



THE ACADEMY OF URBAN PLANNING

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School: 32K552

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 32K552 **SCHOOL NAME:** Academy of Urban Planning

SCHOOL ADDRESS: 400 Irving Ave Brooklyn NY 11237

SCHOOL TELEPHONE: 718.381.7100 **FAX:** 718-418-0314

SCHOOL CONTACT PERSON: Monique A. Darrisaw **EMAIL ADDRESS:** mdarrisaw@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Janet Rose

PRINCIPAL: Monique A Darrisaw

UFT CHAPTER LEADER: Cassandra Evans

PARENTS' ASSOCIATION PRESIDENT: Janet Rose

STUDENT REPRESENTATIVE:
(Required for high schools) Hernely Bonilla, Jaynina Castro

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 32 **SSO NAME:** Empowerment Schools Organization

SSO NETWORK LEADER: Terry Byam

SUPERINTENDENT: Karen Watts

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/rdonlyres/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
Monique A. Darrisaw	*Principal or Designee	
Cassandra Evans	*UFT Chapter Chairperson or Designee	
Janet Rose	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Hernely Bonilla, Jaynina Castro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kristy Lebron	Member/	
Carin Pinney	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Based in the Bushwick High School Campus, the Academy of Urban Planning helps students develop and apply leadership skills while achieving academic success. The Academy's urban planning theme-based curriculum draws students out of the classroom and into their communities to develop skills that will move them toward higher education and professional careers. With New York City as a laboratory, students tap into their innate curiosity for the world around them.

We strive to maintain high academic standards for all students including English Language Learners, Special Education students and those in need of Academic Intervention Services. We accomplish this by providing regular professional development to staff in all curricular areas. We also develop curriculum and assessments that are aligned to the New York State Regents examinations and expose students to four-year college opportunities and a variety of career and professional opportunities through workshops, seminars and trips.

Our lead partner is the Center for the Urban Environment (CUE). Brooklyn Center for the Urban Environment was founded in 1978 with the mission to redefine environmental education in New York City. They provide us with professional development, technical assistance, as well as student programming and curriculum development services.

Academy of Urban Planning is a new school that opened in 2003. We have developed an exemplary theme integration program in our school that includes class projects, elective courses, service learning opportunities and student internships. We are the only high school in the country to offer a full-time, year-long GIS course. AUP students have presented their urban planning work at conferences in New York, Chicago, New Orleans and New Bedford.

In addition, we have developed a capstone course entitled "Senior Seminar on Democracy and Leadership", which engages students in discussions and analysis of democratic foundations and current community issues.

In addition to our theme integration program, we have a variety of engaging student events and extra-curricular activities that have become tradition at our school, such as Black History Celebration, Latino Heritage Celebration, Campus Field Day, Poem in Your Pocket Day and Career Day. We also provide a week-long summer bridge program for incoming students and their families as well as an annual overnight retreat for freshmen.

AUP works to provide positive experiences for our students through a number of collaborative partnerships and an independent advisory board. Collaborating partners come from the public and private sector and work in the classroom, provide learning experiences outside of the classrooms, provide internships for our students, advise curriculum development and provide resources for projects and activities. Many of these partners have made invaluable contributions in helping to integrate our school's Urban Planning theme into every day life at AUP.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Academy of Urban Planning								
District:	32	DBN:	32K552	School BEDS Code:	333200011552				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		√
	K		4		8		12		√
	1		5		9	√	Ungraded		√
	2		6		10	√			
Enrollment <i>(As of October 31)</i>	2007-08	2008-09	2009-10	Attendance - % of days students attended: <i>(As of June 30)</i>					
Pre-K	0	0	0	2007-08	2008-09	2009-10			
Kindergarten	0	0	0	78.8	79.4	TBD			
Grade 1	0	0	0	Student Stability - % of Enrollment: <i>(As of June 30)</i>					
Grade 2	0	0	0	2007-08	2008-09	2009-10			
Grade 3	0	0	0	93.4	91.4	TBD			
Grade 4	0	0	0	Poverty Rate - % of Enrollment: <i>(As of October 31)</i>					
Grade 5	0	0	0	2007-08	2008-09	2009-10			
Grade 6	0	0	0	77.6	66.9	74.4			
Grade 7	0	0	0	Students In Temporary Housing - Total Number: <i>(As of June 30)</i>					
Grade 8	0	0	0	2007-08	2008-09	2009-10			
Grade 9	161	147	148	1	34	TBD			
Grade 10	138	129	143	Recent Immigrants - Total Number: <i>(As of October 31)</i>					
Grade 11	86	85	96	2007-08	2008-09	2009-10			
Grade 12	98	98	80	18	11	13			
Ungraded	1	2	2	Special Education Enrollment: <i>(As of October 31)</i>					
Total	484	461	469	2007-08	2008-09	2009-10			
				18	11	13			
Special Education Enrollment: <i>(As of October 31)</i>				Suspensions (OSYD Reporting) - Total Number: <i>(As of June 30)</i>					
# In Self-Contained Classes	34	38	47	2007-08	2008-09	2009-10			
# In Collaborative Team Teaching (CTT) Classes	12	24	21	Principal Suspensions	5	17	TBD		
Number all others	25	15	17	Superintendent Suspensions	19	29	TBD		
These students are included in the enrollment information above.				Special High School Programs - Total Number: <i>(As of October 31)</i>					
				2007-08	2008-09	2009-10			
				CTE Program Participants	N/A	0	0		
English Language Learners (ELL) Enrollment: <i>(BESIS Survey)</i> <i>(As of October 31)</i>				Early College HS Program Participants					
# In Transitional Bilingual Classes	0	0	0	0	0	0			
# In Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff: <i>(As of October 31)</i>					
# receiving ESL services only	80	66	72	2007-08	2008-09	2009-10			
				Number of Teachers	33	36	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	12	17	Number of Administrators and Other Professionals	13	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	23	20	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	38.2	52.8	TBD
				% more than 5 years teaching anywhere	26.5	19.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	65.0	64.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		89.1	95.5	TBD
Black or African American	34.1	36.4	34.8				
Hispanic or Latino	62.8	61.4	62.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	0.9	1.1				
White	1.4	1.3	1.7				
Male	47.7	46.2	49.3				
Female	52.3	53.8	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received	Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:				ELA:			X
Math:				Math:			X
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				√	X	√	65
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander						-	
White				-	-		
Multiracial							
Students with Disabilities							
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	X		
Student groups making AYP in each subject				2	0	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	59.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.6			Quality Statement 2: Plan and Set Goals			
(Comprises 16% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	13.8			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 26% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	34.8						
(Comprises 60% of the Overall Score)							
Additional Credit:	2						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = 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			
KEY: PROGRESS REPORT DATA				○ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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 school's 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?
-

