



**URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 13/K/483  
ADDRESS: 283 ADAMS STREET BROOKLYN NY 11201  
TELEPHONE: 718-858-1160  
FAX: 718-858-4733**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 13K483      **SCHOOL NAME:** Urban Assembly School for Law and Justice

**SCHOOL ADDRESS:** 283 Adams Street Brooklyn, NY 11201

**SCHOOL TELEPHONE:** 718-858-1160      **FAX:** 718-858-4733

**SCHOOL CONTACT PERSON:** Julian Sciammarella      **EMAIL ADDRESS:** jsciammarella@sljhs.org

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Julian Sciammarella

**PRINCIPAL:** Shannon Curran

**UFT CHAPTER LEADER:** Julian Sciammarella

**PARENTS' ASSOCIATION PRESIDENT:** Iris Dudley

**STUDENT REPRESENTATIVE:** Bianca Genao  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 13      **SSO NAME:** Empowerment Support Organization

**SSO NETWORK LEADER:** Patrick Fagan

**SUPERINTENDENT:** Karen Watts

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Shannon Curran	*Principal or Designee	
Julian Sciammarella	*UFT Chapter Chairperson or Designee	
Iris Dudley	*PA/PTA President or Designated Co-President	
Jacqueline Klihance	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carl Powell, Jr.	Student Representative	
Aaron Shelby	Member/Teacher	
Bianca Genao	Student Representative	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Narrative Description**

The Urban Assembly School for Law & Justice (SLJ) believes that the success of each student is a community responsibility. Staff, families and partners work together to challenge and support students with a curriculum that respects their right to learn at high levels and with enrichment services that every student deserves. SLJ delivers personal attention in an empowering environment that fosters intellectual independence and civic engagement. Equipped with an understanding of law and social justice, SLJ's students, most of whom come from the city's historically least served communities, graduate ready to succeed in college and effect change in society.

Based on the idea that law is a captivating lens for learning, and that the skills necessary to a legal professional are universal, we offer a rigorous academic program that engages students through issues of law and social justice. Teachers plan collaboratively so that what students learn in one class is strongly reinforced by instruction in other classes. Work is project-based, challenging, and heavily infused with reading and writing. Evaluation methods are transparent so that students can track their own progress.

Because we are a small school, every student is known. Teachers are aware of every student's strengths and needs. Our belief in the importance of interpersonal relationships between students and staff is exemplified in our nationally recognized Advisory program, through which every teacher is a faculty advocate for no more than 18 students and is the liaison to those students' homes. Additionally all teachers participate in Kid Talk, a weekly discussion in which two or three struggling students are discussed candidly and in depth so that the entire staff can intervene to give them the help they need.

At SLJ, we believe that school is not a rehearsal for life, it is life. Students need to understand the relevance of what they are learning—either because they see its value in their own lives, its utility in the professional world or, most abstractly, because they realize it is part of the process of "becoming successful". We have developed a number of community and corporate partnerships through which our students interact with the professional world and become aware of those vital connections. Our partners include the Urban Assembly, Cravath, Swaine & Moore LLP, Brooklyn Law School, the Red Hook Community Justice Center, the U.S. District Court, the U.S. Attorney, and the Vera Institute of Justice.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Urban Assembly School for Law and Justice				
<b>District:</b>	13	<b>DBN #:</b>	13K483	<b>School BEDS Code #:</b>	331300011483

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.6	91.4	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					95.0	98.7	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					57.0	59.4	77.7		
Grade 8									
Grade 9	110	134	128	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	114	114	134	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	102	106	101		3	56	TBD		
Grade 12	83	96	102						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	409	450	465		1	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	2	0	0						
No. in Collaborative Team Teaching (CTT) Classes	28	42	51	Principal Suspensions	10	13	TBD		
Number all others	3	6	0	Superintendent Suspensions	5	4	TBD		
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0		

DEMOGRAPHICS							
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	3	4	4	<b>Number of Staff:</b> <i>Includes all full-time staff</i>			
# ELLs with IEPs	3	2	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	29	30	TBD
<b>Overage Students:</b> # entering students overage for grade				Number of Administrators and Other Professionals	2	4	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	1	3	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b> % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.2	0.2	Percent more than two years teaching in this school	24.1	36.7	TBD
Black or African American	77.0	80.4	80.4	Percent more than five years teaching anywhere	13.8	26.7	TBD
Hispanic or Latino	21.0	16.9	17.6	Percent Masters Degree or higher	79.0	83.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	1.0	0.4	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.1	85.2	TBD
White	1.0	0.4	0.4				
Multi-racial							
<b>Male</b>	28.8	26.9	27.7				
<b>Female</b>	71.2	73.1	72.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:			
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>					
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1	<input type="checkbox"/>	Improvement – Year 2
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2	<input type="checkbox"/>	Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.					
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>		<b>Secondary Level</b>		
	ELA:		ELA:	<input checked="" type="checkbox"/>	
	Math:		Math:	<input checked="" type="checkbox"/>	
	Science:		Grad. Rate:	<input checked="" type="checkbox"/>	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>				√	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				√	√	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	-
Multiracial						-
<b>Other Groups</b>						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>				<b>3</b>	<b>3</b>	<b>1</b>

