piano recitals, school shows and student trips. Parents call and visit the school on daily basis to ask questions, talk to teachers, guidance counselor and administrators. Parents accompanied us to Ramapo for Children cohort retreat week-ends at beginning of year. This helps school bond and allows for student to leave city and connect with their peers and feel special.

## 02M533 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11	Total Enrollment	320	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	6	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				19
School Composition (2013-14)				
% Title I Population	102.7%	% Attendance Rate		90.2%
% Free Lunch	79.4%	% Reduced Lunch		6.3%
% Limited English Proficient	13.0%	% Students with Disabilities		16.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		24.7%
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander		16.1%
% White	2.2%	% Multi-Racial		2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		4.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		84.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	90.6%	% of 2nd year students who earned 10+ credits		89.6%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

The focus will be on improving instruction for the 15-16 school year will be around Living Environment and Common Core learning standards especially in Integrated algebra based on data collected. We will work on improving student learning outcomes on both Living Environment and Common Core Algebra I Regents. Our freshmen (Cohort 2018) only had 30% passing Algebra Regents in June 2015. Only 20% passed Geometry Regents in June 2015. We will focus our efforts in mathematics and Global Regents for 10<sup>th</sup> grade as well.

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

Additionally, we analyzed the NYC performance assessment data and the diagnostic data from September and October 2014 for Integrated Algebra, which showed patterns and trends of questions students need to work on especially visualizations to make connections with mathematics concepts. The mathematics department used diagnostic and baseline results from teacher created diagnostic and NYC Performance Assessment to set goal.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016, Union Square Academy for Health Sciences (U. S. A.) will have 15% receive a 75% or better on the Living Environment Regents Examination and 85% passing the Living Environment Regents in Cohort 2018.

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

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. For Living Environment, the item analysis of questions with copies of old Regents examinations using REDS reports will help us pinpoint student deficiencies with tutoring and small group instruction taking place after-school and on Saturdays.</p> <p>2. The data has indicated that the passing percentage on the Living Environment Regents for those taking it has been over 90 % for the past year while the number of students not taking the exam was 4%. We need to infuse more literacy into our Living Environment courses focusing on vocabulary building, writing lab reports and constructed response question prompts.</p> <p>3. We will monitor how many labs are completed by students via word document. This should dramatically increase the number of students eligible for the Regents and also the passing percentage.</p> <p>4. The science content team will develop programs that encourage students to succeed in laboratories. This will be overseen by Mr. Daniel Vincent, our Assistant Principal.</p> <p>5. In 2013, science teachers will create a system of reporting students who are not succeeding in labs and creating action plans</p>	<p>Each student is programmed for one science course. Students in need of academic intervention, receive a contract which includes, but not limited to, Saturday Academy, and weekday tutoring after-school.</p>	<p>September 2015-June 2016</p>	<p>Christina Englezos and Danny Hwang (Living Environment teachers), Christine Sepulveda (Chemistry teacher), and Kaity Li (Assistant Principal) will supervise weekly tutoring, lab make-up and Saturday Academy to reach our goal.</p>

<p>tied to learning targets for each candidate for Living Environment and Chemistry Regents. o</p> <p>6. Science teachers will report students who are not succeeding to the Assistant Principal after each marking period. An intervention program will be developed.</p> <p>P. M. School will be begin in Sepemtber to address students that failed courses in trimesters one or two.</p>			
<p>For CCLS Integrated Algebra, we will use Carnegie Learning to set up adaptive tiered assignments for struggling mathematics students. This blended learning approach will use texts and computer adaptive to address the need of our English Language Learners and students with disabilities need for learning to identify patterns in math problems in order to answer the procedural steps to solve equations. It is common core aligned which will help us focus on key standards that students need to master to succeed on Integrated Algebra Regents in January 2014 and June 2014.</p>		September 2015-June 2016	All mathematics teachers will work with item analysis of assessments to monitor student progress, reteach concepts, and adapt assignments to help students make connections to new content and math problems. Kaity Li (Assistant Principal) will supervise.
<p>Parents will be notified of after-school activities and tutoring and Saturday Academy. Parents will receive monthly mailings with information and school calendar. Parents will get calls for students that need tutoring or fail to attend. School Messenger will be used to call parents as well.</p>		September 2015-June 2016	Kaity Li (Assistant Principal) and Tiffany Pitts (Parent Coordinator)

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
P. M. School will begin in September to address students that failed courses in trimester three and summer school 2015.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will maintain an excel file for laboratories and projects in all science courses that need to be completed for mastery. It will be included on Pupil Path for all students. All grades, tasks and assignments will be monitored on Pupil path, our online gradebook, to see where students need help. We will also use item analysis of Regents, mock Regents, periodic assessments, NYC performance assessments, and class assessments to see what questions, skills or content students need assistance with.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

Student attendance is 91% for 2014-2015 school year. We will work on raising it to 92% or higher by end of June 2016.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of 2015-16 school year, 100% of students will be in advisory “rounds” using the Peer Group Connections or Student Family advisory model in addition to receiving college awareness and social and emotional support through external partners. Additionally, we will establish two partnerships that focus on female empowerment and community building to help support community building within in the school community.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Partnership with College Bound Initiative will provide individually college advising and application support for the first graduating</p>	<p>Cohort 2016 will receive personalized</p>	<p>Sept 2015 to June 2016</p>	<p>Director of College Counseling Jeremy Ducos, from CBI will be taking the lead in the college awareness and</p>

cohort of USA. Additionally, CBI will customize college awareness activities and programs for cohorts 2017-19. Each cohort will go on one college trip and cohort 2017 will begin the college application process with the CBI counselor in the Spring semester of 2016.	individually advising and Cohorts 17-19 will receive grade level support		application process. He will be working with Lisette Ramos, guidance counselor. Kaity Li, Assistant Principal will be supervising Mr. Ducos' work and is liaison between CBI and USA.
Cohort 2017 will receive a mentor from USA's partnership with IMentor. Students in the 2017 cohort will be matched with a mentor for a 3 year match, ending at the conclusion of their freshmen year of college. IMentor will provide teacher trainings to all staff members and the teachers who will work directly with I Mentor's program coordinator. The IMentor curriculum will be tailored to the college awareness program of the school along with an emphasis on writing. Each student and mentor will meet once a month and exchange weekly emails that focuses on the curriculum.	Cohort 2017	Sept 2015 to June 2016	Kaity Li, Assistant Principal will be liaison between IMentor and USA. IMentor will provide a school based program coordinator who will be a part of the 11 <sup>th</sup> grade team.
USA will follow the Center for Supportive School's Advisory programs, School Family and Peer Group Connections. The curriculums for both programs have been embedded in USA's school community since its inception and students and teachers have a vested interest in continuing the work. Teachers are trained over the summer by the Center for Supportive Schools and a coach comes in monthly to work with lead teachers as well.	All students and staff members	Sept 2015 to June 2016	Kaity Li, Assistant Principal will be liaison between Center for Supportive Schools and all grade team leaders on training and implementation.