- What student performance trends can you identify?

The Academy of Urban Planning has made gains in several of the Progress Report metrics.

Our 4 year weighted diploma rate increased by 20.3% from the previous year. The number of students earning 10 or more credits in their first year is at 78.2% while the percent of students earning 10 or more credits in their second and third year increased by 2% and 9% respectively. However, our 4 year graduation rate decreased by 10% after three years of steady increase.

Our weighted Regents pass rates increased in three areas beginning with a .10 increase in English, .77 in Math, and .36 in US History exams. The weighted regents pass rate for Global History Regents and Science decreased by .08 and .13 respectively.

- What have been the greatest accomplishments over the last couple of years?

- Developed an exemplary theme integration program in our school that includes class projects, elective courses, service learning opportunities and student internships.
- In 2006, the American Planning Association awarded us the William H. Whyte Award for innovation in urban planning.
- We are the only high school in the country to offer a full-time, semester long GIS course.
- AUP students have presented their urban planning work at conferences in New York, Boston, Chicago and New Orleans.
- Awarded grants from the National Council for the Social Studies, Learn & Serve America, Best Buy and others. Students have had service learning experiences including planting daffodils in the neighborhood and planning and painting a mural.
- Developed a capstone course entitled "Senior Seminar on Democracy and Leadership", which engages students in discussions and analysis of democratic foundations and current community issues.
- Ninety-five percent of seniors in College Summit courses have applied to college.
- Instituted a variety of engaging student events and extra-curricular activities such as; Black History Celebration, Latino Heritage Celebration, Campus Field Day, Poem in Your Pocket Day, Career Day, Homecoming, etc.
- Provided a week-long summer bridge program for incoming students and their families as well

- as an annual overnight retreat for freshmen.
- Developed a comprehensive guidance program to address the social and developmental needs of our students. Counselors provide workshops and small group meetings on academic advisement, social issues, and college preparation.
- Provided interventions to support our “at risk/high need” student population. These interventions include credit recovery, tutoring, Saturday school, attendance outreach, home visits, referrals to external agencies, and individual or small-group counseling.
- Established an Instructional Cabinet that meets weekly to discuss instructional challenges and create plans to increase academic rigor.
- Established Grade Teams that meet weekly to plan grade policies, analyze available student data and collaborate on units of study. Grade Team meetings are facilitated by grade leaders.
- Established a new teacher orientation program that includes weekly meetings and class visits facilitated by a veteran teacher/coach.
- Developed various opportunities for teacher leadership.
- Integrated technology into many classes including math, science, social studies and ELA. Teachers have created class blogs and some teachers communicate with students via internet to discuss assignments.
- Established an attendance team to address low daily student attendance. This team has been able to increase student attendance an average of five percentage points from last year’s numbers.
- Implemented a number of activities to increase parental involvement including: Awards ceremonies, weekend activities and workshops, parent/teacher conferences, and cultural trips.

What are the most significant aids or barriers to the school’s continuous improvement?

- Continue to provide effective instructional supports to the large amount of entering students with inadequate literacy and numeracy skills.
- Need to address low regents passing rates.
- Decreased school funding due to conclusion of grant cycle, cessation of new school money, and city budget cuts.
- Lack of available classrooms in designated space on the campus.
- Student conflicts with school safety. School safety does not contribute to maintaining a positive school tone.
- Addressing the needs of students with Individualized Educational Plans in a small school with a limited number of courses and teachers.
- Overcoming historically low high school graduation rate of former large high school in which we are housed.
- Lack of parental involvement
- Working with teachers towards high levels of student engagement and development of dynamic classes.
- Influx of non-native English speakers

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.

