



# **[URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE]**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: (20K609)**

**ADDRESS: 4200 16<sup>TH</sup> AVENUE, BROOKLYN, NY 11204**

**TELEPHONE: (718) 438-3893**

**FAX: (718) 438-3527**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 609      **SCHOOL NAME:** UA School for Criminal Justice

**SCHOOL ADDRESS:** 4200 16<sup>th</sup> Avenue, Brooklyn, NY 11204

**SCHOOL TELEPHONE:** 718-438-3893      **FAX:** 718-438-3527

**SCHOOL CONTACT PERSON:** Mariela Graham      **EMAIL ADDRESS:** [Mgraham8@schools.nyc.gov](mailto:Mgraham8@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Julie Wilson

**PRINCIPAL:** Mariela Graham

**UFT CHAPTER LEADER:** Cathy Czerkowicz

**PARENTS' ASSOCIATION PRESIDENT:** Lissette Galarce

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Jazmine Williams

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** #105

**NETWORK LEADER:** Jon Green/ Patrick Fagan

**SUPERINTENDENT:** Karina Costantino

---

## 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
<b>Mariela Graham</b>	*Principal or Designee	
Cathy Czerkowicz	*UFT Chapter Chairperson or Designee	
Lisette Galarce	*PA/PTA President or Designated Co-President	
Cathy Camacho	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Pamela Taylor-McDonald	DC 37 Representative, if applicable	
Jazmine Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Emily Hurst	Member/ Teacher	
Lauren Norman	Member/ Teacher	
Lauren Escobar	Member/ Teacher	
Marilyn Gonzalez	Member/ Parent	
Elizabeth Wills-King	Member/ Parent	
Amalia West	Member/ Parent	
Edna Kajoshi	Member/ Parent	

(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.

---

The Urban Assembly School for Criminal Justice *for Young Women* is now in its fourth year and educates 293 girls in grades, 6, 7, 8 and 9 from all over Brooklyn and Staten Island. Our students travel from Crown Heights, Canarsie, Sunset Park, Bedford-Stuyvesant as well as Staten Island to our school located in Borough Park. Our girls also represent a variety of cultures and languages; 35% of our students are black, 32% of our students are Asian, mostly coming from Pakistan and other west Asian nations, 22% come from Latin America and 10% are white, many from Eastern Europe. Sixteen percent of our students receive Special Education services and 12% are English Language Learners. This diversity provides a great opportunity for multicultural learning experiences for our students.

There are four significant defining aspects of UASCJ. First, our mission is explicitly about college admissions and graduation. We provide our students access to the knowledge and skills necessary to gain admissions to and graduate from 4-year colleges. We prioritize writing skills and critical thinking and reasoning as those are areas many college professors feel college freshmen lack. Second, our school spans grades 6 to 12, caring for our students from age 11 until they enter college. The continuity, momentum and sense of community that this offers a student particularly through adolescence only helps us achieve our mission. We are their link to the college world. Third, we are an all girls' public school with an open admissions process. Our students have freely chosen to attend our school because they believe that they will learn better in this environment. And last, the theme of our school is criminal justice, and as such we have developed relationships with various non-profit, public, academic and corporate institutions. At the same time, through their classes, our students are constantly making the connection that just as evidence is necessary in the criminal justice system to make compelling arguments and maintain order, evidence and logical reasoning are necessary in all forms of effective communication.

Our school has many extracurricular activities that encourage students to develop not only academically, but artistically and socially as well. Our extracurricular activities are made possible in part because of our partnership with the CHAMPS program as well as two CBOs, STARR (Standing Together Achieving Real Results) and Urban Arts Partnership (these two programs are part of a 21<sup>st</sup> Century Community Learning Center grant), and activities include Documentary Photography, African Dance, Flag Football, Soccer, Ballet, Junior Iron Chef and Math Team. These groups are all led by highly qualified individuals, most of whom are teachers at our school. In addition to exposing students to these areas, teachers strengthen their relationships with students in these small intimate settings. Our students also go on overnight trips beginning in the 7<sup>th</sup> grade.

UASCJ also enjoys many partnerships with various institutions such as the NYPD, Baker Hostetler, LLP, Urban Assembly and Pace University. These partnerships allow us to offer students more unique learning experiences. In 2008, students visited the NYPD Museum with Chief Jaffe (the highest ranking female in the NYPD), and went ice skating with Baker Hostetler attorney, Jeanine Conley. Through Ms. Conley, our 2007 Principal-for-a-Day, students have enjoyed Baker's Brunches, small group, catered meetings with women professionals. Our partnership with Pace University has resulted in curriculum-collaboration, and various professors have helped develop our criminal justice theme. Two years ago, 7<sup>th</sup> grade students received pocket-sized copies of the Constitution, courtesy of Pace University. These partnerships have enlivened what learning means to our students while exposing them to new places and people. This year, we launched a new partnership with Simpson, Thatcher, Bartlett, a midtown Manhattan law firm. Ten of their lawyers will act as mentors to ten of our 9<sup>th</sup> graders; this is a two-year commitment.

**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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	UA School for Criminal Justice				
<b>District:</b>	20	<b>DBN #:</b>	20K609	<b>School BEDS Code:</b>	332000011609

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.4	93.5	93.4		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					90.9	?	?		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	73	69	71	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		74	63		92%	86%	80+%		
Grade 8			74						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	0	2		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	73	143	208		4	2	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	0	7	40		
No. in Collaborative Team Teaching (CTT) Classes	0	5	12	Superintendent Suspensions	0	1	10		
Number all others	5	4	3						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	7	15	23	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	5	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	6	13	18
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	1	1	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	?	21	26				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	Na	Na	4
Black or African American	43.8	32.7	35	Percent more than five years teaching anywhere	33	46	30
Hispanic or Latino	21.9	25.9	25				
Asian or Native Hawaiian/Other Pacific Isl.	24.7	30.6	30	Percent Masters Degree or higher	100	85	74
White	9.6	10.9	10	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	85	100
Multi-racial							
<b>Male</b>							
<b>Female</b>	100	100	100				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

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

**Key: AYP Status**

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

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

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	83.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	A; 12.7/15	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	A; 24/25	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	A; 44.9/60	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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?