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
IMentor weekly classes will be held in CTE classes. Students will work with I Mentor's program coordinator on crafting weekly emails and will attend monthly meetings with their mentors. CBI's Director of Student Counselor will work with 12 <sup>th</sup> grade team on scheduling one on one appointment for each senior in the beginning of the year and will schedule follow up meetings when needed. All students and teachers will follow the SFA and PGF model for advisory once a week.										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Kaity Li, Assistant Principal will meet CBI's Director of Student Counseling on a weekly basis to go the college application for Cohort 2015 and subsequent planning for events for cohorts 207-19. She will also meet with I Mentor's Director of School Partnership once a month and Program Coordinator to review curriculum and make adjustments when needed.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

In 2014-2015 teachers met in content and grade teams to analyze data, align curricula to common core standards, work on Danielson competencies, conduct Kids Talk, revise curricula, discuss best practices and work collaboratively on school projects. This was successful in that it helped us conduct inquiry cycles to analyze school trends and patterns and revises our initial plans.

The school uses a uniform template for unit plans in all content areas that include the Common Core State Standards, content standards, domain specific vocabulary, instructional strategies; project based learning, use of technology, resources for the unit and professional resources for the teachers, learning targets, lesson –by –lesson instructional plans and assessments aligned to the standards, and questions developed using Depth of Knowledge Framework. For example, a review of a unit of study in science, grade nine shows teaching strategies such as; think-pair-share, oral presentation and peer assessments expected to be used in the unit. Additionally, the unit evidenced the reading standards for literacy and the technical subjects addressed in the unit plan emphasized college and career readiness for all students.

The school has developed curriculum maps for all content areas in all grades and has made strategic decisions in their revision and adjustment process to emphasize coherence and higher order skills across grades and subject areas. The leadership shared curriculum maps for grades nine through eleven demonstrating the adaptations and revision process for alignment and coherence for writing and English literature. Teachers collaborate on a weekly basis to analyze students’ data and make informed decisions on revisions of curriculum maps. Teachers and the leadership ensure that driving questions are written across the grades in all subjects and lesson plan templates are uniform and used by all when planning. After an analysis of the writing data, teachers decided to begin the writing units with graphic organizers across the grades and to align and adjust the rubrics to be more specific to the writing tasks.

Students’ work in classrooms visited and tasks reviewed during students’ interviews across all content areas evidenced alignment to the Common Core State Standards and Content Standards. In addition, tasks evidenced rigorous habits and higher order skills and instructional strategies are made to ensure access to the curricula. For example, a ninth grade English task asked students to write a medical case study after reading “The Bluest Eye”, using textual evidence and medical terminology learned in a previous lesson. A tenth grade task engaged students in analyzing some of the errors that may occur when processing a new prescription and evaluating prescriptions and patient profile to determine if the prescription should be filled. The tasks evidenced higher order thinking skills and promote college and career readiness.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of school year 2015-16, all staff members will be trained in using Lesson Study in grade and content teams. Professional Development for all staff members on Monday's 80 minutes after school will focus on 3b, 3c, and 3d from the Danielson Framework. Teachers will also have 2 grade and content team meeting per week to work on peer assessment review and collaborating using instructional strategies to improve writing across the school community.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>80 minutes of professional development on Monday will focus on 2 specific areas: further understanding of the Danielson Framework and strategies to improve 3b, 3c, and 3d.</p> <ul style="list-style-type: none"> <li>• Staff members will calibrating bi-monthly using videos from the Office of Teacher Effectiveness and will be asked to rate teachers using language from the rubric along with low inference notes and evidence.</li> <li>• Instructional strategies will be introduced to teachers that target 3b, 3c, and 3d. Each teacher will work in their content or grade team area to revise and incorporate the strategies in their lesson plans and provide feedback.</li> </ul>	<p>All staff members</p>	<p>Aug 2015- June 2016</p>	<p>Kaity Li, Assistant Principal will work with the PROFESSIONAL DEVELOPMENT committee to choose videos for calibration and strategies to introduce to staff members.</p>
<p>Content teams will meet twice a week to work on revising curriculum maps and creating assessments aligned to the Project Based Learning model and based on data collected from the REDS report for their respective Regents exams, AP exams, NYC Performance Tasks, and semester grades. Each teacher will work in their to present an assessment using the Lesson Study model in a four week cycle that includes team planning, assessment review, inter-visitation, and then team debrief. Additionally, content teams will create a vertical skills map that aligns to CCLS and is a living document to be revised after each semester.</p>	<p>All staff members</p>	<p>Aug 2015- June 2016</p>	<p>Kaity Li, Assistant Principal will work with each team leaders on Lesson Study protocol. Additionally, grade team leaders will meet with Kaity Li on a monthly basis to go over progress of content team work.</p>
<p>Grade teams will meet twice a week to use the Lesson Study protocol to implement on going instructional strategies chosen by the professional development</p>	<p>All staff members</p>	<p>Aug 2015- June 2016</p>	<p>Kaity Li, Assistant Principal will work with each team leaders on Lesson Study protocol. Additionally, content</p>

committee. Teams will evaluate the strategies based on what aspects of the strategies were successful and areas it did not work. Team members will use inter-visitation as a tool to provide feedback and to familiarize themselves with the work their students are being asked to complete in their respective grade teams.			team leaders will meet with Kaity Li on a monthly basis to go over progress of content team work.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will meet each day to work on content or grade teams to address school wide issues and plan together to address student deficiencies. PROFESSIONAL DEVELOPMENT committee will meet with Kaity Li, Assistant Principal in the summer in monthly meetings to review and revise the PROFESSIONAL DEVELOPMENT plan.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Collaboration between administration, the professional development committee, and grade and content team leaders will be crucial to rolling out professional development. Minutes and agendas will be stored in Google Drive to document the work and highlight areas that need more support. Feedback forms will be created and distributed after each staff professional development, and weekly content, and grade team to help inform the progress.
Teachers will discuss data, student work, and capacity building as they reflect with colleagues during common planning time and at pre and post observation conferences with school leaders.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

As stated by the leadership and teacher teams, across classrooms, teachers use uniform mid-term and final assessments for each trimester. Each content area includes curriculum maps and assessments aligned to each unit of study. The assessments are given in the form of projects with artifacts. These exams are administered three times per year and students are responsible for completing two projects per trimester. Additionally, teachers use the results of the data to revise and add instructional strategies to ascertain academic achievement. Teachers and guidance personnel take the information gathered through the analysis of the data and create success plans for each student. The plan for success includes: reasons why the student failed the marking period, specific skills and content on curriculum maps where student is struggling, personnel at the school level and at the home contacted to inform, and strategies that will be used at the school level to support the students to achieve academic success.

