



# **URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR YOUNG WOMEN**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE  
FOR YOUNG WOMEN**  
**ADDRESS: 283 ADAMS STREET**  
**TELEPHONE: 718-260-2300**  
**FAX: 718-260-2301**

**MARCH 2011**



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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Kelly DeMonaco and Kiri Soares	Principal	Electronic Signature Approved. Comments: Yes
Kiri Soares	Admin/CSA	Electronic Signature Approved.
Traci Tucker	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: She says yes
Mara Lewin Tankel	DC 37 Representative	Electronic Signature Approved. Comments: She approves
Leila Chakravarty	UFT Chapter Leader	Electronic Signature Approved. Comments: Member Already Approved - Don't know why it was originally set to "NO"
Christine Haire	Title I Parent Representative	Electronic Signature Approved. Comments: Approved
Elena Brollo	UFT Member	Electronic Signature Approved. Comments: Member Already Approved - Don't know why it was originally set to "NO"

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Urban Assembly Institute of Math and Science for Young Women (The UA Institute) empowers young women through a rich and rigorous math and science education. Through our partners, students have the opportunity to actively participate in a range of opportunities. Our partners connect our students with role models, mentors, internships, and classes that will inspire them not only to challenge their self-perceptions but also the stereotypes that currently exist for women in math and science today.

We have a wide range of external partners – from Barnard University and NYU-Polytechnic University to Consolidated Edison – that offer students access to ideas and professional women in the fields of math and science. Additionally, our integrated partners The Carrerra Treasure Academy and Girls Inc offer a wide variety of day and after-school programs that provide unique opportunities for students to explore their creative interests in math and science and engage in activities and coursework designed to structure their social-emotional development. With the combination of rigorous academic courses and a foundation of experiences and courses targeted at social development, graduates of the UA Institute will possess the complete package of skills needed to be successful throughout college and to make the choices that positively impact their lives.

Some of our program highlights are:

- Small learning community of no more than 81 students per grade and class sizes between 25-28 students.
- In-school advisors who serve as student advocate, academic counselor, and contact to the parents.
- Dedicated and highly qualified teaching staff who deliver a rigorous and actively engaging, college prep curriculum.
- Extracurriculars such as - Math of Art, Recycling and Art, Graphic Design, Visual Arts, Yearbook, Newspaper, Book Club, Student Government, Cross Country, African Dance, Yoga, Anatomy and Puppetry, Teen Iron Chef, Forensics, MOUSE squad, Chemistry of Beauty Products.
- Celebratory math and science days such as, Sonia Kovalevsky Day, Pi Day, Math Bowls, Avogadro's Number Day and Science Fairs.
- Foreign Language classes - Italian and Spanish classes currently offered.
- State of the art science and technology equipment.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Urban Assembly Institute of Math and Science for Young Women								
<b>District:</b>		13	<b>DBN #:</b>		13K527	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			93.9	94.6	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			97.2	99.17	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		74	88	81	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		72	79	86			72	65.1	81	
Grade 8		0	83	78						
Grade 9		0	0	72	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			2	8	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total		146	250	317	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	0	0	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		0	7	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	5	22	Superintendent Suspensions		0	1	TBD	
Number all others		4	8	5						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	3	1	1	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	1	Number of Teachers	9	16	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	4	4	TBD
				Number of Educational Paraprofessionals	0	0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	12.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	11.1	25	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	75	TBD
American Indian or Alaska Native	1.4	0.4	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.7	77.5	TBD
Black or African American	89	86.4	83.6				
Hispanic or Latino	5.5	8	11.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	2.8	2.8				
White	1.4	2.4	1.3				
Multi-racial							
<b>Male</b>	0	0	0				
<b>Female</b>	100	100	100				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>			
<b>Overall Letter Grade</b>	C			<b>Overall Evaluation:</b>			
<b>Overall Score</b>	45.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	12.4			Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	16.5			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	16.3			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	NR			Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

### MAJOR ACHIEVEMENTS

Two areas of greatest achievement are our school's community and our ability to develop a data-based picture of student progress towards mastering learning targets, individual student learning goals. Establishing our school's culture and working to develop partner and community-based resources have been and continue to be clear priorities for us. Additionally, we successfully collected a broad variety of metrics and developed systems by which that data is consistently used to provide us with deep and varied pictures of student progress.

### [1] School Community and Celebrations

As a school in continuing growth, it is essential for us to continue to define ourselves and develop sustainable relationships. From anecdotal responses of visitors to ongoing self-evaluation from students, teachers, and school leadership, it is clear that this has been a success.

***Our Director of Development increased our involvement with each of our existing partners, and also began planning and hosting events to develop new relationships with community based organizations as well as the private sector. Last year we had our first fundraiser for the school and we were involved in a community fundraiser for Haiti. This year, in collaboration with our PTA and SLT, we are combining our efforts to increase fundraising capacity. In addition, our director of development is working closely with the Urban Assembly, our guidance counselor, and our university partners to develop opportunities for our students to engage in college level courses.***

*Sonia Kovalevsky Day (SK Days), sponsored by the Association of Women in Math, served as a way to recruit staff and students to our school in our first year. Last year, with sponsorship from the Tensor Foundation, we were able to offer math teachers from all over the City the opportunity to participate in professional development and offer our young women the chance to participate in hands-on math workshops that took place in a university setting. Additionally, we hold an annual Science Fair, Math Bowl, and Pi Day. We added Avogadro's Number day on June 2<sup>nd</sup> to further our themes and focus and plan on adding more special event days next year.*

***World AIDS Day, International Women's Day, Bully-Prevention Day, Earth Day 2010, and Mother-Figure/Daughter Honor Roll Tea, Winterfest, and Springfest.***

As an Urban Assembly school, our mission is to educate students with the goal of them becoming successful college graduates.

Parents, representatives from partner organizations, and other students comprised the panel of judges that evaluated each student's portfolio defense. Developing this process is an on-going endeavor. Not only are portfolios new to students, but also they are new to many of our staff and panel members. As 6<sup>th</sup> graders, students presented only one content area for the 1<sup>st</sup> semester. By the second semester, each student will present two academic subject portfolios. By the end of 7<sup>th</sup> grade, students will be ready to present all four academic subjects. As 8<sup>th</sup> graders the young women are given exit interviews and in the 9<sup>th</sup> grade the students were asked to demonstrate skills through working through a problem. At the end of each of the roundtable terms (January and June), teachers, panelists, and students are asked to debrief the process so that we can continually improve upon it and evolve. These voices are not only essential the stable growth of this vital piece of assessment but also a celebration and honoring of student learning.

## [2] Data Integration

The UA Institute gathers and analyzes a number of different metrics to understand and adjust to student progress. The amount and variety of data available to teachers on individual or aggregate groups of students is varied and deep. Teachers have the ability to draw from a large number reports available to them through the interim assessments and report card data. The last three quality reviewers commented on our excellence in data gathering and analysis but our need to further deepen the use at the classroom level. To address this we've made scheduling changes and structured meeting time to facilitate daily use of student data by teachers.

Teachers have three common meeting times programmed in their schedules per week. During their *subject team meetings*, teachers review state standards and student performance in mastering those learning targets (data points include lab performance, interim assessments, report cards, teacher anecdotal reports, advisor referrals, etc.) to evaluate the efficacy of the accelerated scope and sequence of our courses. During *grade team meetings*, teachers use the time to plan interdisciplinary trips and projects, and scaffold skills across content areas. Finally, teachers use student work and performance on standardized tests, report cards, in-class, and class assignments to discuss student progress during weekly *kid-talk meetings*. They use strategies from Mel Levine's Schools Attuned program to structure supports for struggling students.

Each marking period, various report data is compiled (report card grades, interim assessments, standardized test scores, etc.) to evaluate student progress. This data is used to target struggling students for mandated after school extra help. Teachers also receive grade spread data to evaluate student progress on a more macro level. This type of data comparison allows teachers to assess the efficacy of their grading systems, the progress of students between groups, and adjust for needed curricular changes every marking period (6 weeks). The programmed meeting time allow teachers to collaborate and discuss strategies to address the implications of this data.

Advisories are kept small ( $\leq 15$  students) so that teachers have the ability to develop meaningful relationships with the home and so that they have a deeper understanding of each individual in the advisory. Additionally, the structures in place for teachers to act as academic advisors for their advisory students have been successful when used. For example, the academic referral form provides teachers with information needed to act as an informed link between the home and school. Ideally, grade teams post kid-talk notes and outcomes on line so that Advisors are kept abreast of what is happening with their advisees. While one of our greatest strengths are the structures that exist to promote the use of and access to student data, further professional development and supervision is needed to ensure that all teachers effectively use these structures more consistently.