Subject/Area (where relevant): Math Regents Performance

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 4% increase in the number of students scoring level three from the previous years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Math teachers will case conference level 1 and 2 students of cohort M to identify areas of mathematical strengths and areas of concern. Past regents will be examined to determine concepts/ skills proficiency/ areas of confusion. Math department will refine curriculum maps to identify topics of greatest importance for regents. Weekly informal observations of test prep classes. Tutoring will be provided on an as needed basis. Students will be targeted and mandated to attend Saturday regents prep. Teachers will administer monthly predictive tests.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development will target mathematical reasoning, open-ended problems, and mathematical representation to foster critical thinking and application of strategies and concepts. Tutoring will be offered during lunch. Funding will be allocated to pay for per-session, tutoring, and professional development.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Formal assessments, quizzes and tests, will be examined for evidence of long term learning and areas of confusion. Predictive assessments will be used to track student progress in reaching passing rate.</p>

Subject/Area (where relevant): English Regents Performance

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 3% increase in the number of students scoring a 65 over the previous year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parent letters will be sent home explaining our plan and soliciting support. A focus on reading/ writing skill will be selected for each month and provide teachers with resources to reinforce that skills in content area classes. Teachers will be identified to provide explicit regents prep a small group of club members two times a week. A student meeting will explain our plan and get them excited to pass the exam. Regents prep will be provided during Saturday Academy and PM school. Individualized success plans for each club member will be created after analyzing their performance on last year's exam</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>English students will be the target population for the inquiry team. Funding will be allocated to pay for per-session, tutoring, and professional development. Professional development will target the writing process and feedback.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Mid-term exams that mirror regents will be administered and analyze. Administer frequent assessments using short multiple choice quizzes. Writing samples will be collected and evaluated on the English Regents rubrics.</p>

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 3% increase of students accumulating 10 plus credits from the previous year in the 9th, 10th, and 11th grade, respectively.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Grade team teachers will meet regularly to discuss student progress, interventions, and outreach. Student progress is monitored by guidance and A.P. monthly and by grade team at the beginning, middle and end of each marking period. Students making inadequate progress are categorized by area of need and specific outreach and interventions are performed in the areas of attendance and lateness, motivation and behavior and ability level. Grade teams will collaboratively design interventions. Teachers will provide tutoring on an as needed basis. Credit bearing electives such as Photovoice will be offered to students. GRASP program will target 9th grade students who need additional academic support. Upper classman will be enrolled in PM school, Saturday School, and online credit recovery.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teachers meet by grade team twice weekly to monitor student progress and review and revise goal. As a school, we have decided to use circular six time for teacher collaboration around student achievement and instruction. In addition, we have a dedicated guidance counselor for each grade level and the counselor also attends the semi-weekly meetings. One grade teacher serves as the grade team leader. That teacher receives 1 comp period as well as bi-monthly professional development in grade team facilitation.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Grade reports are analyzed at the end of each marking period and term. Monthly and mid-term data is measured from Teacherease, our online grading program. Data is compared over time to look for progress and trends. Marking period and term data is also analyzed in conjunction with overall credit accumulation data to look for progress.</p>

Subject/Area (where relevant): English Language Learners

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase of students moving one level on the NYSESLAT assessment from the previous year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>After school peer tutoring will be provided for beginner ELL students. Saturday Academy will offer intensive language emersion. In addition, enrichment opportunities will occur in Saturday Academy. Online Rosetta stone will be purchased to provide students individual instruction in English language acquisition?</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Per session will be provided to pay for Saturday academy. A consultant, J. Miranda, will be hired to provide professional development for teachers on instructional strategies for English language learners. Funds will be allocated to purchase educational software.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim and formative assessments will be administered and analyzed for themes and trends in student achievement and misconceptions. Predictive assessments that mirror the NYSESLAT will be given and monitored for progress.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10		51	75		147	6	8	1
11		63	77	80	144	4	7	1
12	53	47	58	48	96	4	12	2

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	Double period Ramp-Up English curriculum is used for identified population of struggling readers. This intervention takes place during the school day. Our school has opened a Wilson reading course to support students in need of intense reading instruction. Lunch time tutoring sessions are also held for students in need Regents review courses are held during the day, for which students who have not passes the examination are scheduled.
Mathematics:	Saturday School math classes are held for small group instruction. Lunch time tutoring sessions are also held for students in need. A Special Education teacher serves as a team teacher in classes were students' IEPs require collaborative team teaching. Students receive a double period of mathematics in the 9 th grade. Regents review courses are held during the day for students who have not passes the examination are scheduled. English Language Learners have been provided with a team-teaching model for additional support in the 10 th grade.
Science:	Saturday classes are held for a small group of students who are struggling with the Earth Science curriculum. A Special Education teacher serves as a team teacher in classes were students' IEPs require collaborative team teaching in both Earth Science and Living Environment. Lunch time tutoring sessions are also held for students in need. Regents review courses are held during the day, for which students who have not passes the examination are scheduled.
Social Studies:	Saturday classes are held for students in need of tutoring for the Geography and Global History Regents exam. RCT prep classes are offered for students with an IEPs. A Special Education teacher serves as a team teacher in classes were students' IEPs require collaborative team teaching. Lunch time tutoring sessions are also held for students in need. Regents review courses are held during the day, for which students who have not passes the examination are scheduled. . English Language Learners have been provided with a team-teaching model for additional support in the 9 th grade.
At-risk Services Provided by the Guidance Counselor:	Counselors push into classrooms to provide academic and social counseling regularly for all students. They provide one-on-one intervention services throughout the school day for those students in need. Counselors are critical in maintaining relationships with parents as to the student's progress and needs. They also facilitate mediation services when the situation requires, and work with students and teachers to set goals and periodically update goals. All 9 th grade

	students participate in small group Advisory classes at least twice per week, where social, emotional, and academic issues are addressed. Counselors meet with all teachers on the grade level twice per week to both support and provide support for students in need.
At-risk Services Provided by the School Psychologist:	The psychologist updates and maintains students' IEPs. Psychologist also provides one-on-one counseling for students in need. Psychologist also serves as a liaison between guidance department, teachers, and parents. Psychologist has met and trained guidance department as well as Instructional Support Specialists in school-related issues and concerns.
At-risk Services Provided by the Social Worker:	Social worker provides similar services as the guidance counselors including goal setting, one-on-one counseling, and mediation services. The social worker places a stronger emphasis on parental outreach a serving as a liaison between classroom teachers and parents. Social Worker has met and trained teachers and counselors in school-related issues and concerns.
At-risk Health-related Services:	Our health services include clinic referrals to those in need. Counselors will also help students and parents access the Department of Health to ensure they receive necessary services.