School leader and staff ensure that the curricula are aligned to the Common Core State Standards and the content standards and strategically integrate the instructional shifts across grades and subject areas. Academic tasks offer all students including English language learners and students with disabilities access to rigorous and engaging learning experiences.

#### **Impact**

As a result, the school curricula decisions ensure coherence across grades and rigorous tasks

support high levels of student thinking and promote college and career readiness for all students.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By end of 2015-2016 school year principal will work with leadership team to improve school culture and ensure staff feels and believes cohesively on vision and mission of school by building trust, creating more reflective dialogue and professional learning with 85% of staff.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Principal and Assistant Principal will work with coaches from Teachers' College and the Leadership Academy to build their leadership competencies.	All staff	September 2015-June 2016	Teacher leaders and Assistant Principals
Principal will work on having round tables with new teachers, experienced teachers and staff to give more voice to school decisions via professional development committee, content and grade teams.	All staff	September 2015-June 2016	Teacher leaders and Assistant Principals
Teacher leaders will attend borough and central support trainings for distributed leadership and curriculum development.	Teacher leaders	September 2015-June 2016	Teacher Leaders

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use our school improvement funding, Title I and Fair student funding to buy teacher coaching, lead teacher training, content area teacher support, and principal coaching for 2015-2016.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Principal and Assistant Principals will give out teacher and staff surveys to gauge our progress, have open forums for discussions around different topics and have suggestion box for anonymous suggestions and recommendations.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

Systems and structures that support a culture of high expectations, responsibilities, and professional collaboration for staff, students and families effectively communicate mutual accountabilities amongst all stakeholders for achieving the expectations of the Common Core Learning Standards.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We would like to increase parental involvement at school meetings and events by 20% by end of 2015-2016 school year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Provide one monthly parent meeting focused on “What is the Common Core Learning Standards?” We will address the common core standards in each content area so parents are aware of curricula, unit plans and assessments to be used so they may help their teenager.</p>	<p>All parents</p>	<p>Sept 2015- June 2016</p>	<p>Principal Bernard Ascona and Parent Coordinator, Tiffany Pitts will conduct these workshops along with presenting teachers.</p>

Increase parental involvement in all school events by 2% and attendance to the bi-monthly Saturday Parent Meetings.	All parents	Sept 2015- June 2016	Principal Bernard Ascona will work with Parent Coordinator, Tiffany Pitts and all teacher/advisors. It will be a school wide effort to connect and make continuous outreach to parents to inform them of the events.
We will use parent volunteers to encourage other parents to get involved in school day and other shows or events.	Parent volunteers	Sept 2015- June 2016	All staff and Principal led by parent coordinator will reach out to parents online, via texts, emails and with telephone calls.

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers will use Tuesday’s parental involvement time to make calls to their advisees’ parents starting in September. The calls will help teachers build a relationship with their advisees’ parents and act as the point person for the parent. Tiffany Pitts, Parent Coordinator will continue with mailings for all school events and will collaborate with staff to make sure all events are on the school wide USA calendar on Google to ensure all teachers, parents and students are aware of upcoming events. Google Calendar will also set up reminders for students, parents, and staff when there are events coming up.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF	X	PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Parent attendance will be calculated after each event and documented in a Google Excel file and shared with all staff members. Additionally, staff members will log their parent interactions via telephone, email, and/or in person meetings on Google Excel as well.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	<p>Students who have failed the course.</p> <p>Students at risk of failing the course based on progress reports and mid semester review</p> <p>Teachers will also identify students who missed projects that affect a huge portion of their grades.</p>	<p>Establishment of clear reading strategies to promote breakdown of text, comprehension strategies, projects around different reading genres, reading responses journals, writer’s notebook for Cornell Notes, and listening passages.</p>	<p>During class periods and tutoring twice a week in small group and one-to-one tutoring based on data gathered from reading diagnostics to inform reading and writing.</p>	<p>During Saturday Academies and after school day. Saturday Academy will be used to supplement daily instructional periods so students can get additional supports to help them with areas they are struggling in.</p>
<b>Mathematics</b>	<p>Students who have failed the course.</p> <p>Students at risk of failing the course based on progress reports and mid semester review</p> <p>Teachers will also identify students who missed projects that affect a huge portion of their grades.</p>	<p>Carnegie Learning software and teacher created material will be used to infuse CCLS in a blended learning approach.</p> <p>Mastery content quizzes will be monitored so teachers can assess completion and mastery.</p>	<p>During class periods and tutoring twice a week in small group and one-to-one tutoring to simulate world to mathematic connections via the use of technology, manipulative materials and hands-on activities.</p>	<p>During Saturday Academies and after school day will provide more time for tutoring, Regents’ preparation and make up courses.</p>
<b>Science</b>	<p>Students who have failed the course will attend P. M. School or/and Saturday Academy.</p> <p>Students at risk of failing the course based on progress</p>	<p>Science literacy strategies will be emphasized to focus on problem solving strategies.</p> <p>Science teachers will work on attaching quizzes and</p>	<p>During class periods and tutoring twice a week in small group and one-to-one tutoring teacher will work on differentiating student learning with data aligned</p>	<p>During Saturday Academies and after school day will provide more time for tutoring, Regents’ preparation and make up courses.</p>

	<p>reports and mid semester review will receive additional tutoring.</p> <p>Teachers will also identify students who missed projects that affect a huge portion of their grades.</p>	<p>assignments that involve constructed response questions to simulate state exams</p> <p>Regents' conditions.</p>	<p>assignments to fill in gaps.</p>	
<b>Social Studies</b>	<p>Students will be grouped by deficiencies to provide individual or small group teaching of skills and content. Social studies literacy strategies will be used to improve global history results.</p>	<p>Students will focus on reading and writing strategies that aids historical writing. Students will prepare for the Regents Exam in US and Global History by completing multiple choice questions as well.</p>	<p>During class periods and tutoring twice a week in small group and one-to-one tutoring focused on Social Studies literacy strategies to support reading comprehension.</p>	<p>During Saturday Academies and after school day.</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Mandated counseling and student plans of action will be created with guidance counselor and social worker.</p>	<p>Report cards will help monitor student progress after guidance intervention conferences during marking periods.</p>	<p>Attendance meetings will focus on student who has chronic attendance to bring parents in for conferences and send family paraprofessional and attendance teacher for home visits.</p>	<p>This will be done starting in September 2015 to June 2016.</p>