## PERFORMANCE TRENDS AND CRITICAL DILEMMAS

Analysis of our various data metrics, surveys, and quality review outcomes revealed a number of trends and a few dilemmas. Our most positive trend was the achievement of our girls in the high school metrics, particularly in their weighted regents pass rate in math. Unfortunately, further analysis of this same data revealed a marked dip in the performance of our students at the middle school level. This data revealed a need for professional development for our teachers around differentiation

and assessment, with a particular lens to looking at student work and the measures used to evaluate student mastery of learning targets.

Continued growth has also proved to be a challenge and a motivator to our schools' systems and structures. With more students, we have an increased need for solidified disciplinary structures. Additionally, we have found that when teachers are invested in the decision making of the school, the community thrives. So, ongoing development and opportunities for our teachers as school leaders has been and will continue to be essential for our success.

#### [1] Assessment and Differentiation

In addition, we consistently work to research and provide teachers with opportunities that directly address classroom needs. Finally, we believe that as professionals, all members of our staff should undergo a variety of professional development to enrich their skills and knowledge around their areas of expertise. In response to the findings of our data analysis and School Quality review, we've chosen to make a school-wide focus on assessment via exploring Learning Targets. It is our intent that through our inquiry into assessment, we will also address the needs (and thus strategies for) differentiation of instruction.

Weekly, we schedule time to meet as a full staff with our teachers for 75 minute sessions. Last year, we introduced the Santa Cruz Continuum of Teacher Standards and we have been focusing on the area of assessment by working towards having teachers articulate their learning target to their students. Through workshops, lesson planning, and video taping lessons, we continue to develop and building on our understanding of student assessment. This year we focused on problems of practice and had the teachers participate on instructional rounds.

Topics introduced during the full staff meetings are further developed in smaller break-out meetings with teachers. Math and Science teachers have weekly scheduled individual meetings to discuss and develop instructional goals, student strategies, and lesson plans. Additionally, all teachers use subject team meeting time to further develop discipline specific objectives.

***We continue to be proud of our continued work in offering a wide variety of classroom-focused, external learning opportunities to each of our staff members. These workshops include: College Preparatory Math Curriculum Training Sessions [Summer Intensive and Continual PD throughout the year], Channel 13 Celebration of Teaching and Learning, Vocabulary Challenge, Behavioral Support for Special Education Students, and Curriculum Mapping Course. Our Barnard SK Days included teacher workshops on Stereotype Threat (supporting girls in the math and science classroom), Preparing Middle School Students for Science and Math at the College Level (STEM Program), and various other workshops that show teachers how to engage students in a wide variety of exciting math activities. In addition, our teachers attend professional development offered by our SSO, the Urban Assembly.***

Because the UA Institute emphasizes on-going professional development, we have used both grant money and DOE funds to subsidize these opportunities for our teachers. This includes paying for substitute teachers and for workshop fees and supplies.

We are continually open to all teachers' requests for attendance to specific professional development. Every teacher request to attend a professional development opportunity has been granted this year. We strongly support and encourage teacher initiative in developing their own interests.

As we grow, our current commitment to professional development will also grow. This year, we made our literacy coach an assistant principal to provide more consistent in-class support for *all* teachers given that most of our students struggle most in literacy areas. Additionally, she will be able to provide staff with supervisory support so that they have more regular visits and thus opportunities for

growth. Additionally, summer professional development, external workshop (e.g. Mel Levine's *All Kinds of Minds*), and other professional opportunities are already planned for the summer and next year.

## **[2] Systems and Structures to Build Capacity for Continued Growth**

As a new school, issues related to growth will challenge us each year. Formalizing student discipline, continuing to develop structures for distributive leadership, developing teacher leaders, and continuing to integrate the use of data by teachers are of utmost importance.

### **Student Discipline**

Formalizing discipline has been an ongoing process at our school. Believing that a student's acting out is the result of a series of choices, we have added three Social Workers to deal with student issues. We also realized, however, that we need someone to manage the young women after they have been counseled which is why we have hired two Deans this school year, and will hire a third, with classroom experience, for next year.

These forms and reports are still used inconsistently, with some teachers at a high level of integration and others not. Using these reports in conjunction with Kid Talk meetings, advisors facilitate conversations between the home, the student, and the academic teachers. These conversations are a balance of understanding student weaknesses with respect to the curriculum, developing curricular adjustments, and working on learning strategies (both at home and in school) that will raise individual student achievement. The database introduced at the start of this school year has helped to formalize and integrate all of the data points that we use at school.

This year we formalized our cabinet structures as being a combination of our grade team leaders, UFT chapter chair, and school administrators. As the primary decision making body of the school, the team gathers concerns and issues from grade teams and teachers, discusses options and issues at weekly cabinet meetings, and disseminates meeting notes and decisions back, thereby closing the communication loop. This body is also the planning base for our growth into a high school.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, the school structure will be strengthened and be able to more collaborative with school community and build the capacity for community involvement.	TO FURTHER IMPLEMENT STRUCTURES THAT DEEPEN THE SCHOOL THEMES AND CONTINUE TO BUILD COMMUNITY INVOLVEMENT.
IMPROVE OVERALL PERFORMANCE IN MATH FOR ALL STUDENTS BY IMPROVING STUDENT SKILL CAPACITY WITH THE KEY COGNITIVE STRATEGIES OF PRECISION AND PROBLEM FORMULATION.	IMPROVE OVERALL PERFORMANCE IN MATH FOR ALL STUDENTS BY IMPROVING STUDENT SKILL CAPACITY WITH THE KEY COGNITIVE STRATEGIES OF PRECISION AND PROBLEM FORMULATION.
IMPROVE OVERALL STUDENT PERFORMANCE IN ENGLISH LANGUAGE ARTS BY FOCUSING ON STUDENTS’ ABILITY TO MAKE INFERENCES, UTILIZE LITERARY DEVICES, INTERPRET A VARIETY OF TEXTS, AND SUPPORT IDEAS WITH DATA FROM CHARTS AND MAPS	IMPROVE OVERALL STUDENT PERFORMANCE IN ENGLISH LANGUAGE ARTS BY FOCUSING ON STUDENTS’ ABILITY TO MAKE INFERENCES, UTILIZE LITERARY DEVICES, INTERPRET A VARIETY OF TEXTS, AND SUPPORT IDEAS WITH DATA FROM CHARTS AND MAPS
CONTINUE TO BUILD CAPACITY FOR SUSTAINABLE SCHOOL GROWTH	CONTINUE TO BUILD CAPACITY FOR SUSTAINABLE SCHOOL GROWTH



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area**

**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, the school structure will be strengthened and be able to more collaborative with school community and build the capacity for community involvement.</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>o COSA (Committee on Student Affairs) committee will work collaborative with grade teams on Advisory curriculum and schoolwide Advisory events. o Parent Coordinator works with Integrated Partner Staff (Girls Inc and Carrerra) to recruit and engage a large percentage of parents targeted workshops, school events, and student activities. o Director of Development will coordinate and plan fundraising activities to support activities and events o Common Planning Time is again scheduled during the school day for members of the COSA committee to meet and plan events. There are monthly after school committee meetings (these are in place of the monthly UFT grade/subject team meetings). o Per session for teachers (not just on the COSA committee) is available to work and plan events on the committee o COSA committee &amp; Parent Coordinator will schedule meetings and events to accommodate parent needs o COSA committee will develop and distribute at least 2 school-wide surveys via Survey Monkey (and hardcopies) to parents, teachers, and students per term to measure: (1) Pre-assessment of interest/suggestions of activities and events (2) Evaluation of each event that term. o COSA will coordinate with subject and grade teams to help facilitate and plan subject or grade-specific events (e.g. 6th Grade Geography Bowl, Sonia Kovalevsky Day (All Girls Math Day at Barnard), Science Fair, Women’s History Month, etc.) o Integrated Partner Staff (Girls Inc and Carrerra Treasure Academy) will also collaborate with both grade teams and Cosa to develop and execute theme based events.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>o OTPS Resources - General Supplies for events, promotions of events, and student activities</li> <li>o PS Resources - Funding for Full time Positions Parent Coordinator, School Business Manager (aka Director of Development) - Funding for Per Session Hours for COSA meetings and for other teachers to support events - Funding for after school planning time for grade and subject team teachers</li> <li>o Other Fiscal Sources - Girls Inc Project Grow (21st Century Funding) - CAS Carrerra Treasure Academy (various private and public foundation sources) - PSA Fundraising to support student activities</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Weekly check-ins with the school cabinet (which is comprised of all committee chairs) will allow us to follow and support committee work towards articulated goals and outcomes.</p> <p>Twice per term (November and January for the Fall and March and June for the Spring), the cabinet will convene a benchmark check-in to evaluate progress towards articulated goals.</p> <p>The COSA committee will use surveys to measure efficacy of school events, track student, staff, parent, and community participation through attendance and active engagement in COSA activities, and results from the schools Learning Environment Survey to measure projected gains.</p>