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

NCLB/SED requirement for all schools

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

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) 9,10,11,12 Number of Students to be Served: 73 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

The Academy of Urban Planning Title III Saturday program for the 2010-2011 school year will provide LEP/ELL students with supplemental instruction. Title III Instructional program will service LEP/ELLs in grades 9 through 12 who scored at the beginning, intermediate, and advanced levels of the NYSESLAT. Newly enrolled LEP/ELLs who will take the LAB-R will also participate in the Saturday Instructional Academy focusing on English language acquisition. The instructional program for our newcomers will consist of three instructional periods. The first period will focus on English language acquisition, the second period will focus English language acquisition with the use of technology; and the third period will focus on the Grasp program. This program focuses on the arts and our ELL newcomers together with general education students participate in dance and drama. The Saturday Instructional Academy will meet a total of 26 sessions beginning in November 2010 through June 2011. Our intermediate, advanced and ELLs who became proficient in the last two years or less will participate in our Saturday program with total focus on the January 2011 and June 2011 regents after a thorough review of the regent's data. During the month of March 2011 we will provide ELL students NYSESLAT preparation classes. Regents reexamination results; ELL Periodic Assessments and NYSESLAT 2010 data will drive instruction. Group size will be maintained at 15 -18 per teacher. There will be a total of three classes for the Saturday Instructional Academy servicing approximately 55 to 60 students. Three certified ESL teachers will provide supplemental instruction in alignment with the New York State ESL Learning Standards, the New York State and New York City Content and Performance Standards. There will be one supervisor to supervise the program at no cost to Title III. Instruction will focus on literacy, mathematics, and content area instruction using QTEL strategies in preparation of the NYSESLAT, New York State Regents Examinations; achieving passing grades in all subjects; and meeting all requirements for the NYS Learning Standards and the New York City Performance Standards.

Instruction based on ELL Regent's data will focus on literacy, mathematics, and content area instruction using QTEL strategies in preparation of the NYSESLAT, New York State Regents Examinations; achieving passing grades in all subjects; and meeting all requirements for the NYS Learning Standards and the New York City Performance Standards.

Instructional materials to support the program will be purchased. This will include an instructional series focusing on the NYSESLAT which will focus on the four language modalities of listening, speaking, reading and writing; Regents' preparation manuals; and Global History Document-Based Assessment Activities. General instructional supplies, such as, workbooks, notebooks, folders, pencils, chart paper, markers, and transparencies will be purchased to support the program.

Title III – English as a Second Language (ESL) Saturday Academy

Students in the ESL Saturday Academy receive 100% instruction in English with the use of QTEL strategies. Instruction is based on the students English proficiency levels based on the Language Assessment Battery – Revised (LAB-R) and the New York State English as a Second Language Achievement Test (NYSESLAT). The four language modalities: Listening, Speaking, Reading, and Writing are incorporated in every lesson in preparation for our students for the NYSESLAT and the New York State Regents. The goal of our ESL Saturday Academy is to prepare each ELL student meet and exceed New York State and City Standards.

Title III – Saturday Mathematics Program for English Language Learners (ELLs)

Students in the Saturday Mathematics Program for English Language Learners (ELLs) receive instruction in preparation of the New York State Math A/Algebra Regents examinations. Lessons emphasize the use of graphic calculators, algebraic methods and reasoning, geometry, graphs and transformation and simple probability and statistics. Scaffolding strategies are used by the mathematics teachers to facilitate understanding of the math concepts for our ELL students based on their different English proficiency levels.

Title III – Saturday Global History Regent’s Preparation Classes

Students in the Saturday Global History Program for English Language Learners receive instruction in Global History exam preparation emphasizing document based questions and thematic essays. Students learn to outline essays in a 6 paragraph format and outline document based questions by tasks. Students receive tips and strategies on answering multiple choice questions using the 3-question method.

During our Saturday Classes, we will also use School Island, an online program with a database of content area regents’ examinations field-tested questions fully categorized for assessment and selection. This allows ELL students and teachers to create question-based review sessions addressing all content areas. Immediate feedback is given to students in the form of hints, reasons, and fully defined vocabulary terms. Through this program, we can quickly assess the strengths and weaknesses of individual students or the entire class. Since this program is a licensed web-site, students and teachers, using their password, can access School Island at any time from any internet-connected computer – from school, home, or library.

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.

Academy for Urban Planning Professional Development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and Learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by school administrators, ELL teachers and support staff. These sessions will be at no cost to Title III.

Professional literature will be purchased for after-school study groups geared towards the Saturday Instructional Academy.

Teachers working in the supplementary instructional program will receive 3 sessions of professional development after school from 4:00 p.m. – 5:00 p.m.

Topics that will be addressed during these professional development sessions are as follow:

1. Writing strategies across the content area
2. Developing academic vocabulary
3. Strategies Needed to Prepare ELLs to Meet the City and State Standards and to Gain a Clear Understanding of the NYSESLAT.

Section III. Title III Budget

School: _____

BEDS Code: 33200011552

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10776.24	72 hours of per session for 3 ESL teachers supporting ELL students.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1623.76	Instructional materials to support the Saturday school title III program will be purchased. This will include: general instructional materials such as workbooks, notebooks, folders, pencils, chart paper, karaoke machine
Travel	\$2000 \$600	Admissions fees for school trips – students and parents Bus for trip
Other		
TOTAL	\$15,000	

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.