---

Upon reviewing and analyzing NYS ELA and Math scores through ATS, ARIS, Quality Review findings, and school-based assessments, specifically the McCloud Reading Assessment and running records, we have determined the following:

In order to provide the individual attention that each student needs in order to succeed, we have determined that careful analysis of student data must drive our interventions. Through **common grade team planning periods** included in teachers' schedules, teachers are involved in meaningful "**Kid-Talk**" sessions. Once a week each grade team assesses one student's school work, behavior and social skills using either *Ramapo for Children Behavior Identification and Planning Tool* or the *Schools Attuned Constructs*. Intervention strategies and follow-up are then discussed and finalized by the grade teams. Along with this, there are also built-in **common departmental planning periods** during which time, teachers develop **periodic benchmarks** to help assess whether students are making significant progress toward their long-term goals. Upon analyzing the NYS ELA and math scores, we are making an effort to streamline our grading system to more accurately portray a students' academic level. To that end, a **developmental rubric** is being created for ELA, math, social studies, and science. This is a longitudinal rubric ranging from below 6<sup>th</sup> grade level all the way to 12<sup>th</sup> grade level (college-ready). The goal is to have in place a clearly articulated roadmap to college-readiness. Beginning in January, monthly assignments will be evaluated in the four major subjects, using this rubric. Results of these assessments will be discussed with the students and will help drive teacher instruction. **Acuity predictive tests** in English and math will be used to determine students' strengths, weaknesses and needs. Finally, an additional tool used by the English language arts and math departments is **C-PAS** (College-Readiness Performance Assessment System) to measure and track students' acquisition of five key cognitive skills determined to be key elements of college readiness.

School-wide initiatives that have been developed this year are intended to accelerate student learning and get students on track toward college/career readiness. Our sense of urgency stems from the results of our **McCloud Reading Assessment** and running records, as well as the fact that statistically, only 63% of high school students graduate from high school in four years. Our schedule has been condensed into a seven period day, rather than eight, for grades 6-9 in order to extend guided practice and individual time on-task. Included in students' schedules are bi-weekly **seminar courses** whose offerings range from enrichment courses such as Advanced Art, Law, Debate, Contest Math or Latin American Literature to skills-based courses such as Math Foundations, Book Club, Science Lab Skills and Reading Foundations, to name a few. Also included are **advisory periods**, weekly for sixth and seventh graders and bi-weekly for eighth and ninth graders. For sixth

and seventh graders, these periods are used to help students understand their emotional and developmental growth, eighth graders are instructed on developing good study skills and ninth graders are learning about navigating high school and the college application process. Teachers are using **differentiated instruction**, i.e.; the use of graphic organizers, such as 4-Square Writing Method, video and audio clips, and use of the Smart Board to address all students' learning styles. **Critical thinking skills**, based on **Bloom's (revised) Taxonomy** are incorporated in daily lesson plans. All teachers have been given a practical tool (*Bloom's Taxonomy Critical Thinking Wheel by Mentoring Minds*) to assist in their planning of higher-order questioning. Another resource that has been given to all teachers is *Teach Like a Champion* by Doug Lemov to assist with practical ways/ideas for helping students prepare for college.

**Communication with Parents/ Guardians:** Based on the positive feedback from parents on the School Survey, we will continue to issue a weekly **Parent/ Guardian Blast Newsletter**, to be given to students every Tuesday. These newsletters highlight important upcoming events and keep parents abreast of the school's core values and expectations. Secondly, in an effort to create transparency about class work, homework and test/project grades, all parents are given user names and passwords to access their child's **grades online** at [www.snapgrades.net](http://www.snapgrades.net).

**Professional Development:** Weekly in-house **surveys** are being used to determine teachers' professional needs, the results of which are driving our professional development sessions. Monthly **Informal inter-visitations** amongst staff are expected and are intended for teachers to share and learn best practices. Finally, teachers are highly encouraged to attend out of school **conferences** such as National Conferences and those hosted by Urban Assembly. The Assistant Principal also works closely with Social Studies and English teachers to create lessons that promote critical thinking (through Bloom's Taxonomy, one-on-one lesson studies and other PD opportunities).

The most significant barrier to the school's continuous improvement is in our need to build capacity so that all students' needs are met. We are able to provide required support services, such as Speech and Guidance however, we want to ensure that *all* at-risk students are provided with the resources they need. To that end, this year we have prescribed a **Great Leaps** program for those who scored several reading levels below their grade on their McCloud Reading Assessment. However, we would like to offer other research-based programs, such as Read180 to our ELL's and special needs students. The greatest aid to the school's continuous improvement is in creating and sustaining a successful learning community. This is accomplished through the hiring of highly qualified teachers who work collaboratively during common planning periods to set high standards. Finally, by providing rich and rewarding enrichment activities, we will be able to ensure that all our students enter college armed with the skills they need.

## 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.

---

We have three goals for this school year based on the previous section's described needs assessment.