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All Union Square Academy for Health Sciences teachers are fully certified in their content areas or T. E. S. O. L. or to teach students with disabilities. Some teachers are dual certified. We work in grade and content teams to build teacher capacity tied to student learning needs and data. We utilize our grade common planning teams, which includes days for common core integration, common assessment development, curriculum mapping to standards and project based learning to build teacher capacity. Teachers use team meetings to analyze student data, behavioral plans, plan inter-visitations, goal setting, plan school culture, and to align projects to standards using rubrics for assessments.</p> <p>We used the 18D provisions of U. F. T. collective bargaining contract process to select our staff aligned to the vision and mission of Union Square Academy for Health Sciences (U. S. A.) to meet needs of students in a career and technical education high school the last four years.</p> <p>During inquiry team meetings, we use the bottom third of students in our school to analyze next steps to elevate their skills and meet their individual needs. This conversation leads to development of skills for all students via success plans tied to student work and data gaps. All curriculum maps and unit plans are tied to lesson planning to provide total instructional alignment. Teachers work with administrators to approve courses and credit values aligned to rigorous common core standards. New teacher mentorship is offered for all new staff. We also work with Center for Professional Excellence in Teaching (C. P. E. T.) at Teachers' College to build teacher capacity and stamina.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>a) Danielson Talent coach works with administration weekly to improve observations and feedback as we loop feedback to teachers.</p> <p>b) Professional development for administration to train their eye to enhance observation feedback via talent coach and central workshops is provided.</p>

c) Professional development for faculty to improve teaching by reviewing Danielson framework and observing (video or peer observations) lessons to critique. This will allow teachers to be more aware of quality teaching practices with feedback from colleagues and administrators.

d) Common core trainings will continue with Manhattan borough support center. It was provided by network last year.

e) Teacher Effectiveness Team works to turnkey, norm each competency and conducts a lesson study with teachers around that lens after summer trainings.

f) Each teacher works on annual goals at preliminary meetings each September followed with mid-year and end of year benchmark meetings to see where additional supports are needed.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The school uses common assessments and rubrics aligned to the Common Core State Standards to determine progress towards curricula goals and provide feedback to students regarding their academic achievement. A review of portfolios during classroom visitation and conversations with students showed evidence of the use of rubrics and feedback given to students to advance their learning. Furthermore, students were able to articulate the purpose of the rubrics and checklists and they were able to explain the written reflections on work that they wrote based on the

feedback given by teachers. For example, eleventh grade students spoke about how the feedback given by teachers has improved their work in pre-calculus and English class. Students also indicated that sometimes they work with a partner to help them with their work. Students and teachers shared that the school uses a uniform collaboration rubric for students to do peer editing and give each other feedback.

The school has developed curriculum maps for all content areas in all grades and has made strategic decisions in their revision and adjustment process to emphasize coherence and higher order skills across grades and subject areas. The leadership shared curriculum maps for grades nine through eleven demonstrating the adaptations and revision process for alignment and coherence for writing and English literature. Teachers collaborate on a weekly basis to analyze students' data and make informed decisions on revisions of curriculum maps. Teachers and the leadership ensure that driving questions are written across the grades in all subjects and lesson plan templates are uniform and used by all when planning. After an analysis of the writing data, teachers decided to begin the writing units with graphic organizers across the grades and to align and adjust the rubrics to be more specific to the writing tasks.

#### 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	214,253.00	X	Page 14-15 College Bound Initiative and Advisories; Page 25 Saturday Academy and after-school P. M. School for credit accumulation
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,981,695.00	X	Page 14-15 College Bound Initiative and Advisories ; Page 25 Saturday Academy and after-school P. M. School for credit accumulation

#### <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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

**40 Irving Place**

**New York, New York 10003**

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

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

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

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

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

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

## **Section II:**

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

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

- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

***School-Parent Compact***

***Required of all schools***

**40 Irving Place**

**New York, New York 10003**

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

**Section II: School-Parent Compact**

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

**School Responsibilities:**

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

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

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

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

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

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

**Provide general support to parents by:**

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- Supporting parental involvement activities as requested by parents; and
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child’s school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child’s education. I will also:
  - o Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - o Respond to surveys, feedback forms and notices when requested;
  - o Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - o 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;
  - o Take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - o Share responsibility for the improved academic achievement of my child;

**Student Responsibilities :**

- Attend school regularly and arrive on time;

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by parents on December 23, 2014.

This Parent Involvement Policy was approved on November 16, 2014.

The final version of this document will be distributed to the school community on November 16, 2014 and will be available on file in the Parent Coordinator's office.

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Union Square Acad forHealth Sc</u>	DBN: <u>03M533</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>8</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ The rationale for these programs is based on data which shows that it takes longer for ELLs to Pass the ELA Regents exam, due to their language limitations. Additionally, LAB-R and NYSESLAT results indicate that 28 students are entitled to ESL services at Union Square Academy. Description of program: Beginning October 7, 2015 and ending June 8, 2016. (Four days per week). Languages of instruction: English and Spanish. After school and in day school Advanced ESL classes and tutoring sessions are offered: from 2:45-4:45 P.M. on Wednesdays Thursdays and Fridays. English Regents tutoring is offered on Tuesdays and Wednesdays from 2:45 P.M. to 3:45 P.M. One certified Bilingual Math teacher will offer Regents-prep tutoring on Thursdays and Fridays. Strategies will include whole-class instruction, tutoring, use of Read 180 for Transitioning and Expanding ESL students, and use of the System 44 coupled with Read 180 for Emerging in addition to their regular English class.

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Mondays and Tuesday, September 9, 2015 through April 15, 2016 the Principal and Assistant Principals will conduct professional development for the 8 teachers who are participating in the Title III instructional program. These will be one hour sessions. The professional development will focus on increasing the use of academic and content-specific vocabulary for students, developing academic language for English Language Learners, the use of research based practices to raise academic rigor and assessment for learning strategies. Teachers participating in the Title III program will attend off-site professional development activities. Pedagogues attending these training sessions will then turnkey training for their Title III colleagues. ESL teachers will use the professional development provided after school to create curriculum and assessments, to case-conference with our guidance counselor and to study professional materials.