Academy of Urban Planning assessed all data that shows that a large parent population is native speakers of another language, predominantly Spanish. Parent letters, notifications, academic programs and interventions, and calendars need to be addressed in the students' native language for full parental comprehension and involvement. Additionally, communication of the No Child Left Behind mandates, need be translated for parental information and discussion.

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.

Needs were determined through the Parent Coordinator's interactions with the parents from the school community, Parent-Teacher Association meetings, and Parent Orientation feedback forms. Furthermore, faculty meetings with parents have requested the continuation of translating of documents for parents to make informed decisions regarding students.

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.

Documents will be translated by our support staff that are fluent in two or more languages and have experience translating documents from English into Spanish. Translation services will be used to provide information about a student's academic performance and approaches to increasing achievement; enhance parents' understanding of academic standards, assessments and tests. Other Department of Education programs that offer challenging learning opportunities and increase parent participation in school activities will be provided in the native language as well. The school will be in contact with the Department of Education's Translation &

Interpretation Unit for translation of critical documents into other languages as needed. The school will keep a binder in the principal's office containing translated documents and records of translations and interpretation services.

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

Parents are critical to the academic success of our students. As a result of our interviews and assessment, we find that there is a need to continue focusing our efforts in three areas: (1) effective home-school communication; (2) involving all our parents in school decisions; (3) education for all our parents. Our parent coordinator and faculty, who are fluent in Spanish, will act as interpreters and translators for our Spanish Speaking parents when the need arises. The school will contact the Department of Education's Translation and Interpretation Unit for assistive services for high frequency languages that are not actively spoken by staff members at the school.

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>.

Parent letter in the native language will be sent to the home to explain procedures regarding parental requirements for translation and interpretation services. Parents will meet with the parent coordinator if they are in need of translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$410,285	\$36,313	\$446,598
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4102	\$363	\$4465
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,514	*	\$30,514
4. Enter the anticipated 10% set-aside for Professional Development:	\$61,684	*	\$61,684

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Parent Involvement Policy

- **To ensure parents feel welcome in our school:** through constant communication with the guidance department, security and other school staff, parents will be encouraged to visit our school knowing that they will be welcome by all staff.

]

- **Functioning PTA** : our PTA has become stronger each year, developing parent leaders who will express their concerns and work with school staff in a professional manner to accomplish their goals. This is done through retreats where parent, teachers and student connect with each other to develop plans that support them all.
- **PTA Checking Account**: with the understanding that funding is at an all time low our PTA fundraiser will allow PTA to raise monies to open a checking account. This was accomplished last year and is consistently growing
- **Parent Leadership Conference**: The PLC is growing. All four schools are fully participating and this year it was a great success, over seventy five parents were in attendance. Our Keynote was one of our own principal, Mr. Mark Russ.
- **Parent Involvement**: Parent involvement workshops for men, women, couples, including parenting in small groups have been highly successful. We will also increase parent involvement with event where children are on display: for example, African or Latin Heritage Day, Student of the Month and this year's play, "Once on this Island".
- **Young Men Support Group**: this has been a great success this year with the help of Mr. Cooley and the support of Ms. Darrisaw and here staff. Monday thru Thursday at least once a week a Boys2Men Group is meeting, talking, eating, mentoring each other in and out of school, I believe that soon there will be some changes in behavior of some of our boys due to these support group. This week alone we had a wonderful trip to ESPN Zone. Nineteen boys went 9-12 grade and they had a good time and were well behaved. _

Goals:

- Measure the behavior change and success of the Male support groups. (How does it affect their education)?
 - Have more parent workshop with male students and eventually females. This will help in and increase time that parents spend with their children
 - Clear Pool Retreat with male Student and Father or male role model
 - More workshops or meeting for parents other than PTA
- I. **School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

Academy of Urban Planning **SCHOOL-PARENT COMPACT**

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

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

School Responsibilities

The Academy of Urban Planning High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement as follows: employing highly qualified teachers, providing additional reading and math instruction through tutoring, after school and on Saturdays. We will also and provide a supportive environment that promotes academic success.
2. Hold parent-teacher conferences (at least two times annually) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on October 2008 and March 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide report cards within six to eight weeks. Parents can pick up report cards or they will be sent home. Parent can also get day to day reports with the help of our "TeacherEase" Program. They may pick them up or reports being sent home as needed.
4. Provide parents reasonable access to staff. Parents will be provided information regarding school hours and times in which teachers can meet with parents. Parents may call the office to schedule a consultation with any teacher.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. The school and teachers will provide parents with opportunities to participate in a wide variety of activities through parental involvement activities.

Parent Responsibilities

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

1. Monitoring attendance.
2. Making sure homework is complete.
3. Participating, as appropriate, in decisions relating to my children's education.
4. Promoting positive use of my child's extracurricular time.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities

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

1. Do my homework every day and ask for help when I need to.
2. Read every day.
3. Attend school on a regular basis.

School _____

Date _____

Parent(s) _____

Date _____

Student _____

Date _____

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.

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.
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.
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.

The Academy of Urban Planning will review all available data in order to conduct a comprehensive needs assessment of our school. We will use data received from Acuity assessments, regents examinations, student attendance trends, course and subject passing rates, safety on-line reports and surveys from parents and students. This data will be discussed with all representatives of the school community including parents, students and staff. Collectively we will analyze the data and create action plans to address areas of concern. Action plans will be assessed in quarterly intervals and plans will be revised as necessary.