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	72.3	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	39.9	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	5	Quality Statement 5: Monitor and Revise	Well Developed
Note: Progress Report grades are not yet available for District 75 schools.			

## SECTION IV: NEEDS ASSESSMENT

### **Greatest Accomplishments**

Law and Justice has been successful in establishing high expectations for all students and in developing a mindset that all students can see themselves as college bound while working towards high school graduation. This is reflected in the established systems of communication between grade team structures and in the academic departments. In addition, the school has established an advisory system that disseminates expectations to both students and parents on a consistent basis. Through the development of grade-level, department, and advisory systems, teachers have been able to collaborate upon and execute curriculum that fosters success. Students can visualize and obtain success through the critical thinking and academic skills utilized in the themes of law and justice. Also, through the development of "Kid Talk," (a weekly meeting in which grade teams identify students in need and strategize about interventions) grade teams have been able to continually identify and support students requiring additional intervention services.

Law and Justice has been developing the diversity of its extracurricular activities that are seen as essential to building community within the school. The growth of the school's athletic program has provided an opportunity for many students to participate in a team environment, to develop self-confidence, and to foster work ethics. The integration of celebrating and recognizing athletic achievement has brought a new dimension to the school's culture which had not previously existed. The school has also developed a successful speech and debate team. The team has reached national recognition in a short period of time. The staff is diligently creating new ways to celebrate and recognize students' academic achievement and community participation. The need to create a school culture based upon positive contributions from students is a focal point for staff at Law and Justice.

The school has outlined a portfolio process for all grades that involves the development of academic skills as well as fostering reflection upon individual growth. Law and Justice will be implementing portfolio requirements for all students with the goal of increasing their level of college readiness. Portfolios will also be a point of conversation for students and their teachers to discuss learning targets and the acquisition of content area skills. Parents and community members will be a part of portfolio presentations. The culminating portfolio in 12<sup>th</sup> grade will be a student driven project which reflects an area of interest as well as a demonstration of research, analysis, persuasive argument, and writing skills that students have been developing during their four years of course work at Law and Justice.

### **Aids and Barriers to Continuous Improvement**

The school will continue to attain greater achievements due to the work and develop of the Adams Street Foundation. Many of the students at Law and Justice will be the first in their families to go to college. While the school's public funding provides for the academic rigor that is a major component of the school's success, the Adams Street Foundation offers students much-needed experiences and opportunities outside the classroom that drive college-readiness. SLJ graduated 93% of its founding class, all of whom were college-bound, because they were academically ready for college, but also because they had benefited from programs and services such as internships, mentorship, on- and off-site extracurricular activities, pre-college summer programs, trips and guest speaker series, community service, an early college awareness curriculum, and differentiated college advising. The Adams Street Foundation's staff works along with classroom instruction to fully integrate programming and tailor it to the specific needs of the students.

Law and Justice continues to develop its Collaborative Team Teaching model to meet the needs of Students with Disabilities as well as implement a transitions program to support those students in their efforts to establish a successful career path through college or job training programs . The school currently employs five Special Education teachers who have been working with the academic departments to differentiate scope and sequence along with daily lesson plans. The school values differentiation and individualized learning targets for each student and this process can be seen in all classrooms. There has been an identified need to develop the curriculum of every class at Law and Justice to offer the depth of instruction that meets the needs of a mixed-ability classroom. The presence of the CTT model at the school has created an opportunity for a greater discourse amongst all staff to focus on differentiation of classroom activities, project-based learning, and assessments. This will support the school and its students as the percentage of Special Education students has increased since its inception in 2004.

The advisory system at Law and Justice will be an aid to the development of school tone and culture. During this period of time, students can develop closer relationships with peers and their advisor to support emotional and social needs as well as receiving academic guidance. The advisor is the school's liaison to the student's family and the student's most strident advocate. That advocacy takes the form of communicating with other teachers concerning issues that may impact academic performance, keeping track of their graduation and college readiness, and providing a safe space for them in the school building. Also, advisory groups participate in significant academic and non-academic enrichment activities.