**Subject Area**  
**(where relevant) :**

**Math**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>IMPROVE OVERALL PERFORMANCE IN MATH FOR ALL STUDENTS BY IMPROVING STUDENT SKILL CAPACITY WITH THE KEY COGNITIVE STRATEGIES OF PRECISION AND PROBLEM FORMULATION.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Targeted Clinics and After School Sessions</p> <ul style="list-style-type: none"> <li>o NYS Math Scores, Using Acuity Scores, Report Card Grades and Teacher academic referral, grade teams will assign students to extra help or enrichment sessions called clinics. These in-day sessions will be leveled and students will be group according to their weaknesses (and/or strengths) as demonstrated by these three measures. Clinic assignments will change each marking period with each round of new data. Initial clinics will focus on reading comprehension (particularly reading directions and understanding word problems) and problem completion and checking for accuracy.</li> <li>o Girls Inc</li> </ul>

	<p>Project Grow homework help and after school programming will also support student learning. The Math subject team will meet to use available data to make specific study skill recommendations to tutors for after school math help (which will include remediation and enrichment). Classroom Intervisitations – Instructional Rounds Model and Inquiry Project</p> <ul style="list-style-type: none"> <li>o Using the model of Instructional Rounds, the Science and Math team will engage each other in focused observations around particular problems of practice. Throughout the year, the math team will use this goal as an on-going point of observation and evaluation.</li> <li>o Teachers will implement strategies for improving Problem Formulation and Precision College-Readiness skills along with building the content knowledge required for achieving proficiency on the NYS Math tests. They will observe/measure student performance on both standardized measures (e.g. Acuity) and performance based assessments (CPAS). Also, in-class assessments will also be used as metrics. From these data points, they will identify areas of need and develop specific strategies to overcome student learning deficits.</li> <li>o The Math and Science team will select a specific cohort of students to track improvement in math for the schools' CFI Inquiry Project. Each of these teams will meet weekly after school to evaluate progress.</li> <li>Grade Team and Kid Talk Meetings</li> <li>o Grade Teams will meet weekly to share literacy strategies across content areas and review available data on student progress towards school goals.</li> <li>o Individual case conferencing (Kid Talk Meetings) will review student's capacity in reading as a particular focal point in academic achievement – in math (and in core content areas in general).</li> <li>Professional Development</li> <li>o Instructional Rounds. Last year's PD focus was on supporting teachers to develop strategies for differentiation and assessment in their lesson planning and classrooms. Additionally, we will also focused on the 6 models of CTT to support our Special Ed students in the classroom. This year, we will introduce Instructional Rounds as a model to evaluate the progress of these initiatives – their impact and efficacy with respect to student achievement.</li> <li>o Literacy Strategies. During their weekly subject team meetings, the subject team leaders and team administrator will provide small group PD on literacy strategy development for math teachers.</li> <li>o Teacher observations will focus on individual teacher goals as well as school-wide professional development objectives. Additionally for the math teachers, an extra focus for feedback and development will be on strategies used for reading comprehension and the results achieved therein.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>o OTPS - General Supplies and Textbooks for teachers to conduct Instructional Rounds</li> <li>o PS - Per Session: After school meetings for Science &amp; Math Teams (Inquiry Team Funds); Data Specialist (generate data for inquiry team &amp; subject team needs), and both Title I SWP and Title I ARRA (Improved Teacher Quality) for after school professional development.</li> <li>- Per Diem: Per diem for teachers to attend external PD opportunities (e.g. to visit and collaborate with other math teachers at other Urban Assembly schools).</li> <li>o Non Fiscal Resources - Teacher Programming: Common planning times for teachers to engage in inquiry-based collaboration (75 minute weekly subject team, two 45min weekly Grade Team); weekly full</li> </ul>

	<p>staff PD integrated into teacher schedules - Student Programming: students programmed for 300min per week of math instruction</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Weekly observations of math teachers combined with using student work to evaluate the efficacy of observed lessons will allow us to continually track and guide the work of teachers and students towards individual student learning (and targeted cohort) goals.</p> <p>Weekly subject team meetings will center on looking at both teacher and student work products to check-in on both rigor of tasks (in both content and college-readiness skills) and school-wide alignment to scope and sequence.</p> <p>Weekly grade team meetings will center on specific cohorts of students who are not yet at a level of proficiency. Review of student work and development of intervention strategies will be the subject of these meetings.</p> <p>Each marking period (6 per year in October, December, January, April, and June) both subject and grade teams will conduct benchmark evaluation meetings to check in on student progress towards proficiency goals.</p> <p>Instruments used to evaluate mastery: Student classwork and performance on classroom assessments, performance on schoolwide assessments (Acuity, C-PAS, and Portfolio Roundtables), results of course midterm and final assessments, and student work generated in support classes (homework help, clinics, and resource room).</p> <p>Instruments used to track student progress: Individual student learning benchmark documents, student report card performance,</p>

**Subject Area**  
(where relevant) :

**ELA**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IMPROVE OVERALL STUDENT PERFORMANCE IN ENGLISH LANGUAGE ARTS BY FOCUSING ON STUDENTS' ABILITY TO MAKE INFERENCES, UTILIZE LITERARY DEVICES, INTERPRET A VARIETY OF TEXTS, AND SUPPORT IDEAS WITH DATA FROM CHARTS AND MAPS</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>Clinics o Using Acuity Scores, Report Card Grades &amp; Teacher academic referral, students will be assigned extra help sessions called clinics. These sessions will be leveled and students will be group according to their weaknesses (and/or strenghts) as demonstrated by these three measures in ELA. o Clinic assignments will change each marking period. The Humanities subject teams will meet to use available data to make clinic assignments for ELA skills (which will include remediation and enrichment). o Study skills around making inferences, interpreting data and graphics, and evidence based writing will also be focuses of clinic time. Classroom Intervisitations o Humanities Teachers will implement strategies for improving these targeted skills and use an observation rubric to gauge student performance as a result of implementing these strategies. Observations will be done using both prep time and video. Grade Team &amp; Kid Talk Meetings o Grade Teams will meet weekly to share strategies across content areas and review available data on student progress towards school goals. o Individual case conferencing (Kid Talk Meetings) will review student's capacity in these targeted skill areas as a particular focal point in academic achievement – in ELA (and in core content areas in general). Professional Development o Instructional Rounds. Last year's PD focus was on supporting teachers to develop strategies for differentiation and assessment in their lesson planning and classrooms. Additionally, we also focused on the 6 models of CTT to support our Special Ed students in the classroom. This year, we will introduce Instructional Rounds as a model to evaluate the progress of these initiatives – their impact and efficacy with respect to student achievement. o Teacher observations will focus on individual teacher goals as well as school-wide professional development objectives. Additionally for the Humanities teachers, an extra focus for feedback and development will be on strategies used for targeted skills and the results achieved therein.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include 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>o OTPS - General Supplies and Textbooks for teachers to conduct Instructional Rounds o PS - Per Session: After school meetings for Humanities and Language Teams (Inquiry Team Funds); Data Specialist (generate data for inquiry team &amp; subject team needs), and both Title I SWP and Title I ARRA (Improved Teacher Quality) for after school professional development. - Per Diem: Per diem for teachers to attend external PD opportunities (e.g. to visit and collaborate with other humanities teachers at other Urban Assembly schools). o Non Fiscal Resources - Teacher Programming: Common planning times for teachers to engage in inquiry-based collaboration (75 minute weekly subject team, two 45min weekly Grade Team); weekly full staff PD integrated into teacher schedules - Student Programming: students programmed for 300min per week of humanities instruction</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Weekly observations of math teachers combined with using student work to evaluate the efficacy of observed lessons will allow us to continually track and guide the work of teachers and students towards individual student learning (and targeted cohort) goals.          Weekly subject team meetings will center on looking at both teacher and student work products to check-in on both rigor of tasks (in both content and college-readiness skills) and school-wide alignment to scope and sequence.</p> <p>Weekly grade team meetings will center on specific cohorts of students who are not yet at a level of proficiency. Review of student work and development of intervention strategies will be the subject of these meetings.</p> <p>Each marking period (6 per year in October, December, January, April, and June) both subject and grade teams will conduct benchmark evaluation meetings to check in on student progress towards proficiency goals.</p> <p>Instruments used to evaluate mastery: Student classwork and performance on classroom assessments, performance on schoolwide assessments (Acuity, C-PAS, and Portfolio Roundtables), results of course midterm and final assessments, and student work generated in support classes (homework help, clinics, and resource room).</p> <p>Instruments used to track student progress: Individual student learning benchmark documents, student report card performance,</p>
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**Subject Area**  
 (where relevant) :