School-wide reform strategies include a focus on proven instructional best practices. Teachers will participate in professional development on increasing active engagement in class, differentiating instruction, on-going assessment, and group learning. We offer increased instructional time through our after-school classes and tutoring. We use school funds to reduce class size particularly in the lower grades in classes such as math, science and literacy. Additionally, we address the needs of at-risk students by offering advisory classes and other transitional programs to freshmen students. We have decreased the ratio of guidance personnel to students to 125:1. Small group counseling and gender based support groups are offered to all students.

To create a culture to high expectations for our students Academy of Urban Planning provides college and career counseling to all students. Our college articulation program includes SAT preparation, portfolio development, and workshops on goal setting, visits to local and out of state colleges, Career Day events, and paid internships. Students are prepared to enter four colleges by being required to take four years of science and four years of math. Student work and projects are evaluated by authentic audiences such as city officials, college professors and business owners.

All staff are highly qualified and certified for the positions they hold. Staff are regularly given the opportunity to attend training to support school-wide instructional initiatives. Teachers attend workshops offered by the New York City Department of Education, as well as national organizations such as the Coalition of Essential Schools, National Staff Development Council, Association of Supervision and Curriculum Development, etc. Teachers also work with students to present and local, regional and national planning conferences. New teachers are recruited by the teacher-led hiring committee. Current teachers work with administrators to identify the criteria for eligible candidates. Potential staff attend hiring fairs, on-site group interviews, submit writing samples and conduct demonstration lessons.

Parental outreach is conducted through a variety of activities including parent conferences, resume writing support, invitations to student academic presentations, school wide performances. We have also planned to introduce the parents to computer workshops.

Teachers are included in decision-making around assessments via grade teams and departmental meetings. In all of those meetings teachers are charged with the action planning and implementation. Teachers work collaboratively to identify and support students who are experiencing academic difficulties. Those students are provided with a range of interventions including individual tutoring, team-teaching, and learning style assessment.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$61,684	✓	37
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Improvement (year1) **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Math:

One of the factors that contributed to the low AYP performance is the students' ability to apply their learning. In examining component retest and regents results of students, it was discovered that students struggled with the open-ended response questions. Many students received minimal credit in this area. Particularly with our struggling learners, they had difficulty extending their knowledge without the support of hints in the multiple choice portion. In addition, programming changes needed to be made. Previously, students continued on to Geometry and Advance Algebra Trigonometry. This year, students who did not pass the Integrated Algebra Regents were programmed in for a third semester of Integrated Algebra. Without minimal competency in this course, it was discovered that students who went forward did not pass higher math regents examinations.

English

In examining the regents writing, students struggled with higher order thinking, specifically those associated with the critical lens essays. Students were challenged by creating a new perspective using different literary works. For our struggling students, using evidence to support text while using various writing conventions increased the level of difficulty. This also applied to the reading portion. Students were able to identify most information on the comprehension level. However, they struggled with questions on analyzing the text.

Graduation

In addition to passing regents examinations, credit accumulation played a barrier to graduation. Throughout their career, credit accumulation decreased after the freshman year. One of the challenges in grading practices was students receiving failing marks for incomplete or work that was not submitted. In addition, using a 100 point scale for grading magnified the impact of a zero grade on a

student average. Finally, students did not always receive specific feedback to their work. At times, feedback was in the form of praise or was not instructive in how to make it even better.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

For interventions, please see pages 12,13, 14 for graduation rate, mathematics, and English respectively.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The professional development allocation is used towards teacher grade team leaders. They provide professional development to members on their specific grade team. In addition, they collaborate and devise strategies and interventions to ensure all students are successful academically with their peers. Professional development topics range from creating classroom interventions, grading systems that support learning, examining student work, and developing strong classroom environments, to name a few. Grade team members plan and facilitate grade team meetings twice weekly.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Mailings will be sent to parents notifying them of the school's status. Letters will be translated in English and Spanish. Follow-up meetings will take with the parent coordinator to disseminate the information.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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>

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.) 9
2. Please describe the services you are planning to provide to the STH population.
Services available to students in temporary housing include individual and transitional counseling, bi-weekly check in and follow-up by guidance counselors, and various support groups.

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy of Urban Planning					
District:	32	DBN:	32K552	School		333200011552

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		78.8	79.4	77.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		93.4	91.4	92.6
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	147	148	124		77.6	74.4	75.2
Grade 10	129	143	143				
Grade 11	85	96	105	Students in Temporary Housing - Total Number:			
Grade 12	98	80	99	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	2	2	2		1	34	44
Total	461	469	473	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					18	11	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	38	47	44	Principal Suspensions	5	17	30
# in Collaborative Team Teaching (CTT) Classes	24	21	34	Superintendent Suspensions	19	29	18
Number all others	15	17	17				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	66	72	TBD				
# ELLs with IEPs	12	17	TBD				

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	66	72	TBD	Number of Teachers	33	36	34
# ELLs with IEPs	12	17	TBD	Number of Administrators and Other Professionals	13	13	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	6

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
	23	20	97	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	38.2	52.8	79.4
				% more than 5 years teaching anywhere	26.5	19.4	35.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	65.0	64.0	76.5
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	89.1	95.5	82.1
Black or African American	36.4	34.8	30.9				
Hispanic or Latino	61.4	62.3	66.0				
Asian or Native Hawaiian/Other Pacific	0.9	1.1	1.3				
White	1.3	1.7	1.7				
Male	46.2	49.3	52.6				
Female	53.8	50.7	47.4				