Retention of teachers that are familiar with the mission and culture of the school has been a barrier to developing areas of need within the school's overall community. Entering the current academic year the school has seen a 75% retention rate with only 10 teachers entering their third year or more at Law and Justice. A more stable staff retention rate will be necessary to develop the kind of advisory system that is envisioned by all stakeholders at the school. The training and experience needed to become effective student advocates cannot be achieved with high turnover rates from year to year. This is also a barrier to developing the necessary understanding of the Collaborative Team Teaching model at the school. Experience is needed to develop effective approaches to support Special Education students that are engaging secondary level curriculums with academic deficits.

The new building at 283 Adams Street is a fine facility; however there are constraints on programming because the school is sharing space in reference to the cafeteria, library, and gym. Law and Justice will have to balance the needs of the two other schools that occupy the building when trying to plan for school-wide events or when teachers need those spaces for their classes. Ultimately, these restrictions could affect the ability of the school to hold school-wide events or limit the number of opportunities teachers will have to take their classes to another location to carry out an activity. The school does have a stationary computer lab. Space for this current lab has come by reducing the amount of space designated to teachers. It is essential that students have an opportunity to use technology in their classes and for the college application process. In addition, the restriction of space in regards to open classrooms and office space reduces the school's ability to deal with class-size issues as well as the ability of teachers to work with students during free periods and lunch periods. Opportunities for enrichment and tutoring will be limited due to these space restrictions.

**SECTION V: ANNUAL SCHOOL GOALS**

Annual Goal	Description
<p><b>By June 2011, the school will establish and implement a portfolio scope and sequence for all students to demonstrate their areas of learning in relation to KCSs standards as an assessment of college-readiness. Portfolios will be presented at the end of the academic year and evaluated using a grade appropriate KCS rubric.</b></p>	<p>The School Leadership Team as well and the school's staff have identified the need to address academic curriculum across all grade levels to make it more rigorous in order to better prepare students for success after graduation.</p>
<p><b>By June 2011, the school will develop a full transitions curriculum that supports students both classified as at-risk and special needs through which they will be able to explore post secondary career and educational options. They will be monitored by a transitions committee that meets on a monthly basis (Part of the Phase I initiative).</b></p>	<p>All staff at Law and Justice work to provide students with a multitude of choices to further their success after they have finished high school. Certain students will need specific support and planning to ensure that can continue their education successfully in an independent manner.</p>
<p><b>As a part of our improving school culture initiative, by June 2011, the school will increase by 20% the number of awards ceremonies and opportunities for recognition of academic achievement with the purpose of developing greater academic motivation for all students in the school.</b></p>	<p>The school would like to emphasize achievement and community service. The purpose is to foster a more encompassing culture where students identify themselves at being a contributing member to the school.</p>
<p><b>By June 2011, the school will improve its retention of male students by 10% through the continued development of the Young Men's Initiative and the advisory system.</b></p>	<p>The school's register reflects that female students outnumber male students. Citywide, the split between males and females is closer to an even ratio. The School Leadership Team believes that the school should investigate possible reasons for this disparity and work to change the school's demographics.</p>
<p><b>By June 2011, the school will improve its communication with parents about involvement in the school community and measure its improvement through the use of LE surveys to reach a 50% overall completion rate and an 8.0 overall score for communication.</b></p>	<p>The SLT as well as staff recognize that parental involvement is critical to developing and implementing school policies. In addition, parents should be more present in the school so that there is a stronger link between a student's home life and school life.</p>