### Part D: Parental Engagement Activities

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

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

### Part D: Parental Engagement Activities

Begin description here: \_\_\_\_\_ Among the issues faced by our ELLs are the problems faced by their parents who, themselves, lack the ability to communicate in English. In addition, most of the parents find it difficult to get familiar to the educational system in the USA (which, in many cases, differs markedly from other educational systems) and have many questions and concerns regarding their status as immigrants. In most instances, parents of ELLs are incapable of supporting their children’s bi-cultural and academic growth because they have limited support systems in their own communities. Union Square Academy for Health Sciences focuses, primarily, with assisting students. The parental involvement aspect of the Title III program at USA will focus on addressing the above mentioned issues. Parents will be invited for parenting skills workshops, for immigration-related questions and concerns, and for ESL and computer instruction on a monthly basis. The service providers will be one guidance counselor, the parent coordinator, one ESL teacher and the APs. By offering these services to parents, the school will improve the achievement of students who are participating in the supplemental Title III program.

### Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$11,200</u>	<u>We will buy review books, auxiliary materials, and dictionaries for English language learners to accelerate their language acquisition skills and academic language supports.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$11,200</u></b>	<b><u>We will buy review books, auxiliary materials, and dictionaries for English language learners to accelerate their language acquisition skills and academic language supports.</u></b>



**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>533</b>
School Name <b>Unon Square Academy for Health Sciences</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Bernardo Ascona</b>	Assistant Principal <b>Jovany Cuevas</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Dorothy Leung, Miguel Gomez</b>	School Counselor <b>Lisette Ramos</b>
Teacher/Subject Area <b>George Jiang</b>	Parent <b>Juana Acosta</b>
Teacher/Subject Area <b>Jenna Reid</b>	Parent Coordinator <b>Tiffany Pitts</b>
Related-Service Provider <b>Simon Kopelinsky</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Marisol Bradbury</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	416	Total number of ELLs	30	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	28	<b>Newcomers</b> (ELLs receiving service 0-3 years)	14	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	14	0	0	7	0	1	7	2	5	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	10	1		0
Chinese										1	3			0
Russian														0
Bengali										3	2			0
Urdu														0
Arabic														0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	1			0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)											1			0
<b>Emerging</b> (Low Intermediate)										0	2	0	0	0
<b>Transitioning</b> (High Intermediate)										1	5	1		0
<b>Expanding</b> (Advanced)										11	9	0		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6	0	0	0
Integrated Algebra/CC Algebra	18	0	3	0
Geometry/CC Algebra	5	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	14	0	2	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use the Scholastic Reading Inventory (S. R. I.) to assess student's lexile score to align resources, materials and reading to students via daily dashboard. This dashboard is aligned to daily instructional activities were data is used to differentiate instruction from formative data in three structures: independent reading, computer adaptive and small group instruction tied to specific skills that students need to learn to fill in instructional gaps. Teacher reviews data each night to create their lesson plan and assign groups for following day. Student goals are set tied to our learning intentions for that day's three stations. Assignments on computer adaptive screen are aligned to individual student profiles with visuals, questions, audio support and teacher feedback. Small group instruction is tailored around phonetical awareness, sight words or sentence construction for emerging English language learners. This is done with System 44 and teacher support. Transitioning and expanding English language learners receive support via R-books in small group instruction by teacher, tied to just right books based on interest and Lexile score, and reading comprehension activities tied to formative individual student data on dashboard. Teacher also assigns project artifacts, like essays, book reports and oral presentations for different units of study to tie language acquisition skills to academic learning in other subjects.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
We noticed we had many newcomers have moved into emerging and transitioning or even expanding levels with this ninety -minute support literacy block in addition to regular English language arts class.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
n/a
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The Assistant Principal and teachers review the NYSESLAT information for students entering Union Square Academy for Health Sciences to ascertain how to program, and support our English language learners in regular school day, via software, materials, resources and especially with after-school tutoring.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
We provide *Scolastic Read 180* and *System 44* to those English language learners that need each program's support for sight words, vocabulary, modeling, scaffolding, fluency, and reading comprehension tied to writing genres. We target students for small group instruction based on data from dashboard on particular skills and lessons. We meet with students for reading and writing conferences to provide one to one tutoring, and instructional support tailored to individual student needs based on student work.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
We offer Spanish in 9<sup>th</sup> grade to accommodate transfer of language acquisition skills to English courses. We also have students paired with students who speak their home language to provide support in academic classes. We push in E. N. L. teachers into the subject areas.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
n/a We are still a new school.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
The Assistant Principal, E. N. L. teachers and guidance team review the NYSESLAT information (if available) for new students entering Union Square Academy for Health Sciences from their foreign countries, and other schools. They are placed in mandated ENL classes based on the indicated level. Over the counter students and their parents referred to Union Square Academy by the Office of High School Placement are interviewed by guidance counselors. Bilingual para-professionals, aides and the Parent Coordinator translate information for non-English speaking parents. The H. L. I. S. is completed by all families. Completed surveys are forwarded to the Assistant Principal who oversees ENL instruction. The Assistant Principal reviews the surveys and determines, based on the responses, which students are eligible for NYSITELL testing. Students found entitled are placed in appropriate ESL levels: entering, emerging, transitioning, expanding or commanding classes tied to content or supports needed. entering students receive three periods of ENL instruction (44 minutes each x 3 = 132 minutes) of instruction everyday; emerging or transitioning ENL students receive 2 periods (88 minutes) of ENL instruction; Expanding and commanding students receive one period (44 minutes) of ENL instruction and one period of grade (44 minutes) appropriate ELA instruction.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
We use the student work, the Scholastic Reading Inventory (S. R. I.) and teacher created writing prompts to identify students with interrupted formal education.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
We discuss I. E. P. students with special education committee, school psychologist, social worker and guidance counselor to provide the proper programming, counseling and student supports for English Language Learners that have an I. E. P.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Parents are given continuation letters or letters with program specifications.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are given continuation letters and the right to appeal services, or remove services. Parents participate in monthly Parents' Association meetings with the Principal, parent representatives and the Parent Coordinator. The meetings are open to all teachers,

counselors and administrators. All information is translated for parents.

Union Square Academy for Health Sciences's CBOs include I-Mentor, the Center for Supportive Schools, the YMCA, and the School-Based Health Center. The School-Based Health Center has bilingual staff, as well as the capacity to translate in any language. Each student is assigned to a family para-professional and a guidance counselor. The family para-professional addresses students' day – to-day issues (i.e. the need for transportation passes) and makes visits to the homes of students after absences are recorded and parental contact is attempted. The guidance counselor prepares the student's program, holds case conferences with the student, addresses instructional and emotional challenges, and contacts and works with parents.

Parental involvement activities address the needs of parents as following:

The Parent Coordinator has an open door policy.

Parents are encouraged to meet with guidance counselors.