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>CONTINUE TO BUILD CAPACITY FOR SUSTAINABLE SCHOOL GROWTH</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Committees &amp; School Structures  o Committees have established at least 3 primary goals &amp; action plans for the year by September 15th  o Committee chairs are members of cabinet, which will convene it's first weekly meeting on September 21st  o Committee chairs will provide cabinet with weekly updates on progress toward year goals  o Cabinet will make adjustments and revisions to committee goals as needed  GradeTeam &amp; Subject Teams  o At least 3 Goals &amp; and Fall Agendas are set by October 6th; spring agendas and goals are set by December 15th  o Interim evaluation report of progress towards goals is submitted to cabinet by December 23rd  Curriculum &amp; Instruction  o Weekly team meetings to accomplish goals  o Weekly work with Achievement coach to support work in Instructional Rounds, Differentiation, and Assessment.  Community Partnerships  o Meetings with partners to develop new relationships</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>o Per Session for committee meetings, curriculum development  o Funding for Positions: Parent Coordinator &amp; Director of Development and Partnerships  o Scheduling committee work time within the program day  o OTPS – for event supplies, parent outreach, and event materials  o Fully Integrated (and externally funded) Partnerships – Girls Inc (21st Century Funding) &amp; CAS Carrerra Treasure Academy (various funding sources)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>  Weekly cabinet meetings to check-in and support progress towards committee goals, and to approve alterations or ammendments to expected outcomes.</p> <p>Twice per term (November and January for the Fall and April and June for the Spring)  benchmark cabinet meetings to evaluate progress towards goals and efficacy of outcomes.</p> <p>Instruments of measure: Committee products (e.g. recruitment events for Hiring and Recruitments, student programs for scheduling)</p>

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**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	80	80	80	80		10	40	80
7	80	80	80	80		3	20	80
8	80	80	15	38	10	4	30	80
9	80	40	13	15	24	10	15	80
10	67	67	15	15	12		23	66
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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>	<p><input type="checkbox"/> Twice a week, all general education students are provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Literacy Clinics. Here students work on specific literacy and study skills.</p> <p>In addition to their regular SETTS or CTT programs, students with individual education plans will work with our Special Education teacher and/or CTT teacher on both skill work and social development in addition to working on specific literacy skill development. These students will meet in small group literacy clinics at least 4 periods per week.</p> <p>After school and during lunch tutoring sessions (with small groups of no more than 5:1) are mandated for students with IEPs and for our students who performed in the schools' lowest third on last year's NYS ELA exam.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> Twice a week, all general education students are provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Literacy Clinics. Here students work on specific numeracy and study skills.</p> <p>In addition to their regular SETTS or CTT programs, students with individual education plans will work with our Special Education teacher and/or CTT teacher on both skill work and social development in addition to working on specific numeracy skill development. These students will meet in small group numeracy clinics at least 4 periods per week.</p> <p>After school and during lunch tutoring sessions (with small groups of no more than 5:1) are mandated for students with IEPs and for our students who performed in the schools' lowest third on last year's NYS Math exam.</p>
<b>Science:</b>	<p><input type="checkbox"/> Students are being provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Science Clinics. Here students work on specific science content. Students also get the opportunity to work one-on-one with their teachers on class work. Students designated to receive special services work with our Special Education</p>

	<p>teacher and/or CTT teacher on both skill work and Science homework that they are struggling with. In addition, teachers can mandate any student who is struggling in their classes have “homework help” mandated after school for an hour.</p>
<b>Social Studies:</b>	<p><input type="checkbox"/> Students are being provided with 45 minutes of small group instruction (there are no more than 15 students per class) in Humanities Clinics. Here students work on specific science content. In these clinics, students also get the opportunity to work one-on-one with their teachers and tutors on class work. Students designated to receive special services work with our Special Education teacher and/or CTT teacher on both skill work and Humanities homework that they are struggling with. In addition, teachers can mandate any student who is struggling in their classes have “homework help” mandated after school for an hour.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><input type="checkbox"/> Our guidance counselor works with individual students during the day (mandated students are pulled out of elective as well as at risk students). Students are referred to her via student advisors, Kid Talk recommendations, and academic teacher referrals. In addition, she provides special events and workshops to educate and support our young women on issues that effect them.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><input type="checkbox"/> Students with IEPs and students who need evaluations are services by the DOE school psychologist on a weekly basis. In addition, at-risk students see the psychologist that we have from Interborough Hospital – she is onsite two days a week.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><input type="checkbox"/> Our social workers (four of them) work with individual students during the day (mandated students are pulled out of elective as well as at risk students). Students are referred to social workers via student advisors, Kid Talk recommendations, and academic teacher referrals. They also hold group intervention talks with students during the school day as well as half-day workshops for the day on such topics as; <i>Young Women’s Health, Bully Prevention, and World AIDS Day.</i></p>
<b>At-risk Health-related Services:</b>	<p><input type="checkbox"/></p> <p>We have an extensive array of health-related services in both the middle school and the high school. In the middle school, we have two courses that each meet weekly to focus on age-appropriate health and wellness issues. In addition, through the services provided to the middle school by the Carrerra Treasure Academy, students have access to physical and mental health services through Mount Sinai and through the Helen Keller Foundation.</p> <p>In the high school, Girls Inc provides both in-day and after school programming that focuses on age-appropriate health and wellness, including sexuality, relationships, drug and pregnancy prevention education, and financial literacy (as a means for empowerment and healthy choices)</p>

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

*NCLB/SED requirement for all schools*

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

**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)**

**9th**

**Number of Students to be Served:**

**LEP 2**

**Non-LEP N/A**

**Number of Teachers 1**

**Other Staff (Specify) CTT teachers**

**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.

□ The program that we offer for the two ninth grade LEP students, one of whom is proficient in listening and speaking, and advanced in reading and writing, includes two literacy clinics per week, and four ELA/Humanities classes per week, as well as a Foreign Language and Literacy class to further develop literacy and language skills. The language of instruction in the content area classes is English, and the language of instruction in the Foreign Language classes is Spanish. The rationale for the clinics are that they are based on periodic assessment data and provide time for the two LEP students to read, listen, speak and write in English, and to improve overall literacy skills. The rationale for the ELA/Humanities program is that LEP students receive integrated and interdisciplinary instruction to help them meet content standards and literacy standards. The rationale for the Foreign Language and Literacy class is that it provides students with a foundation to understand the conventions of Language. The clinic program is 45 minutes two times per week, equaling 90 minutes per week. The ELA/Humanities class is 300 minutes per week, and the Foreign Language and Literacy class is 300 minutes per week. The program duration is throughout the 2009-2010 school year. The students receive 300 minutes of instruction, plus 90 minutes of clinic instruction from a teacher skilled in the scaffolding instruction for all types of learners.

#### **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.

□ The school's professional development program includes development in areas that allow teachers and staff responsible for the delivery of instruction and services to limited English proficient students to best learn to address their needs. This includes understanding learning pathways using the Schools Attuned model, developing learning targets around literacy and language and assessments of reading, writing, listening and speaking skills. Also, we focus on the development of differentiated strategies for instructing all learners. Our professional development also focuses on the seven habits of a reader, and literacy strategies. These literacy strategies are particularly addressed in ELA/Humanities, Math, Science and Foreign Language and Literacy subject team meetings, and in the 9<sup>th</sup> grade team meetings to develop strategies to address the needs of the two LEP students in the 9<sup>th</sup> grade.

#### **Section III. Title III Budget**

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**School: UA Institute of Math & Science for Young Women**  
**BEDS Code: 331300011527**

<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	595.00	<input type="checkbox"/> Translation Services – 12 hours of ELL support at per session rate.
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	500.00	<input type="checkbox"/> Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
<b>Educational Software (Object Code 199)</b>	To Be Ordered	<input type="checkbox"/> Rosetta Stone – Spanish/English
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>1095</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**

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

Our parent coordinator provides all copies of all city materials to parents in native languages whenever needed. In addition, we recruit members of staff to translate on paper for messages and communications home.