**SECTION VI: ACTION PLAN**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the school will establish and implement a portfolio scope and sequence for all students to demonstrate their areas of learning in relation to KCSs standards as an assessment of college-readiness. Portfolios will be presented at the end of the academic year and evaluated using a grade appropriate KCS rubric.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> All students <b>Action Plan:</b> Each content area will develop specific tasks aligned to the KCSs that will become part of a student’s portfolio. Advisory and content classes will be working throughout the year on portfolio preparations. Parents will receive information about the portfolio requirements and presentations throughout the year, specifically at the beginning, mid-year and end of year. Department Leaders and Grade Team Leaders will be charged with the practical roll out of this initiative. Direct coaching in classrooms will be accomplished throughout the year as well as afterschool workshops. Work being done in the summer on Core Content Standards and the development of tasks will support this work into the year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Department and Grade Team meetings as well as faculty conferences will serve as the roll out and implementation forums for the professional development around this initiative (TL FSF).</li> <li>• All 34 teacher positions will be involved in the roll out of this initiative (TL FSF, Title I SWP, C4E FY 11 HS).</li> <li>• The lead teachers (Title I SWP 10%) will provide professional development support throughout the year with on-site workshops and classroom coaching. Additionally, our ELA and Math coaches will support the work in these core disciplines through professional development in classrooms and afterschool with content teachers (Title I SWP 5 %, Title I SWP 10%)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly check ins with department and grade team leaders on progress/minutes from weekly meetings;</li> <li>• Informal and formal observations of classes/weekly;</li> <li>• Parent workshop and letters sent home;</li> <li>• Increase in passing rates for classes by at least 5% points in each grade level</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the school will develop a full transitions curriculum that supports students both classified as at-risk and special needs through which they will be able to explore post secondary career and educational options. They will be monitored by a transitions committee that meets on a monthly basis (Part of the Phase I initiative).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: 11<sup>th</sup> and 12<sup>th</sup> Grade IEP students and at-risk students (PID/AIS) Students will be grouped in advisory classes in 11<sup>th</sup> and 12<sup>th</sup> grades by needs. A transitions committee, consisting of the special ed dept. chair, social worker, college advisor, enrichment representative, transitions coordinator, principal, will meet monthly and monitor progress both academically and for post-secondary planning for each student, regardless of IEP status. Each student will have a fully developed transition plan by the end of the year. Advisories will include transitions planning in the curriculum as well as academic support.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• All CTT teachers will be involved in this initiative (4 teachers) (IDEA ARRA CTT, TL FSF Incremental, Title I SWP, C4E FY 11 HS)</li> <li>• 1 Social Worker (TL FSF)</li> <li>• Coaches (TL SWP 10%)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Review of progress reports by transitions team every 6 weeks;</li> <li>• Transcript analysis and plan implementation;</li> <li>• Parent meetings at least semesterly;</li> <li>• Increased attendance at school and in afterschool activities including tutoring;</li> <li>• Program evaluation and impact analysis at the end of each semester;</li> <li>• 100% enrollment in VESID and transition plan with goals for each student.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As a part of our improving school culture initiative, by June 2011, the school will increase by 20% the number of awards ceremonies and opportunities for recognition of academic achievement with the purpose of developing greater academic motivation for all students in the school.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: All students</b> Each grade team will host monthly events celebrating success in different academic areas. At the end of each semester, students will be celebrated school-wide in a culminating assembly. At the end of the year, we will host a 9<sup>th</sup>-11<sup>th</sup> grade awards ceremony for students and families in addition to the senior awards banquet held in June.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• All grade teams will be involved in the planning and implementation of these events (34 teachers, FSF)</li> <li>• The Parent Coordinator will serve as the liaison to families about the events and celebrations (TL Parent Coordinator HS)</li> <li>• OTPS Funds will be used to support the initiative in terms of supplies and outreach to parents (Title I SWP 1%, TL Children's First Op., FSF, Title I SWP)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Review of honor roll at the end of each marking period with public acknowledgement of success;</li> <li>• School-wide celebrations planned and advertised to families well in advance of dates;</li> <li>• Grade team minutes from planning meetings and weekly check ins with grade team leaders;</li> <li>• Survey of students at the end of each semester;</li> <li>• Attendance and student involvement in school activities will increase by 5% over last year.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the school will improve its retention of male students by 10% through the continued development of the Young Men’s Initiative and the advisory system.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: All male students</b> <b>Responsible Staff: 2 Teachers and YMI coordinator</b></p> <ul style="list-style-type: none"> <li>• We will be going into our second year of hosting a single-gender advisory for our young men and will have a 9<sup>th</sup> and 10<sup>th</sup> grade male advisory. Advisory includes regular check ins and case conferencing around grades, attendance and behavior as well as targeted strategies for supporting struggling students.</li> <li>• Students will be encouraged to join YMI and thereby receive mentors.</li> <li>• We will host <i>Staring at our Future</i> speaker series once a month.</li> <li>• Once a month we will have a mentor/mentee sponsored fun event.</li> <li>• YMI students will form school “buddy” partnerships to support each other.</li> <li>• Each advisory will have a specific project to work together on for the year culminating in an end of year event, performance, etc.</li> <li>• YMI will organize one assembly for the year with all male students involved.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• 2 teachers are involved in this initiative serving as advisors (TL FSF/Children’s First Operating Funds)</li> <li>• OTPS: Support Supplies (Title I SWP)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Increased Retention of male students at SLJ over 4 years with the goal of an 80% retention rate;</li> <li>• Increased numbers of male students in the incoming classes – up to 50% this year from 46% last year.</li> <li>• Enrollment data;</li> <li>• Monitoring of male student progress every six weeks through 9<sup>th</sup> and 10<sup>th</sup> grade; semesterly in 11<sup>th</sup> and 12<sup>th</sup> grades.</li> <li>• AIS plans for PID students.</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the school will improve its communication with parents about involvement in the school community and measure its improvement through the use of LE surveys to reach a 50% overall completion rate and an 8.0 overall score for communication.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: All Parents</b> <b>Responsible Staff: Parent Coordinator, Parent Liaison, Data Manager</b></p> <ul style="list-style-type: none"> <li>• Monthly parent newsletter sent home and posted on the website</li> <li>• Calendar of all special events by grade distributed to parents at the beginning of the year</li> <li>• Family Contact Logs completed by advisors every 3 weeks documenting outreach to parents</li> <li>• All parent inquiries responded to the same day</li> <li>• PTA meetings designed to deliver workshops around parenting and high school issues, i.e. the college application process, financial literacy, on-line (internet) safety, talking to teens about difficult issues, homework help and expectations, etc.</li> <li>• ARIS Parent Link Training and Accessibility</li> <li>• LE Survey events and incentives for completion</li> <li>• Town Hall meetings with Principal and Leadership Team</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p><b>Parent Coordinator: TL Parent Coordinator HS</b> <b>Parent Liaison: TL Children's First Operating Funds</b> <b>OTPS: Title I SWP 1% Parent Involvement, TL Parent Coordinator OTPS</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Increased attendance at PTA meetings (sign in sheets)</li> <li>• Increased number of parents signing in to ARIS;</li> <li>• 100% of parents responded to on the same day (FCLs);</li> <li>• Workshops planned and advertised for PTA;</li> <li>• Special Events Calendar posted and sent home to parents.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	25	29	8	10	NA	1	5	0
10	19	22	3	4	NA	1	6	0
11	6	7	5	5	NA	0	7	0
12	6	6	6	6	NA	0	8	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	In the 9 <sup>th</sup> grade students are supported by a Literacy class that reinforces the learning of reading and writing skills and previews content that will be presented in their English class. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers. We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to have the student build his or his capacity to utilize the school’s curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school’s curriculum. There is also a general resource class that students can be assigned to during 4 <sup>th</sup> or 5 <sup>th</sup> period during the school day to receive academic support.
<b>Mathematics:</b>	In the 9 <sup>th</sup> grade students are supported by a Pre-Algebra class that reinforces the learning of computational and problem solving skills and previews content that will be presented in their Algebra class. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers. We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to have the student build his or his capacity to utilize the school’s curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school’s curriculum. There is also a general resource class that students can be assigned to during 4 <sup>th</sup> or 5 <sup>th</sup> period during the school day to receive academic support.
<b>Science:</b>	We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to have the student build his or his capacity to utilize the school’s curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school’s curriculum. There is also a general resource class that students can be assigned to during 4 <sup>th</sup> or 5 <sup>th</sup> period during the school day to receive academic support. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers.