The school has a psychologist to meet the needs of students with special needs, including ELLs.

The school has a fulltime social worker.

The school houses a health center. With parents' written permission, vaccination and medical care is available to students with no medical coverage.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
A question and answer period is included in each parents' association meeting and open door policy with principal is used for all parents to discuss program options.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
We call parents, and conduct home visits to get information that is needed in a reciporcal manner with homes.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Assistant Principal monitors this process with E. N. L. teachers.
9. Describe how your school ensures that placement parent notification letters are distributed.  
We send notification letter after intial intake procedures with results from HLIS and NYSITELL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
We keep all files in anecdotal files with guidance counselor.
11. 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.  
We schedule all English language learners for May examinations and monitor they have completed all parts using E. N. L. teachers.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
We send letters by mail and via home visits by family paraprofessional.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
English as a native language has been requested by parents. We only have had one parent ask for total removal from E. N. L. services.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Newly admitted English Language Learners take LAB-R to ascertain their language proficiency in addition to school based diagnostics like teacher created writing prompts, and Scholastic's Reading Inventory. Former English Language Learners are programmed for grade appropriate content area classes with additional supports. Guidance counselor monitors student progress and meets with parents to ascertain student needs and programming. We give N.Y. S. E.S. L.A.T. each May to all English Language Learners to ascertain their progress and program them appropriately using the test and our own diagnostic assessments as well. Ninth graders are programmed for Algebra, Global Studies Year 1, and The Living Environment; in the least restrictive environment. We have an ENL teacher and a co-teacher for three periods a day per child in the Algebra and two English classes. The ESL teacher is there to differentiate instruction by learning profile, tiered assignments with scaffolded assistance as well as teach. The English teacher who is a dual certified Special Education is there to deliver content. All English Language Learner students are block programmed to ensure continual delivery of required instruction at end of day for two periods. We use differentiated materials from Scholastic and Read180/System 44 and Achieve3000. We have a licensed T.E.S.O.L. teacher that teaches all English Language Learners' at least th three periods a day. We use home language survey to ascertain home language. Students received an additional English class with a licensed English teacher in addition to their block. By grouping the English Language Learner's and creating extra English literature classes, Union Square Academy is adhering to the mandated minutes required as stated on Page 2 of Language Allocation Policy. Therefore, as they are programmed into classes based on data as follows: Beginner E. L. L. s (135 minutes/day), Intermediate E. L. L.s (100 minutes/day) or Advanced E. L. L. s (fifty minutes a day). Beginner and intermediate E. L. L.s receive extra classes in English to enhance their verbal and reading skills coupled with grammar, vocabulary, independent reading, small group instruction, and whole class instruction in block. They are exposed to informational texts, magazine articles, literature, and many genres. Audio books are also used. All students receive the 9th grade ELA course in addition to this block to maintain their integration with mainstream as well. All U. S. A. teachers are working with the T.E.OS.L. teacher to provide additional and appropriate reading material for the students, based on skill and language proficiency in all subjects. Teachers coordinate this during common planning time. Currently, all non-special education E.L.L.'s are grouped together to accommodate a program in which an T.E.O.S.L. teacher will teach them math and push-in to their ELA class. In addition, all E.L.L.'s are taking a double literature class to increase their reading and writing skills. Students with interrupted formal education (S. I. F. E.) are given Achieve 3000 in their native language and are programmed for Read 180/System 44 support in reading, writing, listening, speaking and sight word development for ninety-minutes each day except Wednesdays (forty-five minutes). Native language arts support in Spanish is given once a week after-school. S. I. F. E. libraries and materials are part of the Read 180 program from Scholastic.

- b. TBE program. *If applicable.*

n/a

- c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Newly admitted English Language Learners take LAB-R to ascertain their language proficiency in addition to school based diagnostics like teacher created writing prompts, and Scholastic's Reading Inventory. Former English Language Learners are programmed for grade appropriate content area classes with additional supports. Guidance counselor monitors student progress and meets with parents to ascertain student needs and programming. We give N.Y. S. E.S. L.A.T. each May to all English Language Learners to ascertain their progress and program them appropriately using the test and our own diagnostic assessments as well. Ninth graders are programmed for Algebra, Global Studies Year 1, and The Living Environment; in the least restrictive environment. We have an ENL teacher and a co-teacher for three periods a day per child in the Algebra and two English classes. The ESL teacher is there to differentiate instruction by learning profile, tiered assignments with scaffolded assistance as well as teach. The English teacher who is a dual certified Special Education is there to deliver content. All English Language Learner students are block programmed to ensure continual delivery of required instruction at end of day for two periods. We use differentiated materials from Scholastic and Read180/System 44 and Achieve3000. We have a licensed T.E.S.O.L. teacher that teaches all English Language Learners' at least th three periods a day. We use home language survey to ascertain home language. Students received an additional English class with a licensed English teacher in addition to their block. By grouping the English Language Learner's and creating extra English literature classes, Union Square Academy is adhering to the mandated minutes required as stated on Page 2 of Language Allocation Policy. Therefore, as they are programmed into classes based on data as follows: Beginner E. L. L. s (135 minutes/day), Intermediate E. L. L.s (100

minutes/day) or Advanced E. L. L. s (fifty minutes a day). Beginner and intermediate E. L. L.s receive extra classes in English to enhance their verbal and reading skills coupled with grammar, vocabulary, independent reading, small group instruction, and whole class instruction in block. They are exposed to informational texts, magazine articles, literature, and many genres. Audio books are also used. All students receive the 9th grade ELA course in addition to this block to maintain their integration with mainstream as well. All U. S. A. teachers are working with the T.E.O.S.L. teacher to provide additional and appropriate reading material for the students, based on skill and language proficiency in all subjects. Teachers coordinate this during common planning time. Currently, all non-special education E.L.L.'s are grouped together to accommodate a program in which an T.E.O.S.L. teacher will teach them math and push-in to their ELA class. In addition, all E.L.L.'s are taking a double literature class to increase their reading and writing skills. Students with interrupted formal education (S. I. F. E.) are given Achieve 3000 in their native language and are programmed for Read 180/System 44 support in reading, writing, listening, speaking and sight word development for ninety-minutes each day except Wednesdays (forty-five minutes). Native language arts support in Spanish is given once a week after-school. S. I. F. E. libraries and materials are part of the Read 180 program from Scholastic.

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

All English language learners in the country less than six years gets one English period with additional periods of English that infuses reading, writing, speaking and listening in a ninety-minute block with phonetical activities, read alouds, audio books, sight words, fluency instruction, small group and individual differentiated supports as entry points. Long-term English Language learners also get this support and tutoring by T. E. S. O. L. and content teachers. We use the Scholastic's Common Core Code X curricula for expanding students to raise rigor, provide direct informational text support, academic reading comprehension strategies and build vocabulary while connecting to other subjects.