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 overwhelming majority of our families (97%) are English speaking. Of the 3%, the majority are Spanish speaking (5 families). To support these families, we have 4 teachers and 1 administrator who are Spanish speaking. Of the remaining families that do not speak English, one speaks Bengali and one speaks Urdu. We have one member on staff who speaks Urdu, but can also communicate with our Bengali family. We translate important letters home.

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

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

We use the translation services provided by the DOE to both translate materials and provide translated. We have Spanish speaking staff members who sit in on conferences where Spanish is required, and when needed, our parent coordinator reaches out to phone translational services to facilitate calls home. We have provided parents with The Bill of Rights, the DOE discipline code, and lunch forms in Spanish. We provide parents with permission slips in Spanish when needed (in a timely fashion, we have a handful of students so the Spanish speaking staff have fast turn around) and we have appropriate signage in the building in Spanish.

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.

□

We have sufficient native language staff members to support our families who speak Spanish, Urdu, and Bengali. Thus we are fortunate to be able to offer in-house translation services for all parent meetings and conferences.

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>.

□

Over 99% of our students' families speaking English and/or Spanish. However there is no one primary language other than English spoken by more than 10% of our students' families. However, we will continue to offer interpretation services for any family that is in need – this includes the Parent bill of Rights, our School Safety Plan, and signage.

## 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	286,822	121,907	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,087		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,436	*	
4. Enter the anticipated 10% set-aside for Professional Development:	40,873	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100

6. If the percentage of high quality teachers during 2009-2010 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.

Additionally – we are providing support to our teachers who are pursuing dual licensing in Special Education.

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **UA INSTITUTE PARENTAL INVOLVEMENT POLICY**

As a Title I school, the UA Institute of Math and Science for Young Women, happily complies with the requirement to consult with and incorporate the suggestions of all parents/parent groups in the development of UA Institute educational programs and the allocation of Title I money to fund these programs.

English language proficiency and overall academic performance.

Parents will be notified, for any reason throughout the school year, if a non-certified teacher will be heading a class for four or more consecutive weeks.

The amount and distribution of funds will be determined through a confidential ballot. All information regarding Title I funds for parent involvement will be discussed at the UA Institute’s Parent Staff Association (PSA), which is held the last Wednesday of every month. At this time, parents will be given the opportunity to ask questions, raise concerns and select programs associated with Title I money.

Standard Operating Procedures and parental choices into considerations when developing programs with Title I money.

## 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

UA INSTITUTE-PARENT COMPACT

These topics, however, are also covered at UA Institute’s mandated new student orientations. Orientations are held in both May and September.

If for any reason a parent can not attend a PSA meeting or arrange a conference at the school, they can also request a copy, either verbally or in writing, of the meetings agenda and/or vote for issues covered through the use of an absentee ballot.

Both the UA Institute and the parents of children attending the UA Institute are expected to work together to ensure the academic and personal success of every student.

The school requires that each child’s parent is accessible by phone and makes available time to visit the school when a parent conference is requested. The school also requires that each child’s parent takes an active role in continuing their child’s education at home through homework help, assisting in developing good organizational skills and engaging their child in conversation about school.

Such examples of accommodations are to move PSA meetings to wheelchair accessible rooms and/or to provide written school material/meeting notes in a parent’s native language.

#### School-Parent Compact

Dear UA Institute,

My daughter \_\_\_\_\_, accepts the offer to attend the Urban Assembly institute of Math and Science for Young Women. By signing this commitment, I agree to and understand the following:

The UA Institute is committed to providing my daughter with a safe, positive learning environment where she will be challenged through high expectations and a rigorous academic curriculum.

The UA Institute will make every attempt to schedule school events and parent meetings at times that are convenient to working parents or to parents with additional children.

My daughter, if required, has my support in participating in all additional academic assistance provided by the school, such as after-school and lunch-time tutoring, study hall, advisory meetings, speaker series, visits with our school partners and educational field trips.

·My daughter will complete all homework and in-class projects expected of her.

Such meetings consist of Parent Staff Association, Parent/Teacher Conferences, school performances and special events.

I understand that I must be available, both via the phone and for meetings, to discuss my daughter’s academic and personal growth with the school staff when necessary

I understand that I am always encouraged to visit the UA Institute, participate with my child in the classroom, ask questions and raise concerns with the school staff regarding my daughter’s education.

I will inquire about my child’s homework, help her when I am able to do so and sign any required paperwork

Sincerely,

\_\_\_\_\_

(Parent/Guardian Signature)

\_\_\_\_\_

(Please print parent/guardian name)

### **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.

□

#### MAJOR ACHIEVEMENTS

Two areas of greatest achievement are our school's community and our ability to develop a data-based picture of student progress towards mastering learning targets, individual student learning goals. Establishing our school's culture and working to develop partner and community-based resources have been and continue to be clear priorities for us. Additionally, we successfully collected a broad variety of metrics and developed systems by which that data is consistently used to provide us with deep and varied pictures of student progress.

#### **[1] School Community and Celebrations**

As a school in continuing growth, it is essential for us to continue to define ourselves and develop sustainable relationships. From anecdotal responses of visitors to ongoing self-evaluation from students, teachers, and school leadership, it is clear that this has been a success.

***Our Director of Development increased our involvement with each of our existing partners, and also began planning and hosting events to develop new relationships with community based organizations as well as the private sector. This year we had our first fundraiser for the school and we were involved in a community fundraiser for Haiti.***

***Sonia Kovalevsky Day (SK Days), sponsored by the Association of Women in Math, served as a way to recruit staff and students to our school in our first year. Last year, with sponsorship from the Tensor Foundation, we were able to offer math teachers from all over the City the opportunity to participate in professional development and offer our young women the chance to participate in hands-on math workshops that took place in a university setting. Additionally, we hold an annual Science Fair, Math Bowl, and Pi Day. We added Avogadro's Number day on June 2<sup>nd</sup> to further our themes and focus and plan on adding more special event days next year.***

***World AIDS Day, International Women's Day, Bully-Prevention Day, Earth Day 2010, and Mother-Figure/Daughter Honor Roll Tea, Winterfest, and Springfest.***

As an Urban Assembly school, our mission is to educate students with the goal of them becoming successful college graduates.

Parents, representatives from partner organizations, and other students comprised the panel of judges that evaluated each student's portfolio defense. Developing this process is an on-going endeavor. Not only are portfolios new to students, but also they are new to many of our staff and panel members. As 6<sup>th</sup> graders, students presented only one content area for the 1<sup>st</sup> semester. By the second semester, each student will present two academic subject portfolios. By the end of 7<sup>th</sup> grade, students will be ready to present all four academic subjects. As 8<sup>th</sup> graders the young women are given exit interviews and in the 9<sup>th</sup> grade the students were asked to demonstrate skills through working through a problem. At the end of each of the roundtable terms (January and June), teachers, panelists, and students are asked to debrief the process so that we can continually improve upon it and evolve. These voices are not only essential the stable growth of this vital piece of assessment but also a celebration and honoring of student learning.

## [2] Data Integration

The UA Institute gathers and analyzes a number of different metrics to understand and adjust to student progress. The amount and variety of data available to teachers on individual or aggregate groups of students is varied and deep. Teachers have the ability to draw from a large number reports available to them through the interim assessments and report card data. The last three quality reviewers commented on our excellence in data gathering and analysis but our need to further deepen the use at the classroom level. To address this we've made scheduling changes and structured meeting time to facilitate daily use of student data by teachers.

Teachers have three common meeting times programmed in their schedules per week. During their *subject team meetings*, teachers review state standards and student performance in mastering those learning targets (data points include lab performance, interim assessments, report cards, teacher anecdotal reports, advisor referrals, etc.) to evaluate the efficacy of the accelerated scope and sequence of our courses. During *grade team meetings*, teachers use the time to plan interdisciplinary trips and projects, and scaffold skills across content areas. Finally, teachers use student work and performance on standardized tests, report cards, in-class, and class assignments to discuss student progress during weekly *kid-talk meetings*. They use strategies from Mel Levine's Schools Attuned program to structure supports for struggling students.