<b>Social Studies:</b>	<p>We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to have the student build his or his capacity to utilize the school's curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school's curriculum. There is also a general resource class that students can be assigned to during 4<sup>th</sup> or 5<sup>th</sup> period during the school day to receive academic support. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	NA
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The psychologist will advise staff members involved in academic intervention services of possible academic ability and cognitive issues that could be causing a student difficulties as well as give insight into the accompanying behaviors that are exhibited by students requiring intervention services.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>The social worker provides general counseling, one-on-one meetings, weekly support groups, and facilitates parent involvement when a student is identified as at-risk. The social worker will also make referrals to outside resources. The service is provided during school hours and when scheduled, during after-school hours.</p>
<b>At-risk Health-related Services:</b>	NA

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

The school utilizes an Accepted Student's night for students and parents to attend and provide personal information. According to the information recorded during this process, the school is able to evaluate its needs for translation. Also, the school's advisory system permits each advisory to be in regular contact with a student's parents and family. Based on this communication the school can also identify any need for translating documents to any language needed.

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

The findings of the written translation and oral interpretation needs of the school require that all documents be translated into Spanish and oral interpretation be done in Spanish as well. The findings were reported through advisors and during grade team meetings.

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

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

Any written translation services will be done according to need by staff. If staff members cannot translate a document, the school will utilize an outside vendor as recommended by the Department of Education. In the consideration of time, there is a clear expectation of what languages the staff can translate and to what degree they can participate in the process. If there is a need for an outside vendor, the school will immediately reach out for help.