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

The guidance counselor reviews the NYSESLAT information for list noticed students entering Union Square Academy for Health Sciences from their intermediate/junior high schools. Students and their parents are interviewed at entry and administered the Home Language Identification Survey (H. L. I. S). They are placed in mandated ESL classes based on the indicated level from N. Y. S. E. S. L. A.T. and other classroom data like teacher diagnostics. Over the counter students and their parents referred to U.S.A. by the Office of High School Placement are interviewed (oral interview) by guidance counselors. We administer LAB-R within 20 days of student arriving new to the country. The Home Language Survey is completed by all families with a staff member that is able to assist. Union Square has Spanish and Mandarin speaking faculty in case we need translation services. Completed surveys are forwarded to the Assistant Principal who oversees E. L. L. instruction. The Assistant Principal, reviews the surveys and determines who requires Spanish LAB-R testing. This process will be completed within the first 20 days of new students entering Union Square Academy. Students found entitled are placed in appropriate ESL levels: Basic, Intermediate or Advanced. Basic ESL students receive 3 periods of ESL instruction (50 minutes each x 3 = 150 minutes) of instruction everyday; Intermediate ESL students receive 2 periods (100 minutes) of ESL instruction; Advanced students receive one period (50 minutes) of ESL instruction and one period of grade (43 minutes) appropriate ELA instruction. Our Spanish teacher provides a period a week for native language arts support via tutoring. All students identified through ATS (RLAT) will receive the N. Y. S. E. S. L. A. T. annually. Administration of the exam will be conducted by the Assistant Principal, the test coordinator in May each year. After the data is analyzed parents are called in to discuss the option and explained the 3 programs: Transitional, Dual Language and Freestanding E. S. L.

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

The Scholastic Reading Inventory is given various times each year to check for improvements, identify gaps, and set learning targets for students. Learning styles surveys are given to identify patterns of learning modalities and tied to instructional strategies by teacher.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

ELLs are programmed for grade appropriate content area classes. Ninth graders are programmed for Algebra, Global Studies Year 1, and The Living Environment. Tenth graders are programmed for Geometry, Global Studies Year 2 and Earth Science or Chemistry. Eleventh graders receive Trigonometry, US History and Government and a Science elective. Twelfth graders are given Economics, Participation in Government, and a C. T. E dental or pharmacy elective. All students receive Physical Education instruction for eight terms and a term of Health Education and are required to complete an a Music class as part of their graduation requirements. English instruction is based on LAB-R and NYSESLAT scores. ELLs receive instruction in English based on their level of English proficiency. For English instruction they are grouped by level for ESL instruction regardless of grade. Emerging, Transitional and expanding ESL learners also receive ELA instruction according to their grades. Students who are part of a co-teaching model and travel together as a group; however, all students benefit from the various

organizational models in dental, pharmacy, instructional core, and piano.

2. Staffing is based on student needs. Tallies for all subject areas determine the number of teachers who will serve the group. ESL teachers are assigned to groups of students based on students' levels. Teachers are currently assigned to teach ESL, with co-teaching push-in model classes. The school also utilizes a number of software programs, such as PowerSpeak, System 44, and Read 180 to incorporate technology and improve student outcomes.

3. Content area instruction is delivered in English. Pairing and grouping of students facilitates their comprehension of content in classes. Bilingual dictionaries and visual aids are used in content area classrooms. Some teachers also speak the native language fluently.

4. SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the reading workshop model of instruction class which assists them with decoding and encoding and reading comprehension with infused sight words. In addition, books with visuals, System 44 and Read 180 materials are geared to adaptive assignments tied to their learning needs with heavy emphasis on vocabulary, pronunciation, fluency and phonetical awareness .

- ELLs in US schools less than three years' proficiency levels were evaluated with the Scholastic Reading Inventory (S. R. I.) The System 44 program is added to the instruction of Basic newcomer ESL students. This accelerates and adapts to individual students' language skills. Read 180 and Code X programs has been added to support ESL instruction for emerging, transitioning and expanding ESL learners to build reading comprehension and thinking skills. It also builds vocabulary by differentiating based on how students answer the questions. Computer rooms and times have been specifically set to facilitate the implementation of these programs.

- ELLs receiving service 4 to 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL, Regents Prep and Native Language Arts instruction.

- Long- Term ELLs who have completed 6 years are given additional support in the form of tutoring and credit bearing after school classes in content areas and Spanish instruction.

- ELLs identified as having special needs are programmed in CTT classes. When warranted (as per IEPs) individual educational para-professionals are assigned to support the instruction of these students.

- The school wide and individual Data Inquiry teams study and evaluate the transcripts of at-risk students including ELLs. ELLs are part of the final target groups selected for Inquiry Teams to work with.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

We continue to provide tutoring after-school, and during fifth period to support re-identified English Language learners coupled with Read 180 classes, tasks and assignments.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We provide tiered assignments online to support the students with teacher feedback loop which models and supports language learners

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

After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs.

The Scholastic reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the System 44 component to Scholastic Read 180 program. The school's business manager is working on proposals to receive grants to purchase additional resources for ELLs.

The school does not plan to discontinue any of the programs it currently offers ELLs.

ELLs participate in all extra-curricular activities and are members of all sports teams. All CBOs work with ELLs.

**Chart** Every ELA, ESL and Social Studies classroom is equipped with a classroom leveled library. The school used the Title I Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes.

Bilingual dictionaries, picture books, projectors and other visual aids are used. Native language Arts classes are offered to ELLs.

All ELLs are offered standard-based instruction according to their age and grade level. Regents prep classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans. We work in collaboration with College Bound Initiative to prepare ELLs to transition to college and careers.

In June, an orientation is offered for incoming ELLs and their parents. The school hosts a Activity Day for freshmen during which ELLs receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.