1. Teachers will use regular, school-wide periodic assessments to inform their teaching. This will be achieved by:

- School-wide Midterms and Finals. On the school calendar are the weeks, one in January and one in June, when students will take exams in English, Math, Social Studies, Science and – in 9<sup>th</sup> grade – Spanish.
- Semester Project Based Assessments. In English and Math, there will be a project-based assessment, based on the UA CPAS structure, each semester. All Urban Assembly schools administer the College-Readiness Performance Assessment System. There will more information re: CPAS but to learn more, please visit, [www.epiconline.org/cpas](http://www.epiconline.org/cpas). More details will be discussed during the first weeks of school. If you have pressing questions, please contact Emily Hurst or Luke Janka. For Social Studies and Science, teachers will create their own project-based assessment for each semester. These project-based assessments should also be aligned to the Key Cognitive Strategies and essentially, follow the format of CPAS projects.
- Monthly Papers. In English, Social Studies and seminar courses, students will be expected to write one paper a month. All papers within a subject area should be graded using the same rubric to track comparison and growth. Topics for these monthly papers – which can develop from paragraphs to essays to papers – should be open-ended questions that promote critical thinking and demand the use of evidence. In September, Department meetings will focus on the refinement of these rubrics.

2. Teachers will incorporate critical thinking skills into their lessons. This will be achieved by:

- Monthly Papers. In English, Social Studies and seminar courses, students will be expected to write one paper a month beginning the second semester. All papers within a subject area should be graded using the same rubric to track comparison and growth (these rubrics are being developed the first semester). Topics for these monthly papers – which can develop from paragraphs to essays to papers – should be open-ended questions that promote critical thinking and demand the use of evidence. In September, Department meetings will focus on the refinement of these rubrics. (NOTE OVERLAP WITH GOAL #1.)

- Planned Questioning. Teachers will have thought in advance what kind of questions s/he will ask different students based on cognitive abilities and skills-based abilities. Teachers should have these questions written, most likely on the lesson plan or on the board. Questions should especially draw from the higher level Bloom's Taxonomy.

3. Ninth grade students will have a clear understanding of the path to college and a career. This will be achieved by:

1. Advisory Curriculum. College Counselor and Ms. Cardarelli will work together to create an Advisory curriculum that addresses the knowledge that students need in order to make thoughtful and well-informed decisions regarding college applications and career aspirations.
2. College Visits. College Counselor will begin planning a scope and sequence of college visits.
3. Workshops and Speakers. College Counselor, Ms. Cazeau and Ms. McDonald will organize a series of 3-4 workshops relating to career exploration and college planning.
4. Targeted PD. Teachers will have the opportunity to learn more about current trends and practices in college admissions. More information to be discussed.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** All major subjects (ELA, Math, Science and Social Studies)

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The school will develop and use common <b>periodic assessments</b> and rubrics to <b>promote critical thinking skills</b> and <b>track student progress</b> towards college-preparatory skills as defined in the <u>Key Cognitive Strategies</u> which are aligned to the <u>Common Core National Standards</u>. (This is a continuation of last year’s goal of increasing the use of formative assessments.)</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will examine curriculum maps to develop semester assessments that align with the Common Core National Standards and the Key Cognitive Strategies.</li> <li>2. Teachers will develop department-wide developmental rubrics (that span grades 6-12) that reflect the Common Core National Standards and the Key Cognitive Strategies.</li> <li>3. School-wide – in English, Social Studies and Science, students will write monthly papers during the second semester. These will be graded on the aforementioned department-wide developmental rubrics (that span grades 6-12).</li> <li>4. School-wide, students will complete a project-based assessment each semester in each of the four major subjects. These will be graded on the aforementioned department-wide developmental rubrics (that span grades 6-12).</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1. Approximately \$5700 is set aside in Per Session for PD related expenses and participation.</li> <li>2. Approximately \$12, 505 is set aside in OTPS for teachers to attend conferences and PD activities.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students will write papers/essays that reflect the Key Cognitive Strategies (college-readiness skills defined as: Problem Formulation, Research, Interpretation Communication, Precision). These are aligned to the Common Core National Standards. <u>Seventy five percent will show positive gains from February through June.</u></li> <li>• Students will complete project-based assessments in each of the four major subject areas twice a year (once in the fall, once in the spring). <u>Forty percent of students will show positive gains between the fall and the spring assessments.</u></li> </ul>

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

**Subject/Area (where relevant):** All major subjects (ELA, Math, Science and Social Studies)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will develop <u>critical thinking and reasoning/communication skills</u>. Teachers will ask thoughtful and careful questions during individual conferencing and during whole-class instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Teachers will read <u>Teach Like a Champion</u> (by Doug Lemov) that includes structures for more thoughtful questioning (teachers were provided these books at the June retreat)</li> <li>2. Teachers will provide specific questions on their lesson plans so that they are prepared to ask differentiated, thought-provoking questions.</li> <li>3. Each month, in English class (grades 6-8), students will take an assessment made up of 10-15 questions from a previous ELA exam.</li> <li>4. Students will take seminar courses where they investigate interdisciplinary topics in depth in small groups.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Approximately \$5700 is set aside in Per Session for PD related expenses and participation.</li> <li>2. Approximately \$12, 505 is set aside in OTPS for teachers to attend conferences and PD activities.</li> <li>3. Time has been set aside for weekly department meetings and weekly grade team meetings.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• On the monthly assessment of 10-15 questions (from previous ELA exams), students in grades 6-8 will show improvement. <u>Sixty percent of students will show positive gains.</u></li> </ul>

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

**Subject/Area (where relevant):** 9<sup>th</sup> Grade Advisory

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of their 9<sup>th</sup> grade year, students will have a <b><u>firm understanding of higher education</u></b> and the academic, social and emotional maturity required to get to college.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Secure a 9<sup>th</sup> grade Adviser (Danielle Cardarelli, 9<sup>th</sup> grade SS teacher) and a College Counselor (Allison Ruth)</li> <li>2. Create a College Knowledge 9<sup>th</sup> grade curriculum (by Adviser and College Counselor)</li> <li>3. Begin mentoring program for 10 students, ½ of whom are “at risk” (currently securing mentors to begin program in October)</li> <li>4. Whole grade visits at least 2 colleges this school year</li> <li>5. Have a career day in December 2010</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Approximately \$5255 is set aside for College Knowledge activities and materials.</li> <li>2. Investment in a College Counselor with only a 9<sup>th</sup> grade.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• There will be assessments given in College Knowledge Advisory, <u>80% will score at least 80% on those assessments</u></li> <li>• <u>90% students</u> will be able to explain what it takes to follow a certain <u>career</u> (teacher, lawyer, doctor, architect, etc) through a <u>PPT presentation</u>.</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	18	10	73	73	7			
7	29	22	71	71	3			
8	18	10	64	64	1			
9	35	12	37	40	2			
10								
11								
12								