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

Oral interpretation of the Spanish language has been the need identified for the school to this date. Staff can provide oral interpretation during parent-teacher conferences, school events, and during meetings. Based upon the knowledge gathered during Accepted Students night or by the advisors, the school will utilize outside vendors if parents speak a language that cannot be interpreted by the staff.

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

The parental notification will be carried out through the advisory system. Advisors are responsible for informing the school of any needs specific to students assigned to their advisory.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	257,521	228,252	485,773
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,575.21	2,282.52	4,857.73
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,876.05	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,752.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: TBD
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
  - 1- The school will support teachers to make sure that are working towards the appropriate certification.
  - 2- The school will help facilitate the registration of teachers for required examinations to obtain full certification.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy

<p><b>Goal:</b> To increase parental participation within the school.</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Foster increased parent participation through the following indicators<ul style="list-style-type: none"><li>✓ Attendance at parent-teacher-student conferences, PTA and school leadership participation</li><li>✓ Involvement of parent volunteers within the school, etc.</li><li>✓ Increase attendance at Open School Meetings</li></ul></li></ul>
<p><b>Description of Proposed Parent Involvement Program:</b> <i>(Note: Title I Schools must attach a copy of the Title I School Parent Involvement Policy and a sample of the School-Parent Compact.)</i></p> <ul style="list-style-type: none"><li>▪ Communicate bi-monthly (AIS phone calls)</li><li>▪ Encourage more parents to volunteer within the school</li><li>▪ Increase PTA attendance to 25% overall<ul style="list-style-type: none"><li>✓ Offering food</li><li>✓ Offer entertainment by students</li><li>✓ Bringing in outside resources (including health information, money management, adult education information, college and scholarship information, etc.)</li><li>✓ Including PTA meeting schedule on monthly tutoring schedule (mailed home monthly)</li><li>✓ During bi-monthly AIS phone calls, advisors to encourage importance of attending PTA meetings to parents/guardians</li><li>✓ Parent Coordinator and PTA Executive Committee will contact parents/guardians prior to meetings via telephone and mailings</li></ul></li><li>▪ Involve parents in weekly Kid Talk meetings.</li><li>▪ Develop surveys and questionnaires to encourage parental input and ideas regarding their needs and wants within the school.</li><li>▪ Parents at various times throughout the year will be invited to participate in non-classroom activities within the school, e.g.: volunteer opportunities, open houses, arts evenings, Portfolio presentations, class performances, etc.</li></ul>

- A minimum of twice over the course of the school year, advisors will hold individual Parent-Teacher-Student conferences to discuss student goals, achievements, strengths and areas to improve.

## 2. School-Parent Compact

### Strategies for Meeting Goals

The Urban Assembly School for Law and Justice and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

- Between independent reading, whole-class books, textbook assignments and other expository texts, students will read a total of 20 books, or book equivalents, through their humanities courses.

### School Responsibilities

- Vocabulary will be taught using all applicable multiple meanings, a distinctive problem area for ESL and Special Education students.

### The Urban Assembly School for Law and Justice will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - Guidance counselor will research and present ways to improve students' self-esteem and expectations for their own achievements, then invite teachers to work together on developing a supportive and challenging environment for all students in grades 9 and 10 and 11

In order to accommodate this student population, The Urban Assembly School for Law and Justice draws upon the benefits of being a small school. Students are placed in small, heterogeneous classes where regular education students, English Language Learners, and Special Education students work collaboratively in a supportive learning environment. Classroom lessons are hands-on, interactive, and are linked to real-world situations, specifically relating to law. We firmly believe that learning takes place in and outside of the classroom; therefore students are exposed to a variety of guest speakers, field trips, internships, and mentors in the field of law.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
  - English teachers across grades will meet a minimum of once a month to share approaches to skill building, curriculum development and to review student work. This will allow the school to develop a consistent pedagogical approach across the grade levels.

We hold two open school nights throughout the year on October 28<sup>th</sup> and 29<sup>th</sup> and March 18<sup>th</sup> and 19<sup>th</sup>. Parents will be able to attend during the evening on a Thursday or during the afternoon the following day, Friday.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
  - English teachers will meet on a monthly basis with other content area teachers to share approaches to the teaching of reading and writing that can be used within their classrooms

The school will use a common approach to the teaching of essay writing, as well as the teaching of note-taking and other literacy skills—this will help in student development of basic and more advanced skills and will help with elements common across the different Regents exams.

- Portfolios will be used to ensure that teachers are using a variety of different assessments to see what students know and can do. The principal will review scope and sequences for the year and will monitor what goes on in each classroom through period reviews of and meetings

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

In addition to the two open school nights, parents may also contact teachers and staff via phone, email and the online service Teacherease.com throughout the year. Parents can meet with grade teams during the week as well as after school hours.