ELLs participate in Career and Technical Education and Advanced Placement English classes.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
<b>Chart</b>					
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

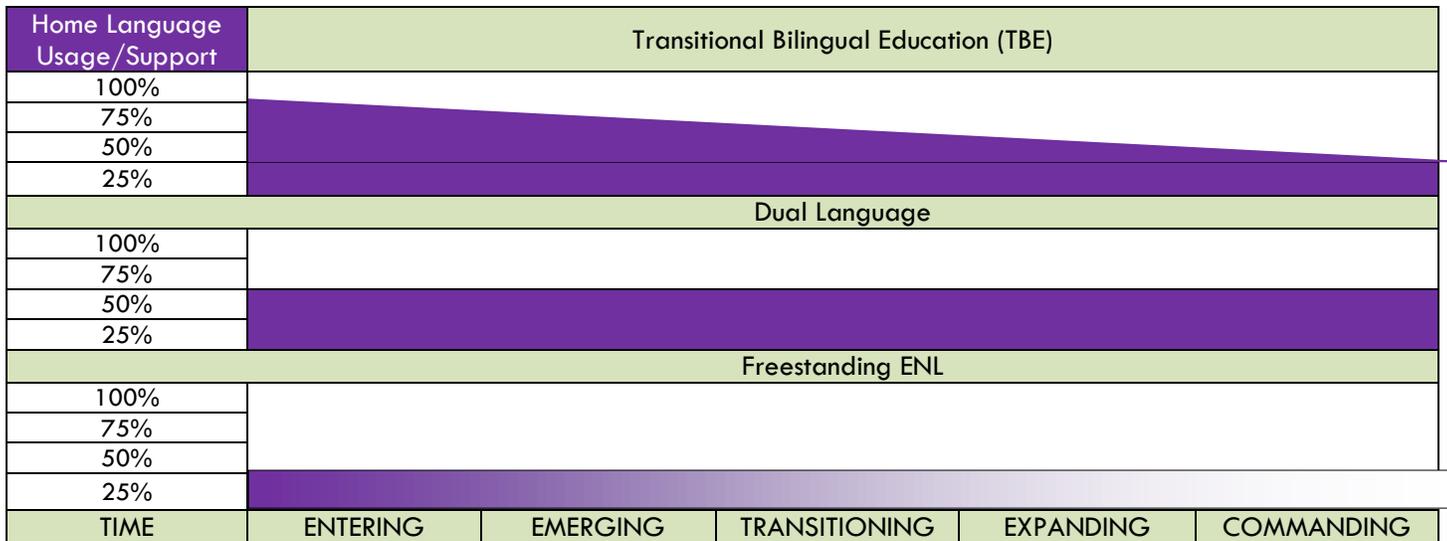


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
**We will continue to use Read 180 and System 44 coupled with co-teaching models in content areas with E. N. L. teachers.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**We have no entering afer having many beginners last year.**
12. What new programs or improvements will be considered for the upcoming school year?  
**We intend to add Powerspeak to support English language learners in home language.**
13. What programs/services for ELLs will be discontinued and why?  
**n/a**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**They are programmed into all classes via discussions with guidance, principal or annual course selection process.**
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
**We will continue to use Scholastic dashboard to use formative and summative data to tailor daily instruction to help students reach their goals.**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**We use Saturday Academy classes in Spanish or via Powerspeak software. We also pair students with students that speak that language in content area classes.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
**We use System 44 to support new entering ELLs and Read 180 to support new ELLs that have emerging, transitional, and expanding levels.**
19. What language electives are offered to ELLs?  
**Spanish**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**n/a**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**We send them to conferences, workshops offered by central and borough offices.**
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
**We provide coaches from Teachers' College to support them.**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**We have summer bridge to high school program.**
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

**We use Mondays and Tuesdays after-school to turnkey important literacy strategies around struggling readers, and writers. We also will continue to build teacher's capacity to differentiate based on learning profiles, content, process and student products to help all English language learners.**

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
**We have parent conferences with guidance team.**
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
**Paste response here:**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
**We have annual workshops for English language learner parents.**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**We are looking to partners with Enact to run some workshops around English language learners and their support.**
5. How do you evaluate the needs of the parents?  
**We take parent surveys and make calls to parents.**
6. How do your parental involvement activities address the needs of the parents?  
**We try to see what the individual counseling needs are coupled with guidance interventions tied to those targeted needs: social, emotional or financial.**

## D. Additional Information

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

None



**School Name: Union Square Academy for Health**

**School DBN: 02m533**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernardo Ascona	Principal		11/16/15
Jovany Cuevas	Assistant Principal		11/16/15
Tiffany Pitts	Parent Coordinator		11/16/15
Dorothy Leung	ENL/Bilingual Teacher		11/16/15
Juan Acosta	Parent		11/16/15
Miguel Gomez	Teacher/Subject Area		11/16/15
Maria Figueroa	Teacher/Subject Area		11/16/15
	Coach		
	Coach		
Lisette Ramos	School Counselor		11/16/15
Marisol Bradbury	Superintendent		11/16/15
Maria Broughton	Borough Field Support Center Staff Member _____		11/16/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **02m533**

School Name: **Union Square Academy for Health Sci**  
Superintendent: **M. Bradbury**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

As per Chancellor's Regulations all incoming students are given H. L. I. S. to determine their home language followed by NYSITELL to determine English Language Learners status. We then determined that Spanish, and Mandarin are languages that need translation and interpretation services. All correspondence is sent to homes in foreign language or translated via School Messenger system. School messenger translates into the two languages our students speak at home: Spanish and Mandarin.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Written information is effectively translated for parents into the languages identified above when needed. The Assistant Principals work with school business manager, Spanish teacher, and translation unit to translate documents to Spanish. Time constraints have been noted during oral translations. The majority of parents need translation services in Spanish and Mandarin. These were reported via the monthly at the Parents' Association meetings.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We translate letters, some calendars, and brochures on common core, parenting tips, and transitions to high school. The family para-professional will continue to translate information from English to Spanish. All correspondence is mailed or distributed via two sided sheets one side in English and one in Spanish. The school business manager and parent coordinator will recruit parents and staff members to translate and interpret documents, in more than two language. The school is utilizing the New York City Department of Education translation unit and the school messenger system which allows us to reach families in their own language.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We also have Spanish and Mandarin translators for parents that speak other languages. Mandarin and Spanish speaking faculty and staff assist in the translation of documents and meetings that need to be held. In addition, outside agency, Department of Interpreting services, assists us in communicating with hearing impaired community. We have a Spanish speaking family paraprofessional to help during Open School Nights and days.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We will use School Messenger to translate messages to parents. Business managers will work with parent coordinator to make sure all flyers and letters get mailed out in various languages in monthly mailing to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

School Messenger will be used for all translations via telephone. School personnel will translate when parents come to school meetings with staff that does not speak the language of parents. Guidance counselor speaks Spanish. E. S. L. teacher speaks Mandarin.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will include translation and interpretation services in the procedures for creating, sending or using documents. Staff members will have language coordinator, which is school business manager arrange for translation services when needed.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We have posters in main office and principal's office with indications of such policies.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Surveys and face to face meetings will be used to ascertain additional translation and interpretation services that will be needed. Parent coordinator will also keep this in forefront when reaching out to parents and sending mailings, posters or other items.