**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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>*All grades- twice weekly, seminar periods (116 minutes total) are used to address word/grammar skills and reading comprehension strategies. These seminars include Book Club, Creative Writing, Latin American Literature, American Literature, and Current Events. Groups range in size from 10 students to 25. Scholastic magazines and Time for Kids are used as resources.</b></p> <p><b>*Based on the results of the McCloud Reading Assessment and running records, 15 students are receiving the Great Leaps program to increase word recognition and fluency. This program is done on a one-to one basis 2 to 5 times weekly depending on the student's needs.</b></p>
<p><b>Mathematics:</b></p>	<p><b>6<sup>th</sup> grade-at-risk students are pulled out by their math teacher three times a week for 30 minute sessions during lunch</b></p> <p><b>7<sup>th</sup> grade-22 students receive Math Foundations (2 groups of 11 students each) twice a week during Seminar periods (116 minutes).</b></p> <p><b>8<sup>th</sup> grade- Cognitive tutor is used twice a week during seminar (116 minutes), one group of 10 students.</b></p> <p><b>9<sup>th</sup> grade-students are serviced during office hours which are three times a week, either during lunch or after school (30 minute sessions)</b></p>
<p><b>Science:</b></p>	<p><b>*6<sup>th</sup> , 7<sup>th</sup> and 8<sup>th</sup> grade-on a weekly basis during the school day, 2 extra periods (116 minutes total) of science instruction are provided to each grade, broken up into 3 groups of less than 25 students</b></p> <p><b>*9<sup>th</sup> grade-15 students receive intensive lab skills twice a week for one period (116 minutes total) as a seminar class</b></p>
<p><b>Social Studies:</b></p>	<p><b>*6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade-on a weekly basis during the school day, 2 extra periods (116 minutes) of social studies instruction are provided to each grade, broken up into 3 groups of less than 25 students. DBQ's, map skills and literacy are addressed.</b></p> <p><b>*9<sup>th</sup> grade-through weekly seminars (116 minutes total) 40 students receive social studies services through topics of Debate and Latin American Literature.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>Depending on need, at-risk students are serviced by the guidance counselor once a week either one-on-one or small group. Services last until the student has managed to use the social/behavioral skills needed to succeed in the classroom</b></p>

<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>



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 ESL Program provides one hundred percent (100%) of the instruction in English. ESL instruction is delivered either in a Push-In model or self-contained model so that students can get the additional attention, assistance and reinforcements they need without missing content material. ESL students of the same NYSESLAT level are in the same class in all grades. The 7<sup>th</sup> and 8<sup>th</sup> grade students are at a variety of levels and it is important that they begin to learn how to use their English language skills in a variety of contexts – social and academic, thus their ESL instruction is provided during their ELA class. This way, they are given additional ESL supports, while receiving all of the same content instruction as the rest of the 7<sup>th</sup> grade. In the 6<sup>th</sup> grade and 9<sup>th</sup> grade, the push-in model serves students that are mixed heterogeneously by language proficiency. In the classroom, the ESL teacher often works with ESL students on vocabulary and reading comprehension. She has a copy of the lesson plan in advance and prepares necessary supplementary materials for ESL students. Further, technology is incorporated into the curriculum to enhance the differentiated learning experience of all students, including the ELLs. The 6<sup>th</sup> graders also have certain periods in which they can be pulled-out for additional instruction. The 6<sup>th</sup> graders are not pulled out if they would be missing important content instruction. Beginner and Intermediate ESL students also receive additional instruction during the day as well as before/ after school. During this time, the ESL teacher can focus on specific reading and writing strategies. Instruction is aligned with the ELA standards, as per CR-Part 154 mandates. Beginner and Intermediate level students receive 360 minutes of ESL instruction, and Advanced students receive 180 minutes of ESL instruction.

To ensure that our ELLs meet and exceed standards we have instituted a number of additional targeted interventions for ESL students. In the spring, we will have a before school program for Advanced (as designated by the NYSESLAT) students. This program covers a combination of test prep strategies as well as reading skills. ESL students are also encouraged, as are all our students, to participate in a variety of after school clubs. ESL students currently participate in Junior Iron Chef, Ballet, Soccer, Math Team and Volleyball.

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

---

The ESL teacher regularly receives professional development support from PD lectures and Teach for America training and will share her findings with the rest of the teachers. There will be future PDs to maintain the highest level of instruction for the ELLs in order to help them reach their highest potential.

As a staff, the needs of ELLs and methods to address these needs are discussed regularly during grade team meetings and individual meetings between content teachers and the ESL teacher. There was much collaboration among the staff to determine the ESL push-in schedule that would be most effective for the progress of the ELLs. Differentiation in instruction is a large focus for PDs and staff development at UASCJ. The ESL teacher will periodically give the teachers reports on the progress of the ELL students. In accordance with Jose P., 7.5 hours of professional development is scheduled for the staff throughout the year to support teaching ELLs.

By keeping the ELL students in mainstream classes, they are held to State learning standards. The push- in system ensures that both ESL learning standards are incorporated and met.

**Section III. Title III Budget**

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

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

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

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

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

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

---

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.

Important school documents are submitted to the Office of Translation and Interpretation for translations (i.e. School Parent Compact, admissions information about our school, etc.). Staff is available for French, Polish and Spanish translations and interpretations.

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.