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	X	v	65
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander						-
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	X	
Student groups making				2	0	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	66.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	9.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	14.6	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	37.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 404 Cluster 04	District 32	School Number 552	School Name Academy of Urban Pla
Principal Monique Darrisaw		Assistant Principal Avery Beuford	
Coach		Coach	
Teacher/Subject Area Diana Isern		Guidance Counselor Milena Uribe	
Teacher/Subject Area Madelaine Hackett		Parent Janet Rose	
Teacher/Subject Area Irving Estella		Parent Coordinator Dale Donaldson	
Related Service Provider Orlando Garcia		Other	
Network Leader Terry Byam		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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	477	Total Number of ELLs	94	ELLs as Share of Total Student Population (%)	19.71%
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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 Academy of Urban Planning follows these procedures for identifying potential LEP/ELLs. The HLIS is given to all students who are entering for the first time to a New York City public school system. If the home language is other than English or student's native language is other than English a formal interview is conducted by a pedagogue in the student's native language. Out of our 94 ELLs, ninety two speak Spanish and 1 student speaks Nepalese and one student speaks mandarin. At registration, the parents of those two students came with a translator. At this point, we do not have a staff member that speaks Nepalese or Mandarin. Parents who need language assistance in other than the languages that are not spoken at the school, the parent coordinator will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting the formal interviews (phone conference) and for the translation of documents. After formal interview with the student and parent, and a review of the HLIS, if student is identified as a speaker of a language other than English, the Language Assessment Battery-Revised (LAB-R) is administered in the first 10 days of attendance at the school. One of the ESL teachers reviews the HLIS survey and administers the LAB-R. If the student's home language is Spanish then the Spanish LAB-R is also administered by a pedagogue who is a native speaker. If the student scores at the Beginning, Intermediate or Advanced level in the LAB-R, he /she is identified as Limited English Proficient (LEP). Student is then placed in the appropriate program based on their LAB-R score. If parents chose a program that is not offered at the school, the parent coordinator contacts the enrollment center to find parent choice placement. If there is not a seat available for the chosen program, the school will keep a record of those specific students and will open a new program when having appropriate number of students. Parents are then informed that when there are appropriate number of students in the chosen program, a new program will be in effect. After reviewing the Parent Survey and Selection forms for the last few years, we have 4 parents that have selected a transitional Bilingual Education program as their first choice.

Students will then receive an annual assessment to assess their English language acquisition. The assessment is the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores at Beginning, Intermediate or Advanced level student continues services. Students scoring at the proficient level is no longer LEP and student enters general education program with transitional services provided by the ESL teacher.

The Academy of Urban Planning includes a parent coordinator that works with all parents, including parents of our English Language Learners and our Special Needs students. In this capacity, ELL parents are invited to all Parent Association meetings, as well as receiving workshops geared towards ELL issues. In selecting an appropriate placement, the parent coordinator facilitates the parent orientation session during the fall or as needed, where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the new reorganization of the Department of Education and right to choose educational options for their child, an explanation of the state and city standards, the core curriculum, assessments, student expectation and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models that are provided in New York city public schools: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs. Parents are informed of their program choices in their native language. After the video, parent are provided with the parent Survey and Selection form in their native language. Entitlement letters are mailed to the parents at the start of the school year or when student is placed in ELL program immediately after LAB-R testing and placement. All written communication to parents such as notices to attend meetings, progress reports, brochures, and flyers are sent home in English and translated to the students' native language.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In										1	1			2
Total	0	0	0	0	0	0	0	0	0	2	2	1	1	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	56	Special Education	10
SIFE	15	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	22

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											0
Dual Language											0
ESL	56	9	2	16	4	3	22	2	5	94	
Total	56	9	2	16	4	3	22	2	5	94	

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										27	28	17	20	92
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	28	29	17	20	94								

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.

Students receive English as a Second Language instruction based on the student's proficiency level as mandated by CR Part 154. Students receive instruction in the four language modalities of listening, speaking, reading and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Regents examinations.

The Academy of Urban Planning provides a Free Standing ESL program and a Push-In model. During the 2010-2011 school year, instruction will be provided by three certified ESL teachers. The ESL program is based on student's level on the NYSESLAT and LAB-R. The ESL teachers will provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition, 360 minutes a week for intermediate students and 180 minutes a week of ESL instruction and 180 minutes of ELA instruction for the advanced students as per the Language Allocation Policy and as mandated by CR Part 154. The ESL teachers will provide a push in model in our ELA classes

and support services in the content areas to provide services to all LEP/ELL students. Teachers will plan collaboratively with content area teachers on the use of ESL scaffolding strategies / methodologies to assist the ELL population in their classes. LEP/ELL students will develop academic English Language Arts skills while receiving content area credit. Our ESL students will receive instruction in English using ESL scaffolding strategies (modeling, bridging, contextualization, schema building, text representation, and metacognitive development) throughout the content areas which are closely related to the Zone of Proximal Development (Vygotsky). Students will be assisted by others so that they are able to achieve more than he / she would be able to achieve alone.

In our instructional program we have implemented balanced literacy using a modified Ramp-Up model in which all our LEP/ELL students participate. In support of promoting student literacy we have instituted a number of programs and events which encourage LEP/ELL students to read and write.

In addition to our Ramp-Up to Literacy model for our ELLs we have implemented an Algebra curriculum. All ninth grade students are programmed for two periods of mathematics instruction. Using the 4-semester pacing plan, math teachers have maintained the recommended pace of the course. Teachers work with the school's math coach/assistant principal to plan assessments and instruction. All assessments are aligned to the regent's examination. LEP/ELL students use TI-83 graphing calculators and other appropriate technology in all their content area classes.