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents are encouraged to volunteer at many activities throughout the year including: Accepted Student's night, Meet Your Advisory night, the moving up ceremony and the ASLA fair. They are also invited to participate in such class room activities as Moot Court Week, staged readings, and various educational field trips.

**Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



**OPTIONAL ADDITIONAL PROVISIONS**

**Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

**Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)**

The Urban Assembly School for Law and Justice will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

## **Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Urban Assembly School for Law and Justice will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
We fully utilize all data available to us in goal setting for the year. The SLT leads the school in setting priorities for the following school year based on available data and trends.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

We have made sure that we are using our extended day for tutoring in small groups, setting aside time in summer school and after-school in order to implement the curriculum and strategies to prepare all students for High School Graduation and post-secondary planning, including 100% of our seniors applying to college each year.

3. Instruction by highly qualified staff.

We actively pursue hiring highly qualified staff members in accordance with NCLB. We support moving staff members from qualified to highly qualified through supporting their professional development.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All professional development this year is focused on the common core standards, assessment and data analysis.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We use many avenues to attract highly qualified teachers including partnerships with Universities and organizations, such as Math for America Teaching Fellows.

6. Strategies to increase parental involvement through means such as family literacy services.

We support parental involvement through a variety of means including monthly workshops, college process and financial seminars, plus a variety of services offered by CBOs.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our school is organized into grade teams and vertically within departments. Each team reviews academic assessments on a regular basis and modifies accordingly. All teachers are involved in the selection process of appropriate assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student progress is reviewed every three weeks. Students not meeting standards are immediately assigned to additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All students have access to and programs/services are integrated through our advisory program for all grades.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$257,251.00	X	11,12,13,14,15, 19, 20,31,32
Title I, Part A (ARRA)	Federal	X			\$258,252.00	X	11,12,13,14,15,19,20, 31,32
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			\$29,306.00	X	11,12,13,14,15,19,20
Tax Levy	Local	X			\$2,607,812.00	X	11,12,13,14,15,19,20

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school: 2

Students in temporary housing will have availability to meet with the social worker or other counselors in the school. Each student is assigned an advisor who will be in regular communication with the family and will be able to advocate for the student on the school level. Other issues can be addressed in grade team meetings which occur weekly. All teachers will be aware of any supports that a student in the STH population will need. In regards to the support of family needs, an advisor can refer the family to the school's social worker.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	The Urban Assembly School for Law and Justice					
<b>District:</b>	13	<b>DBN:</b>	13K483	<b>School</b>		331300011483

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.6	91.4	90.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	134	128	134				
Grade 10	114	134	118				
Grade 11	106	101	122				
Grade 12	96	102	84				
Ungraded	0	0	0				
<b>Total</b>	<b>450</b>	<b>465</b>	<b>458</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.0	98.7	99.5

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	57.0	77.7	81.0

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	56	4

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	10	13	9
# in Collaborative Team Teaching (CTT) Classes	42	51	56	Superintendent Suspensions	5	4	1
Number all others	6	0	4				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	29	30	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	2	4	5
# receiving ESL services only	4	4	TBD				
# ELLs with IEPs	2	4	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	3	24	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	24.1	36.7	48.5
				% more than 5 years teaching anywhere	13.8	26.7	36.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	83.0	93.9
American Indian or Alaska Native	0.2	0.2	0.4	% core classes taught by "highly qualified" teachers	93.1	85.2	93.8
Black or African American	80.4	80.4	82.8				
Hispanic or Latino	16.9	17.6	15.1				
Asian or Native Hawaiian/Other Pacific	1.8	1.3	1.1				
White	0.4	0.4	0.7				
<b>Male</b>	26.9	27.7	34.5				
<b>Female</b>	73.1	72.3	65.5				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v		v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	-
Multiracial						-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	72.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>	10	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>	18.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>	35.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	7.5	Quality Statement 5: Monitor and Revise	