There are a considerable number of Spanish-speaking families in our school. Two staff members are fluent in Spanish, including the Principal, and assist in interpretation and translation necessities. We have a few families that exclusively speak Polish and we are able to satisfy those needs with our school secretary and math teacher, who are fluent. We have many Urdu-speaking families who rely on other family members to translate documents. We hope to find a more permanent solution to the issue.

#### **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.

The school will continue to have important documents translated by the DOE Translation and Interpretation Unit. Documents needing to be translated into Spanish will be done in the school.

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.

Spanish, Polish, Urdu and Bengali interpretation services are always available at the school through staff members. For Haitian-Creole and Arabic, we have used over-the-phone translation services.

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

The school will survey parents and students to find out which families require translated materials in order to be informed of school policies and events. With that information, we will create a plan that meets the specified needs. Also, by providing the DOE Translation and Interpretation Unit with materials to be translated in a timely fashion, we can ensure that parents receive translated documents at the same time that English documents are distributed.

## 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:	\$261,563	\$57,063	\$318, 626
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2616	\$571	\$3187
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,078	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,156	*	

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.

We hired and assigned teachers according to their content area.  
Teachers who were not highly qualified are no longer at our school (of their own volition).

\* 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**.

**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.

The School-Parent Compact will be reviewed annually at the May School Leadership Team meeting in preparation for the upcoming school year.

SEE ATTACHED

**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.

SEE ATTACHED

## **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.

See page 9.

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

See pages 16-19.

3. Instruction by highly qualified staff.

We will continue to inform and encourage non-highly qualified teachers to seek out additional coursework.

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.

We will continue working with our network, the Urban Assembly, so that our teachers receive high quality professional development. With our Achievement Coach we have instituted a structured form of lesson study that this year involves filming teachers' classrooms thereby deepening this work. As a school we also have structures in place for intervisitations, grade team meetings and department meetings that allow for meaningful collaboration and collegial work. Teachers will also be given the opportunity to attend outside professional developments such as:

- a. National Conferences for:
  - i. National Council of Teachers of English
  - ii. National Council for the Social Studies
  - iii. National Science Teachers Association
  - iv. National Council of Teachers of Mathematics
- b. Math for America workshops
- c. Urban Assembly network-wide PD sessions

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

Our hiring committee begins advertising and interviewing interested candidates in February, allowing us to meet many prospective teachers. Our committee consists mainly of teachers, and so our current staff is able to share first hand perspectives of what teaching at our school is like. Since we begin our process so early, we have time to have follow-up interviews, check references and invite candidates for a demo lesson.

In addition to targeting teachers who are in Masters programs (at NYU, Teachers College and elsewhere), our school seeks to attract high-quality highly qualified teachers by ensuring them that UASCJ is a supportive and productive place. Teachers are treated as professionals and are encouraged to take risks, collaborate, and learn from each other. As evidence, a handful of the teachers hired last Spring were recommended by our staff.

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

During 2007-2008 we participated in the Parents as Arts Partners program through the Center for Arts Education. With that grant, we were able to invite students, parents and families to family art workshops on Saturdays. In addition, we invite parents to a variety of school functions where their children's work is celebrated.

This year, 2009-2010 and 2010-2011, we have a full-time Parent Coordinator and that will allow us to better follow up with reminders about pending events. Through the 21<sup>st</sup> Century Community Learning Center grant, we will be able to collaborate with Counseling in School for 12 2-hour parent workshops. With this CBO, the School Leadership Team will work to create one Saturday event in the spring that will help boost parental involvement.

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. **NA**

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.

The principal meets with the Grade Team Leaders weekly not only to share information with them, but also to get their input on a variety of programmatic and instructional decisions that need to be made. Staff meetings, grade team meetings and department meetings are often attended by the principal and allow for direct input on specific assessment-related concerns. At Grade Teams, English and Math teachers discuss with colleagues which CPAS activities to choose for the two interim assessments. This year, 2009-2010, all teachers are also part of a Department with designated department chairs. These weekly meetings are key to ensuring that from year to year, students are building upon the skills that they have learned and that all the skills combined provide for stronger college-readiness curricula.

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

See pages 16-19.

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.

A variety of staff members have assumed the responsibility of integrating additional health and home-life programs, and our PE teacher and 6<sup>th</sup> grade science teacher teach Health once a week. Our Enrichment Coordinator, Dean and Mentoring Coordinator look into ways that we can provide students with additional home supports (counseling, therapy) and career exposure. Our collaboration with Counseling in Schools helps us pay special attention to this area, and our partnership with Interborough Developmental and Counseling Center gives students the opportunity to meet with a licensed therapist within the safety and convenience of a school building and school day. Our full time Guidance Counselor also sees at risk students; she is the point person for housing and family supports.

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
--------------	--	---	--	---

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

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$101,268	✓	p. 11, 21
Title I, Part A (ARRA)	Federal	✓			\$23,218	✓	p. 21
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$73,028	✓	p. 10-13, 15-18, 21
Tax Levy	Local	✓			\$454,169	✓	p. 10-13, 15-18

### 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;

---

students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

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

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

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

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

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

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

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

---

School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

---

### **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.)

Two.

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

These students receive at-risk counseling.

### **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 PARENTAL POLICY

### PART I -GENERAL EXPECTATIONS

The Urban Assembly School for Criminal Justice agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with Section 118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultations with parents of participating children.
- In carrying out the Title I, part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State plans of the ESEA in an understandable and uniform format including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program (s) in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular two-way meaningful communication, involving students' academic learning, and other school activities ensuring the following:
  - That parents play an integral role in assisting their child's learning;
  - That parents are encouraged to be actively involved in their child's education at school.
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees assisting to the education of their child;
  - Lastly, carrying out of other activities, such as those described in Section 118-parental involvement of the ESEA.