Each marking period, various report data is compiled (report card grades, interim assessments, standardized test scores, etc.) to evaluate student progress. This data is used to target struggling students for mandated after school extra help. Teachers also receive grade spread data to evaluate student progress on a more macro level. This type of data comparison allows teachers to assess the efficacy of their grading systems, the progress of students between groups, and adjust for needed curricular changes every marking period (6 weeks). The programmed meeting time allow teachers to collaborate and discuss strategies to address the implications of this data.

Advisories are kept small ( $\leq 15$  students) so that teachers have the ability to develop meaningful relationships with the home and so that they have a deeper understanding of each individual in the advisory. Additionally, the structures in place for teachers to act as academic advisors for their advisory students have been successful when used. For example, the academic referral form provides teachers with information needed to act as an informed link between the home and school. Ideally, grade teams post kid-talk notes and outcomes on line so that Advisors are kept abreast of what is happening with their advisees. While one of our greatest strengths are the structures that exist to promote the use of and access to student data, further professional development and supervision is needed to ensure that all teachers effectively use these structures more consistently.

## PERFORMANCE TRENDS AND CRITICAL DILEMMAS

Analysis of our various data metrics, surveys, and quality review outcomes revealed a number of trends and a few dilemmas. Our most positive trend was the demonstrative improvement the academic performance of our struggling and middle-level students. Unfortunately, further analysis of this same data revealed a marked dip in the performance of our higher achieving students. This data revealed a need for professional development for our teachers around differentiation and assessment.

Continued growth has also proved to be a challenge and a motivator to our schools' systems and structures. With more students, we have an increased need for solidified disciplinary structures. Additionally, we have found that when teacher are invested in the decision making of the school, the community thrives. So, ongoing development and opportunities for our teachers as school leaders has been and will continue to be essential for our success.

## [1] Assessment and Differentiation

In addition, we consistently work to research and provide teachers with opportunities that directly address classroom needs. Finally, we believe that as professionals, all members of our staff should undergo a variety of professional development to enrich their skills and knowledge around their areas of expertise. In response to the findings of our data analysis and School Quality review, we've chosen to make a school-wide focus on assessment via exploring Learning Targets. It is our intent that through our inquiry into assessment, we will also address the needs (and thus strategies for) differentiation of instruction.

Weekly, we schedule time to meet as a full staff with our teachers for 75 minute sessions. Last year, we introduced the Santa Cruz Continuum of Teacher Standards and we have been focusing on the area of assessment by working towards having teachers articulate their learning target to their students. Through workshops, lesson planning, and video taping lessons, we continue to develop and building on our understanding of student assessment. This year we focused on problems of practice and had the teachers participate on instructional rounds.

Topics introduced during the full staff meetings are further developed in smaller break-out meetings with teachers. Math and Science teachers have weekly scheduled individual meetings to discuss and develop instructional goals, student strategies, and lesson plans. Additionally, all teachers use subject team meeting time to further develop discipline specific objectives.

***We continue to be proud of our continued work in offering a wide variety of classroom-focused, external learning opportunities to each of our staff members. These workshops include: College Preparatory Math Curriculum Training Sessions [Summer Intensive and Continual PD throughout the year], Channel 13 Celebration of Teaching and Learning, Vocabulary Challenge, Behavioral Support for Special Education Students, and Curriculum Mapping Course. Our Barnard SK Days included teacher workshops on Stereotype Threat (supporting girls in the math and science classroom), Preparing Middle School Students for Science and Math at the College Level (STEM Program), and various other workshops that show teachers how to engage students in a wide variety of exciting math activities. In addition, our teachers attend professional development offered by our SSO, the Urban Assembly.***

Because the UA Institute emphasizes on-going professional development, we have used both grant money and DOE funds to subsidize these opportunities for our teachers. This includes paying for substitute teachers and for workshop fees and supplies.

We are continually open to all teachers' requests for attendance to specific professional development. Every teacher request to attend a professional development opportunity has been granted this year. We strongly support and encourage teacher initiative in developing their own interests.

As we grow, our current commitment to professional development will also grow. This year, we made our literacy coach an assistant principal to provide more consistent in-class support for *all* teachers given that most of our students struggle most in literacy areas. Additionally, she will be able to provide staff with supervisory support so that they have more regular visits and thus opportunities for growth. Additionally, summer professional development, external workshop (e.g. Mel Levine's *All Kinds of Minds*), and other professional opportunities are already planned for the summer and next year.

## [2] Systems and Structures to Build Capacity for Continued Growth

As a new school, issues related to growth will challenge us each year. Formalizing student discipline, continuing to develop structures for distributive leadership, developing teacher leaders, and continuing to integrate the use of data by teachers are of utmost importance.

### Student Discipline

Formalizing discipline has been an ongoing process at our school. Believing that a student's acting out is the result of a series of choices, we have added three Social Workers to deal with student issues. We also realized, however, that we need someone to manage the young women after they have been counseled which is why we have hired two Deans this school year, and will hire a third, with classroom experience, for next year.

These forms and reports are still used inconsistently, with some teachers at a high level of integration and others not. Using these reports in conjunction with Kid Talk meetings, advisors facilitate conversations between the home, the student, and the academic teachers. These conversations are a balance of understanding student weaknesses with respect to the curriculum, developing curricular adjustments, and working on learning strategies (both at home and in school) that will raise individual student achievement. The database introduced at the start of this school year has helped to formalize and integrate all of the data points that we use at school.

***Teacher Leadership*** This year we formalized our cabinet structures as being a combination of our grade team leaders, UFT chapter chair, and school administrators. As the primary decision making body of the school, the team gathers concerns and issues from grade teams and teachers, discusses options and issues at weekly cabinet meetings, and disseminates meeting notes and decisions back, thereby closing the communication loop. This body is also the planning base for our growth into a high school.

### 2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Targeted support for students in the school's lowest third (In Middle School - on math and ela state assessments; in High school - as defined by Math Regents' scores and credit accumulation). This support includes clinics, after school intervention, grade team strategy development and implementation (with benchmark tracking), and individual student tracking and conferencing on progress by advisor. The main goal for all students in the schools' lowest third (and/or those with IEPs) is to achieve a minimum level of proficiency (Level 3 or 65 on Regents exam) or higher.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See pages 14 – 23.

o Help provide an enriched and accelerated curriculum.

- See pages 14 – 23.
  - o Meet the educational needs of historically underserved populations.
  
- See pages 14 – 23.
  - o 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.
  
- See pages 14 – 23.
  - o Are consistent with and are designed to implement State and local improvement, if any.
  
- See pages 14 – 23.
 

3. Instruction by highly qualified staff.
  
- See page 6.
 

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.
  
- See pages 14 – 23

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  
- We attend hiring fairs, advertise online, and contact universities. Additionally, we’ve allocated funds to a hiring organization called RISE whose main goal is to find highly qualified teachers who have 2 or more years working with schools in urban settings.
 

6. Strategies to increase parental involvement through means such as family literacy services.
  
- We provide after school and Saturday workshops through with the support of our integrated partners, Girls Inc, and the Carrera program.
 

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 teachers are involved in the C-PAS assessment - as UA teacher leaders and through their Subject and Grade Team meetings. Additionally, grade committee chairs are part of the decision making body of the school (the cabinet) and our teacher-led committees plan and execute professional development, establish disciplinary policies, plan and execute student events with parent and community outreach, schedule and program the school, and hire and recruit staff and students..

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.

□ See pages 10, 15-22.

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.

□

□ We have two non-profit organizations that offer programs to our young women that are thoroughly integrated into the fabric of our school. They are Girls Incorporated NYC and Dr. Carrera's Stop Teen Pregnancy program.

Girls Incorporated (Girls Inc) Girls Inc offers our school innovative programs that help girls confront subtle societal messages about their value and potential, and prepares them to lead successful, independent, and fulfilling lives. Girls Inc programs encourage girls to take risks and master physical, intellectual and emotional challenges. Major programs address math and science education, pregnancy and drug abuse prevention, media literacy, economic literacy, adolescent health, violence prevention, and sports participation.

Their approach centers on the belief that success in school, meaningful employment, access to quality medical and health services, and interactions with high caliber, role model adults, have a positive effect on teens. The program within our school, The Carrera Treasure Academy, includes seven components: educational support, career awareness and job club, lifetime sports, creative expression, comprehensive medical and dental services, mental health services and family life and sex education. Their mission is to provide support to our school through implementing programs to reduce teen pregnancy in their communities. The programs is designed to offer teens a supportive and nurturing environment, where they can learn about sexual responsibility while developing goals and aspirations for life. Simultaneously, parents are involved in The Carrera Treasure Academy to learn how they can assist in their child's development.