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>13</b>	School Number <b>483</b>	School Name <b>UA for Law and Justi</b>
Principal <b>Shannon Curran</b>		Assistant Principal <b>n/a</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Renee Hampton/SPED</b>		Guidance Counselor <b>Debby Wallace</b>	
Teacher/Subject Area <b>Jami Weckstein/SPED</b>		Parent <b>Iris Dudley</b>	
Teacher/Subject Area <b>Josh Lupher/Math</b>		Parent Coordinator <b>n/a - on leave</b>	
Related Service Provider <b>n/a</b>		Other <b>Scott Magin, Teacher</b>	
Network Leader <b>Jon Green/Patrick Fagan</b>		Other <b>Anthony Voulgarides, English</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>458</b>	Total Number of ELLs	<b>6</b>	ELLs as Share of Total Student Population (%)	<b>1.31%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. All new students receive the HLIS, informal interview in English and the initial formal assessment. The Principal completes this evaluation. Each year, we administer the NYSESLAT to all ELLs.
  2. Every parent of an ELL receives a letter (in the home language) describing the programs that their son/daughter is eligible for. A meeting is scheduled at the beginning of the year for all ELL families. Each family receives an invitation to the meeting and a follow up phone call for an RSVP within the first month of school.
  3. All forms are distributed and collected at the beginning of the year. Follow up is done for any outstanding forms.
  4. Because our program is so small, all instructional program decisions are done in close consultation with teachers, parents and students (translation provided if necessary). Criteria used are the NYSESLAT scores, interim assessments, student work, grades, and a holistic review of all student data.
  5. 100% of families choose freestanding ESL.
  6. There is no discrepancy between our offerings and parent requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	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"/>
Check all that apply	

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	6	<b>Newcomers (ELLs receiving service 0-3 years)</b>	1	<b>Special Education</b>	5
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	1	<b>Long-Term (completed 6 years)</b>	4

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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			1		1	4		4	6
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>6</b>

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1		3		4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1		1		2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	0	4	0	6

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. We use a departmentalized, collaborative approach with some push in and some pull-out. Classes are heterogeneous.

2. For our ESL minutes per week, we structure this along with the English Language Arts curriculum (240 minutes per week) and an additional pullout class which meets for 240 minutes per week for all levels of students. This gives our ESL students 480 minutes a week.

3. We use the language experience approach along with the academic language development model in our classrooms. Literacy instruction is also infused across all content areas.

4. Our newcomer student (the first one in our school's history) receives additional instructional pull out time including software programs and language lab technology to assist him in building the language skills he needs. We incorporate leveled texts into his independent reading time and he works with a language specialist for pull out. He receives all testing accomodations that he is entitled to for ELA assessments. Our special needs students receive additional support in their CTT classes, literacy class, and resource room.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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

NLA Usage/Support	TBE
100%	

75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. We have targeted intervention services through our SPED program and our Literacy program which provides AIS for SPED ELLs and ELLs. All services are provided in English.

6. We support our students through transitions in offering literacy support as long as students need it, tutoring, small group instruction and CTT classes.

7. We are establishing a language lab now that we have a new ELL in our school.

8. We are not discontinuing any services.

9. All students (SPED, ELLs) are included in all programs at our school and have equal access to services.

10. We provide leveled readers, adapted texts, ESL appropriate text books, teacher created modifications, and language software.
11. Native language support is provided through our language program.
12. Yes.
13. We have a summerbridge program for all incoming 9<sup>th</sup> graders.
14. We offer French.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We send teachers to ELL workshops offered through the DOE and other vendors.
2. We have transition meeting with staff working with new to high school ELLs. We review records, test scores, etc. and make a plan for that student (s).
3. Through our monthly staff meetings and weekly department meetings, we concentrate on different aspects of language acquisition and development for all teachers.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All parents are invited to grade specific as well as school-wide events including monthly PTA meetings.
2. We do not partner specifically for ELL parents but we have many partnerships with CBOs that provide services around immigration issues, college process for undocumented students, and others.
3. We conduct various surveys in order to get feedback from parents.
4. We plan activities according to student needs. If there is something that we are not providing, we will provide it in the future. We are constantly reviewing our plans in accordance with parent needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

Intermediate(I)											2		3		5
Advanced (A)													1		1
Total	0	0	0	0	0	0	0	0	0	0	2	0	4	0	6

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Math <u>Int.Alg.</u>	4		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		1	
Physics				
Global History and Geography	3		0	
US History and Government	4		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We do not have ELLs of this type at our school. If we did, we would use our in-house literacy test as well as the QRI reading assessment.
2. ELLs without SPED seem to be able to increase their scores each year; SPED ELLs have a difficult time with the test.
3. We started a literacy course for the upper grades based in part on the NYSESLAT scores in addition to other assessments.
4. a. We cannot offer tests in other languages because our students have not been exposed to academic language in their native language.
- 4b. We examine our periodic assessment data to inform instructional decisions on a quarterly, semesterly and yearly basis.
- 4c. We are learning about the needs of our ELLs. Our SPED ELLs have not been exposed to native language instruction therefore we do not offer this as an alternative.
5. n/a

**Additional Information**

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

n/a

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		