### PART II- DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. UASCJ will take the following action(s) to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP addendum) under Section 1112-Local Educational Agency Plans of the ESEA.
  - Through the implementation and use of the Parent Leadership Committee in conjunction with faculty and administration, parents will develop a Parental Improvement Plan as described in the RDCEP/DCEP Addendum.
2. UASCJ will take the following action(s) to involve parents in the process of school review and improvement under section 116- Academic Assessment and Local Educational Agency and Improvement of the ESEA.

- Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner to help all children in Title I; Part A programs meet the challenging State's student academic achievement standards.
3. UASCJ will coordinate and integrate parental involvement strategies in Title I, Part A under the following other programs:
- Will coordinate with PPP monitors and/or guidance intervention program to effectively work with parents.
4. UASCJ will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will identify barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.
5. UASCJ will build parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following: Undertaking and integrating the State's academic content standards in conjunction with the State's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part 54 program(s).
  - The school will, with the assistance of the Region and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school by:
    - providing professional learning opportunities on communicating with parents
    - analyzing parental involvement evaluations with school personnel
    - setting goals related to the feedback provided by the parents through the evaluation process, including an ongoing dialogue with the PTA committee and other pertinent personnel.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Urban Assembly School for Criminal Justice					
<b>District:</b>	20	<b>DBN:</b>	20K609	<b>School</b>		332000011609

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.4	94.0	92.5
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.9	92.6	95.6
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	69	73	73	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	79	65	71		60.0	86.5	84.8
Grade 8	0	74	64				
Grade 9	0	0	87	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	2
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	148	212	295	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	2	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	7	40
# in Collaborative Team Teaching (CTT) Classes	5	12	39	Superintendent Suspensions	0	1	10
Number all others	7	12	10				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	12	20	TBD				
# ELLs with IEPs	2	7	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	6	13	17
Number of Administrators and Other Professionals	3	2	4
Number of Educational Paraprofessionals	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	5	% fully licensed & permanently assigned to this school	100.0	100.0	89.5
				% more than 2 years teaching in this school	0.0	0.0	17.6
				% more than 5 years teaching anywhere	33.3	30.8	17.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	85.0	76.5
American Indian or Alaska Native	0.0	0.5	0.3	% core classes taught by "highly qualified" teachers	100.0	93.8	76.0
Black or African American	32.4	37.7	34.6				
Hispanic or Latino	25.7	23.6	22.0				
Asian or Native Hawaiian/Other Pacific	30.4	29.2	33.6				
White	11.5	9.0	9.5				
<b>Male</b>	0.0	0.0	0.0				
<b>Female</b>	100.0	100.0	100.0				

#### 2009-10 TITLE I STATUS

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

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

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

#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	45.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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



## Urban Assembly School for Criminal Justice 2010-2011

### School-Parent Compact

The Urban Assembly School for Criminal Justice, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement 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 Urban Assembly School for Criminal Justice will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables your child to meet the State's student academic achievement standards as follows:**
  - Encourage and promote reading and writing across the subject areas.
  - Provide structural support in math and literacy for remediation and enrichment.
  - Incorporate the use of technology to integrate other resources.
  - Conduct explicit grammar, writing and reading instruction.
  - Hire highly qualified teachers who are experts in their subject areas.
  - Create a nurturing and comfortable learning environment free of unnecessary distractions such as cell phones and electronic gadgets.
  - Promote a healthy lifestyle by helping students make thoughtful decisions about nutrition and fitness.
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to your child's achievement.** Specifically, those conferences will be held:
  - Tuesday, November 16, 2010
  - Thursday, March 17, 2011
- 3. Provide families with frequent reports on their children's progress.** Specifically, the school will provide grade reports as follows:
  - Snapgrades progress reports at least once each quarter, approximately half-way through the marking period.
  - Parent/guardian online access to their child's grades on Snapgrades (for more information visit [www.snapgrades.net](http://www.snapgrades.net))
- 4. Provide families with reasonable access to staff.** Specifically, staff will be available for consultation with families as follows:
  - Parents can call and request an appointment to meet or talk with school staff.
  - Staff has school-based email addresses for communication with parents. Email addresses are located at [www.uascriminaljustice.org](http://www.uascriminaljustice.org). Parents can also call the school for this information.

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

- Parents/guardians may volunteer as trip chaperones.
- Parents/guardians may visit classrooms during special presentations and, with advanced notice, observe their child in class.

**Family Responsibilities**

We, as parents/guardians, will support our child’s learning in the following ways:

- Attendance: Ensuring that your child attends school regularly and on time.
- Uniform: Ensuring that your child wears her school uniform every day. The school uniform consists of a UASCJ logo shirt, sweatshirt or school-issued shirt. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students must wear black pants while 9<sup>th</sup> graders are required to wear grey pants.
- Homework & Academic Success:
  - Ensuring that your child completes her homework on time and helping your child study for tests and quizzes.
  - Ensuring that television, video games, and non-school related computer use do not get in the way of your child’s academic success.
  - Ensuring that your child receives an ample amount of sleep each night.
  - Encouraging your child to participate in after school activities and clubs.
  - Helping your child obtain a library card and regularly visit the local library.
  - Encouraging your child to read for at least 30 minutes every night.
  - Helping your child perform her work in a focused and sanitary environment by prohibiting her from bringing soda, sunflower seeds, or chewing gum to school. These items are forbidden at all times, including during breakfast and lunch. If your child brings these items into school, they will be confiscated and thrown out.
  - Ensuring that your child does not bring a cell phone or any electronic devices to school. These items will be confiscated and a parent will need to come to the school to retrieve these items.
- School Involvement:
  - Participating in decisions relating to your child’s education. This includes a willingness to meet with teachers when asked.
  - Building positive relationships with teachers and staff.
  - Staying informed about your child’s education by reading all notices/reports from the school or the school district and responding if necessary. This includes checking for the Parent Blast which is distributed every Tuesday.
  - Informing the school of any matters that might affect your child’s academic success.
  - Serving, if possible, on school committees. Positions include:
    - Member of the Parent Teacher Association (PTA)
    - Parent representative on one of several school advisory or policy groups, including:
 