Both organizations are housed within the school building and offer classes for our students during the school day (Health, Nutrition, and Physical Education, Economic Literacy, Body Image, and Violence Prevention/Anger Management Groups), after school (Homework Help and Clubs – ING Investment, Student Government, Photography, and Book Clubs), and facilitate workshops on the weekends for our young women and their families (Economic Literacy, Technology Literacy (Job Training), Sex Education, and Math/Science Appreciation Days.

In addition to these two organizations, we have a psychologist from Interborough Development Mental Health Associates that comes in once a week to work with our at-risk population – offering extra support to our already rich in-school team of Mental Health experts. Finally, we have used the services of the Crown Heights Mediation Center to offer workshops and training in peer mediation and violence prevention.

## **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 specifically 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.</i> , Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool ( <i>Refer to Galaxy for school allocation amounts</i> )	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
		Yes	No	N/A				

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<sup>1</sup>**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.

<sup>2</sup>**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 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.

**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.
  - N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - N/A
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;
    - N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
N/A

c. Minimize removing children from the regular classroom during regular school hours;  
N/A

4. Coordinate with and support the regular educational program;  
N/A

5. Provide instruction by highly qualified teachers;  
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
N/A

7. Provide strategies to increase parental involvement; and  
N/A

8. Coordinate and integrate Federal, State and local services and programs.  
N/A

## **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:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have 4 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We provide these students with the following services:

- Academic Support
- Counseling Services
- Intervention Programs
- Parental Involvement Outreach

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

5

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

We provide these students with the following services:

- Academic Support
- Counseling Services
- Intervention Programs
- Parental Involvement Outreach

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_13K527\_112210-101427.doc

## 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>Urban Assembly</b>	District <b>13</b>	School Number <b>527</b>	School Name <b>Urban Assembly Insti</b>
Principal <b>Kelly DeMonaco/Kiri Soares</b>		Assistant Principal <b>Carrie Esposito</b>	
Coach <b>Nzinga Ebron</b>		Coach	
Teacher/Subject Area <b>Elizabeth Luscombe/Spanish</b>		Guidance Counselor <b>Jennifer Jackson</b>	
Teacher/Subject Area <b>Sandy Ting/Special Education</b>		Parent <b>type here</b>	
Teacher/Subject Area		Parent Coordinator <b>Carol Jones</b>	
Related Service Provider		Other	
Network Leader <b>Jonathan Green</b>		Other	

#### 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>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</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>0</b>

#### C. School Demographics

Total Number of Students in School	<b>0</b>	Total Number of ELLs	<b>3</b>	ELLs as Share of Total Student Population (%)	<b>%</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.

The Urban Assembly Institute of Math and Science for Young Women, 13K527, is an all girls school located in downtown Brooklyn, New York. At present, the school shares the building with two other schools. However, each school has developed its own organization with different start and stop times. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. Most of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

The Urban Assembly Institute of Math and Science for Young Women has a population of students that come from culturally diverse backgrounds. The majority of which are Caribbean-American. We have a few Latinas and Caucasian students as well. Our English Language Learner population consists of three students in the 9th and 10th grades. We offer ESL services to entitled general education and special education students. The ELL Special Education population has one student in it.

#### Parent Choice

When a student is admitted into the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient if the child is eligible. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and parents can visit classes at the UA Institute as well as visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										1	2			3
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	2	0	0	3

### B. ELL Years of Service and Programs

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

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2
<b>Total</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2

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											2			2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</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	
	EL L	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								
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>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino: <u>2</u>
Native American:	White (Non-Hispanic/Latino): Other: <u>1</u>

**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											2			2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>								

## 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.

The Urban Assembly Institute of Math and Science for Young Women implements an inclusion English as a Second Language (ESL) Program with a supplementary clinic taught by a teacher who is in the process of ELL certification or who has received professional development in ELL scaffolding. The primary goal of the program is to assist students in achieving English Language proficiency as soon as possible. Goals of the program included:

- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

#### Freestanding English as a Second Language Program

In the Freestanding ESL component we have three students. They attend 300 minutes of Humanities (ELA) a week and 90 minutes of ELL Clinic/Resource Clinic a week. Students receive additional support in after school tutoring sessions (60 minutes once a week) and in Push-In classes. Depending on the students' proficiency levels, they will receive from 180 minutes to 360 minutes a week of ESL Push-In assistance in their classroom. All teachers in the ESL program will be fully certified ASAP.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are working on getting fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

#### Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction across the curriculum. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

#### Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create supplementary programs for struggling learners in our school. As our ELL population grows we will begin to include ELLs and their families into the following programs:

- After School: ELL support occurs in our after-school homework help.
- Saturday Parent Workshops: We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Winter and Spring Fest, Cultural Diversity Day, Honor Roll Tea, and our Talent Showcase. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's brochure, and letters home. Additionally, interpretation services are available on a daily basis help in communication between school staff and parents. We currently have five Spanish-speaking staff members, one French-speaking staff member, one Cantonese-speaking staff member which help in communications with parent who speak a language other than English at home.

## VI. Assessment Analysis

### NYSESLAT

We will gather and use NYSESLAT data when it becomes available and relevant to the growth of the ELL population. For the ELL student who went through the program for one year, she was assessed on the NYSELAT as “advanced” in reading and writing, and “proficient” in listening and speaking, which showed growth for her, and is evidence of the efficacy of the program. For our new ELL student, we will monitor her progress through periodic assessments, conferencing, and classroom based assessment until the NYSELAT test is taken and scored in 2010.

### Implications for Instruction

As we track the trends in growth, the implications for instruction have shown that literacy across the curriculum and specific ELL clinics are improving the listening, reading, speaking and writing skills of our ELL population, shown by the growth of the students who have placed out of ELL in our program (3 of 3 students thus far), and those who have shown growth (one of one student thus far). We will check the growth of our newest student to ELL to see if the implications for instructions change.

### Implications for LAP in English Language Arts Area

In order to assist our ELL students in ELA achievement, our Humanities teachers have been using ELL scaffolding techniques in her class. The results, according to NYSELAT data have shown growth (proficient in listening and speaking, advanced in reading and writing). The 9th grade Humanities teacher has been making sure that our two ELL students have more access to materials through using the following strategies:

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive and differentiated instruction through professional development.
- Ensure that English AP works closely with the Humanities teachers to support rigorous instruction.
- Implement a print rich environment, we will buy ESL dictionaries and Glossaries in the Humanities classrooms.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

### Implications for LAP in Mathematics Content Area

The 9th grade Math teacher has been making sure that our ELL student has more access to materials through using the following strategies:

- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions
- In the future we will hire a fully licensed ELL instructor.

### Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Plan for SIFE

The SIFE population has increased SY 10-11 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs

As our ELL population grows we will increase the following programs and opportunities:

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

Plan for Special Needs Students

As our ELL Special Needs population has grown to one student, we have been:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Ensuring Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week



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?

Targeted interventions are listed above as is NYSESLAT support. Our Special Education teachers also work with the ELLs and as for programs, etc., we have three students - this makes catering to their language needs easy. We offer Spanish, French, and Italian at our school and have purchased the Rosetta Stone CDs for these classes and the ELLs have access to this.

### 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.

Professional Development:

As our ELL population grows we will provide professional development for:

- School Staff: Within the schools Professional Development program, the focus will be on:
  - o The literacy needs of our ELL population within the prescription of the America's Choice program.
  - o Sessions will be given also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - o Technology sessions will be given to instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops will be taken by teachers on our ESL staff will include:
  - o Scaffolding in the content areas
  - o Native Language Literacy Development
  - o Differentiation in the ESL classroom
  - o ESL in the Mathematics classroom
- Our future ELL teachers will attend a variety of off-site workshops to promote collaboration between content area and language teachers. Such workshops may include:
  - I. Quality Teaching Workshop series
  - II. Social Studies and Technology workshop
  - III. Wilson Program for Special Education 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?

Parents are involved in the SLT and PTA - they attend field trips, chaperone events, and organize fundraisers. Girls Inc. and the Carrera Treasure Academy (both school partners) run over 25 parent workshops over the school year. Parents are given surveys that determine the topics of these workshops and surveys are posted online (including the DOE learning environment survey).

## 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)										1	1			2
Advanced (A)											1			1
Total	0	0	0	0	0	0	0	0	0	1	2	0	0	3

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

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	
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				
Math <u>Alebra</u>	2		1	
Math				
Biology				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	1		1	
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 as 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.