Besides taking required courses of Global History and Geography, Living Environment, Math and English Language Arts, we also offer courses in Art, Music and Urban Planning to our LEP/ELL students. We also piloted two new urban courses, Art through Urban Design in New York City and Introduction to Urban Environment. Both of these courses require students to engage in community study, group learning and demonstration of their knowledge through projects and presentations. LEP/ELL students participate in both courses.

We have ESL classroom libraries in each of our English and content area classrooms. We have also purchased Native Language textbooks as a support in the content area classrooms. The Academy of Urban Planning has supplementary books provided by the New York City Department of Education and independent reading books purchased by our school. These supplementary books represent a variety of reading levels, student interests and a diversity of authors. Reading and writing workshop are used in the classrooms. An after school program is in place for our SIFE and our newcomer ELLs geared towards English language acquisition. During Saturday school, an ELL program is in place for long term ELLs in preparation of the regents. Two ESL teachers are assigned to our Saturday program to work with our long term ELLs. Our special needs students are assigned to our after school and Saturday program.

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

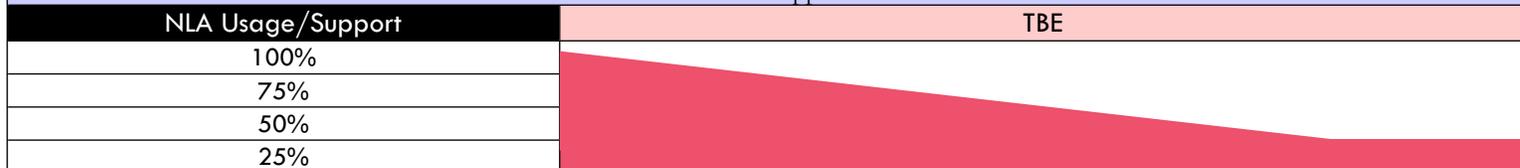
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <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
FOR TBE /DL PROGRAMS: 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.



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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

In several core subject areas, collaborative team teaching classrooms are created to support ELLs. Saturday academy and after school tutoring offer additional opportunities for intervention for those students in need of transitional support. Supplemental content specific curriculum materials in the native language are purchased to provide native language assistance. ELLs that are approaching proficiency on the NYSESLAT are supported by Saturday School Academy, lunch and after school tutoring. Instructional materials supporting ELLs include internet blogging and Edge books to develop writing and communication and we are in the process of purchasing the ESL technology program Rosetta Stone. Support staff who speak the students native language also push in to provide native language support.

Prior to the school year, students are invited to attend the ELLs summer enrichment program. This provides students an early opportunity to develop academic skills, content knowledge, and participate in enrichment activities. Ninth grade students are invited to participate in the Bridge Program. In the school year, students receive the same elective classes as native English speaking students. ELLs students may test out of our Spanish elective by taking the Spanish Regents exam. If they demonstrate mastery, they are eligible to take AP Spanish.

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)?

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 topics for staff will include differentiated grouping and word content strategies. In addition, ELLs teachers will deepen their work around academic vocabulary and preparing students for the English Regents. There will be professional development during the school year based on ESL strategies and teacher's will also attend professional development provided by the Office of English Language Learners. Jan 11th, 2011 professional development will include differentiation and formative assessments. March 2011 faculty meeting will be devoted to instructional practices with SIFE students. Department meeting time will be allocated to writing in the content area.

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?

The Academy of Urban Planning includes a parent coordinator that works with all parents, including parents of our English Language Learners and our Special Needs students. In this capacity, ELL parents are invited to all Parent Association meetings, as well as receiving workshops geared towards ELL issues. In selecting an appropriate placement, the parent coordinator facilitates the parent orientation session during the fall or as needed, where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the new reorganization of the Department of Education and right to chose educational options for their child, an explanation of the state and city standards, the core curriculum, assessments, student expectation and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models that are provided in New York city public schools: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs. All written communication to parents such as notices to attend meetings, progress reports, brochures, and flyers are sent home in English and translated to the students' native language.

Members of the school learning community will translate written communications and serve as oral interpreters as needed. The parent coordinator will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting formal interviews and for the translation of documents for parents who need language assistance in other than the languages that are not spoken at the school.

Two parent orientations will be conducted during the 2010-2011 school year. One session will be conducted in the fall and the other during the spring session. Through this we expect parents to become better involved in the school community. Workshops in the native language will also be provided on topics such as: regents' examinations; school procedures; rights and responsibilities of parents and students; the school grading policy; citizenship and immigrant services available to parents in the community.

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)										9	8	2	4	23
Intermediate(I)										12	10	10	6	38
Advanced (A)										10	10	5	8	33
Total	0	0	0	0	0	0	0	0	0	31	28	17	18	94

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										5	3	0	4
	I										1	3	4	4
	A										2	5	4	3
	P										13	7	5	6
READING/ WRITING	B										8	3	2	3
	I										7	6	5	9
	A										4	4	1	5
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	16		11	
Math <u>IA</u>	41		22	
Math <u>Geom</u>	1		0	
Biology				
Chemistry				
Earth Science	9		1	
Living Environment	35		4	
Physics				
Global History and Geography	31		13	
US History and Government	20		10	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

The LAB-R is administered to assess the early literacy skills of ELLs students. The data follows the research findings that students develop communication (listening and speaking) skills faster than academic reading and writing. Twenty two students demonstrated proficiency in

Additional Information

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

Paste additional information here

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		