School Improvement Team	School Leadership Team
Title I Policy Advisory Committee	District wide Policy Advisory Council
State’s Committee of Practitioners	School Support Team

UA School for Criminal Justice

---

Parent Signature	Student Name
------------------	--------------

---

Phone Number	Date
--------------	------





# SCHOOL PARENTAL POLICY

## PART I-GENERAL EXPECTATIONS

The Urban Assembly School for Criminal Justice agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with Section 118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultations with parents of participating children.
- In carrying out the Title I, part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State plans of the ESEA in an understandable and uniform format including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program (s) in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities, and procedures in accordance with this definition of parental involvement: Parental involvement means the participation of parents in regular two-way meaningful communication, involving students' academic learning, and other school activities ensuring the following:
  - That parents play an integral role in assisting their child's learning;
  - That parents are encouraged to be actively involved in their child's education at school.
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees assisting to the education of their child;
  - Lastly, carrying out of other activities, such as those described in Section 118-parental involvement of the ESEA.

## PART II- DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. UASCJ will take the following action(s) to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP addendum) under Section 1112-Local Educational Agency Plans of the ESEA.
  - Through the implementation and use of the Parent Leadership Committee in conjunction with faculty and administration, parents will develop a Parental Improvement Plan as described in the RDCEP/DCEP Addendum.
2. UASCJ will take the following action(s) to involve parents in the process of school review and improvement under section 116- Academic Assessment and Local Educational Agency and Improvement of the ESEA.
  - Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner to help all children in Title I; Part A programs meet the challenging State's student academic achievement standards.

3. UASCJ will coordinate and integrate parental involvement strategies in Title I, Part A under the following other programs:
  - Will coordinate with PPP monitors and/or guidance intervention program to effectively work with parents.
4. UASCJ will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will identify barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.
5. UASCJ will build parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following: Undertaking and integrating the State's academic content standards in conjunction with the State's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part 54 program(s).
  - The school will, with the assistance of the Region and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school by:
    - providing professional learning opportunities on communicating with parents
    - analyzing parental involvement evaluations with school personnel
    - setting goals related to the feedback provided by the parents through the evaluation process, including an ongoing dialogue with the PTA committee and other pertinent personnel.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>105</b>	District <b>20</b>	School Number <b>609</b>	School Name <b>UAS Crim. Justice</b>
Principal <b>Mariela Graham</b>		Assistant Principal <b>Nathalie Jufer</b>	
Coach		Coach	
Teacher/Subject Area <b>Katie Ostrager</b>		Guidance Counselor <b>Ms. Cazeau</b>	
Teacher/Subject Area <b>Lauren Norman</b>		Parent <b>Lisette Galarce</b>	
Teacher/Subject Area <b>Emily Feder</b>		Parent Coordinator <b>Pamela Taylor-McDonald</b>	
Related Service Provider		Other	
Network Leader <b>Jon Green/ Patrick Fagan</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>22</b>

### C. School Demographics

Total Number of Students in School	<b>293</b>	Total Number of ELLs	<b>37</b>	ELLs as Share of Total Student Population (%)	<b>12.63%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

- English Language Learners are identified by administering the Home Language Identification Survey to all newly admitted students. Students that indicate that their native language is not English are then given the LAB-R to determine their level of speaking, writing, listening, and reading competence in English. Students who do not score proficient on the LAB-R are prepared to annually take the NYSESLAT until they reach proficiency in English. Upon registration, the test history and the student's cumulative records are carefully reviewed. If it has been indicated that the student receives ESL services, services are started immediately. If the student is new to the New York City Department of Education, the following steps will be taken: the student will be given the home language survey; if necessary, the LAB-R will be administered; the ESL teacher (highly qualified and fully certified) will meet with the parents to conduct an informal oral interview and discuss LEP options; ESL services will begin immediately. The student will be provided with the appropriate services based on her scores on the initial assessment or based on the previous test history. Students are prepared to take the NYSESLAT and their services will be updated according to their needs as presented by their scores on formative classroom assessments, in addition to the annual assessments.
- When parents elect to send their children to UASCJ, they are made aware of the supports provided for ELLs. Moreover, parents are encouraged to participate in all opportunities available for parent/ school collaboration. There are parents of ELLs who participate in the PTA. Parents of the ELL students will be given progress reports on their students' progress with their English language learning and concrete ways to assist their children.
- Freestanding ESL is the only option for our ELLs. Parent surveys are distributed and collected by our parent coordinator. Documents are translated into the languages that the parents speak and translators are made available for meetings, when requested.
- As freestanding ESL is the only service offered to our ELLs, parents are made aware of this and therefore there is no assessment to place students in a bilingual program.
- There is no data for program selection given that parents who choose UASCJ choose to follow the freestanding ESL program.
- The program model has shown success and thus parents are satisfied with the offering.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>								18	6					24

Push-In							7			6				13
<b>Total</b>	0	0	0	0	0	0	7	18	6	6	0	0	0	37

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	13
SIFE	5	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	12

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	14	2	2	10	1	2	12	2	7	36
<b>Total</b>	<b>14</b>	<b>2</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>2</b>	<b>7</b>	<b>36</b>

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

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																		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																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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							2	7	1	1				11
Chinese														0
Russian														0
Bengali							1	4	3					8
Urdu							4	6	2	3				15
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi							1	1						2