## 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.

The teacher that would be our certified ELL point person left this year because we did not have a large enough ELL population. We are looking to increase our ELL population and are really working towards getting a teacher certified to do this.

## 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Urban Assembly Institute of Math and Science for Y					
<b>District:</b>	13	<b>DBN:</b>	13K527	<b>School</b>		331300011527

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9	v	Ungraded		
	2		6		v 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		93.9	94.6	93.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.2	99.2	95.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	88	81	82	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	79	86	79		72.0	81.0	78.5
Grade 8	83	78	88				
Grade 9	0	72	81	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	8	7
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	250	317	397	<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	0	7	7
# in Collaborative Team Teaching (CTT) Classes	5	22	33	Superintendent Suspensions	0	1	6
Number all others	8	5	7				

*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	0	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	9	16	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	6
# receiving ESL services only	1	1	TBD				
# ELLs with IEPs	0	1	TBD				

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

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

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
	0	0	11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	12.5	42.9
				% more than 5 years teaching anywhere	11.1	25.0	23.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	75.0	90.5
American Indian or Alaska Native	0.4	0.3	0.3	% core classes taught by "highly qualified" teachers	85.7	77.5	97.8
Black or African American	86.4	83.6	81.9				
Hispanic or Latino	8.0	11.4	11.3				
Asian or Native Hawaiian/Other Pacific	2.8	2.8	4.3				
White	2.4	1.3	2.0				
Male	0.0	0.0	0.0				
Female	100.0	100.0	100.0				

**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	v

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**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:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	19.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					WD
School Environment:	8.9	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	10.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<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>Urban Assembly</b>	District <b>13</b>	School Number <b>527</b>	School Name <b>Urban Assembly Insti</b>
Principal <b>Kelly DeMonaco/Kiri Soares</b>		Assistant Principal <b>Carrie Esposito</b>	
Coach <b>Nzinga Ebron</b>		Coach	
Teacher/Subject Area <b>Elizabeth Luscombe/Spanish</b>		Guidance Counselor <b>Jennifer Jackson</b>	
Teacher/Subject Area <b>Sandy Ting/Special Education</b>		Parent <b>type here</b>	
Teacher/Subject Area		Parent Coordinator <b>Carol Jones</b>	
Related Service Provider		Other	
Network Leader <b>Jonathan Green</b>		Other	

### 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>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</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>0</b>

### C. School Demographics

Total Number of Students in School	<b>0</b>	Total Number of ELLs	<b>3</b>	ELLs as Share of Total Student Population (%)	<b>%</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.

The Urban Assembly Institute of Math and Science for Young Women, 13K527, is an all girls school located in downtown Brooklyn, New York. At present, the school shares the building with two other schools. However, each school has developed its own organization with different start and stop times. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. Most of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

The Urban Assembly Institute of Math and Science for Young Women has a population of students that come from culturally diverse backgrounds. The majority of which are Caribbean-American. We have a few Latinas and Caucasian students as well. Our English Language Learner population consists of three students in the 9th and 10th grades. We offer ESL services to entitled general education and special education students. The ELL Special Education population has one student in it.

#### Parent Choice

When a student is admitted into the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient if the child is eligible. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and parents can visit classes at the UA Institute as well as visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										1	2			3
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	2	0	0	3

### B. ELL Years of Service and Programs

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

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
<b>Total</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	2

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											2			2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1

**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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</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	
	EL L	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								
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>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 2

Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: 1

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											2			2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>								

## 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.

The Urban Assembly Institute of Math and Science for Young Women implements an inclusion English as a Second Language (ESL) Program with a supplementary clinic taught by a teacher who is in the process of ELL certification or who has received professional development in ELL scaffolding. The primary goal of the program is to assist students in achieving English Language proficiency as soon as possible. Goals of the program included:

- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

## Freestanding English as a Second Language Program

In the Freestanding ESL component we have three students. They attend 300 minutes of Humanities (ELA) a week and 90 minutes of ELL Clinic/Resource Clininc a week. Students receive additional support in after school tutoring sessions (60 minutes once a week) and in Push-In classes. Depending on the students' proficiency levels, they will receive from 180 minutes to 360 minutes a week of ESL Push-In assistance in their classroom. All teachers in the ESL program will be fully certified ASAP.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are working on getting fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between teachers.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

### Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction across the curriculum. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

### Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create supplementary programs for struggling learners in our school. As our ELL population grows we will begin to include ELLs and their families into the following programs:

- After School: ELL support occurs in our after-school homework help.
- Saturday Parent Workshops: We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Winter and Spring Fest, Cultural Diversity Day, Honor Roll Tea, and our Talent Showcase. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's brochure, and letters home. Additionally, interpretation services are available on a daily basis help in communication between school staff and parents. We currently have five Spanish-speaking staff members, one French-speaking staff member, one Cantonese-speaking staff member which help in communications with parent who speak a language other than English at home.

### VI. Assessment Analysis

### NYSESLAT

We will gather and use NYSESLAT data when it becomes available and relevant to the growth of the ELL population. For the ELL student who went through the program for one year, she was assessed on the NYSELAT as "advanced" in reading and writing, and

“proficient” in listening and speaking, which showed growth for her, and is evidence of the efficacy of the program. For our new ELL student, we will monitor her progress through periodic assessments, conferencing, and classroom based assessment until the NYSELAT test is taken and scored in 2010.

#### Implications for Instruction

As we track the trends in growth, the implications for instruction have shown that literacy across the curriculum and specific ELL clinics are improving the listening, reading, speaking and writing skills of our ELL population, shown by the growth of the students who have placed out of ELL in our program (3 of 3 students thus far), and those who have shown growth (one of one student thus far). We will check the growth of our newest student to ELL to see if the implications for instructions change.

#### Implications for LAP in English Language Arts Area

In order to assist our ELL students in ELA achievement, our Humanities teachers have been using ELL scaffolding techniques in her class. The results, according to NYSELAT data have shown growth (proficient in listening and speaking, advanced in reading and writing). The 9th grade Humanities teacher has been making sure that our two ELL students have more access to materials through using the following strategies:

- Collaboration between content area teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive and differentiated instruction through professional development.
- Ensure that English AP works closely with the Humanities teachers to support rigorous instruction.
- Implement a print rich environment, we will buy ESL dictionaries and Glossaries in the Humanities classrooms.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

#### Implications for LAP in Mathematics Content Area

The 9th grade Math teacher has been making sure that our ELL student has more access to materials through using the following strategies:

- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- In the future we will analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions
- In the future we will hire a fully licensed ELL instructor.

#### Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.

- Home school communication.

Plan for SIFE

The SIFE population has increased SY 10-11 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Plan for Long Term ELLs

As our ELL population grows we will increase the following programs and opportunities:

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

Plan for Special Needs Students

As our ELL Special Needs population has grown to one student, we have been:

- Ensuring that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Ensuring Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.

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

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

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

**Native Language 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
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### 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?

Targeted interventions are listed above as is NYSESLAT support. Our Special Education teachers also work with the ELLs and as for programs, etc., we have three students - this makes catering to their language needs easy. We offer Spanish, French, and Italian at our school and have purchased the Rosetta Stone CDs for these classes and the ELLs have access to this.

### 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.

Professional Development:

As our ELL population grows we will provide professional development for:

- School Staff: Within the schools Professional Development program, the focus will be on:
  - o The literacy needs of our ELL population within the prescription of the America's Choice program.
  - o Sessions will be given also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - o Technology sessions will be given to instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops will be taken by teachers on our ESL staff will include:
  - o Scaffolding in the content areas
  - o Native Language Literacy Development
  - o Differentiation in the ESL classroom
  - o ESL in the Mathematics classroom
- Our future ELL teachers will attend a variety of off-site workshops to promote collaboration between content area and language teachers. Such workshops may include:
  - I. Quality Teaching Workshop series
  - II. Social Studies and Technology workshop
  - III. Wilson Program for Special Education 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?

Parents are involved in the SLT and PTA - they attend field trips, chaperone events, and organize fundraisers. Girls Inc. and the Carrera Treasure Academy (both school partners) run over 25 parent workshops over the school year. Parents are given surveys that determine the topics of these workshops and surveys are posted online (including the DOE learning environment survey).

## 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)										1	1			2
Advanced (A)											1			1
Total	0	0	0	0	0	0	0	0	0	1	2	0	0	3

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										1			
	A										1	1		
	P													
READING/ WRITING	B													
	I										1	1		
	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	
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				
Math <u>Alebra</u>	2		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	1		1	
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	

## 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		