## 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
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>18</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. The ESL Program provides one hundred percent (100%) of the instruction in English. ESL instruction is delivered either in a Push-In model or self-contained model so that students can get the additional attention, assistance and reinforcements they need without missing content material. ESL students of the same NYSESLAT level are in the same class in all grades. The 7th and 8th grade students are at a variety of levels and it is important that they begin to learn how to use their English language skills in a variety of contexts – social and academic, thus their ESL instruction is provided during their ELA class. This way, they are given additional ESL supports, while receiving all of the same content instruction as the rest of the 7th grade. In the 6th grade and 9th grade, the push-in model serves students that are mixed heterogeneously by language proficiency. In the classroom, the ESL teacher often works with ESL students on vocabulary and reading comprehension. She has a copy of the lesson plan in advance and prepares necessary supplementary materials for ESL students. Further, technology is incorporated into the curriculum to enhance the differentiated learning experience of all students, including the ELLs. The 6th graders also have certain periods in which they can be pulled-out for additional instruction. The 6th graders are not pulled out if they would be missing important content instruction. Beginner and Intermediate ESL students also receive additional instruction during the day as well as before/ after school. During this time, the ESL teacher can focus on specific reading and writing strategies. Instruction is aligned with the ELA standards, as per CR-Part 154 mandates. Beginner and Intermediate level students receive 360 minutes of ESL instruction, and Advanced students receive 180 minutes of ESL instruction.

To ensure that our ELLs meet and exceed standards we have instituted a number of additional targeted interventions for ESL students. In the spring, we will have a before school program for Advanced (as designated by the NYSESLAT) students. This program covers a combination of test prep strategies as well as reading skills. ESL students are also encouraged, as are all our students, to participate in a variety of after school clubs. ESL students currently participate in Junior Iron Chef, Ballet, Soccer, Math Team and Volleyball.

2. The Language Allocation Policy is reviewed by team members, Ms. Mariela Graham, Principal, Ms. Nathalie Jufer, Assistant Principal and Ms. Ostrager, ESL teacher. It is also reviewed by the School Leadership Team including PTA President Ms. Leslie Lara and UFT

Chairperson Ms. Cathy Czerkowicz, after the results of the NYSESLAT are reported. All teachers involved in the instruction of ELLs are fully certified.

3. All content areas are delivered in English. Students receive push- in ESL in ELA. The ESL teacher also provides extra support for other content areas. These additional supports include things like leveled reading passages on theme, vocabulary instruction, visuals, or scaffolds for writing assignments.

4. Differentiated instruction is a huge priority at UASCJ. We make sure that all teachers that teach the same ELLs discuss how they are doing in their distinct content areas. Students who are beginners or intermediate receive additional pull-out time to ensure that, if need be, they receive basic phonics instruction. Moreover, in the 7th grade ELA/ESL class, there is always differentiation in the form of texts provided, vocabulary, and assessments. The students who are Long-Term ELLs are all at the advanced level and receive extra reading/ writing support as well as test prep in order to ensure that they will be able to reach proficient on the NYSESLAT. Students who are identified as having special needs in 6th and 7th grade are placed in the CTT classes and the student in 8th grade receives SETTS.

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

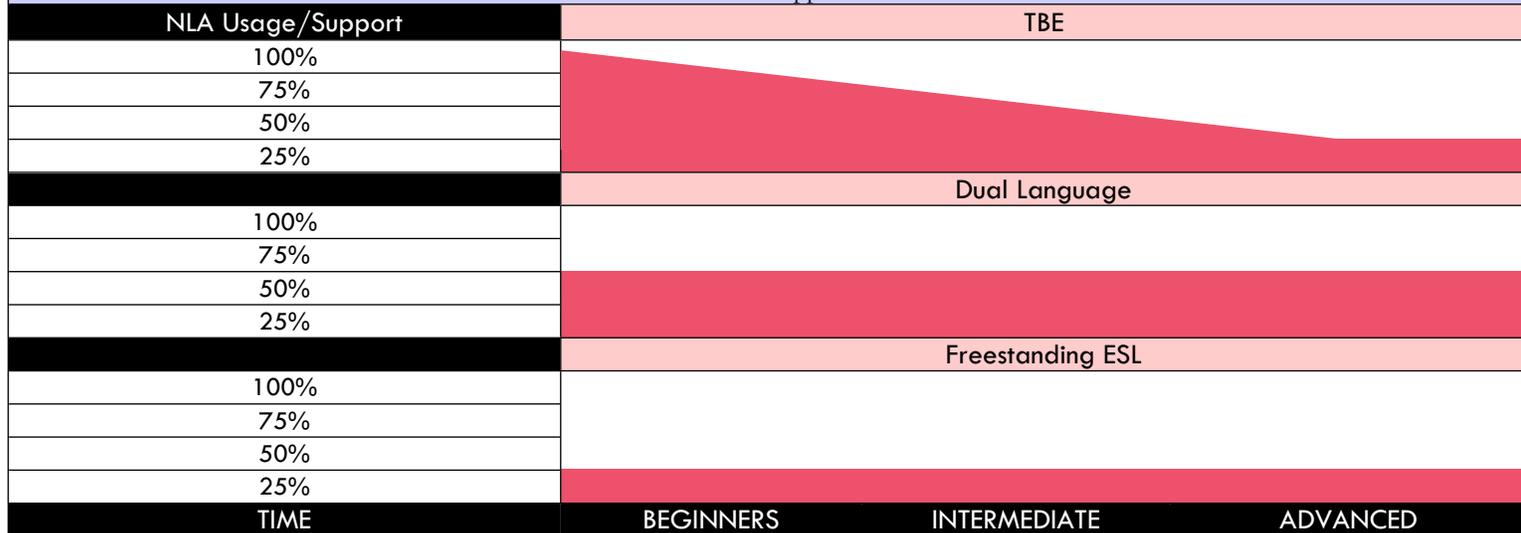
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

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

5. Additional support for ELLs within their content areas is provided by both the content area teacher as well as the ESL teacher. There is constant dialog between the ESL teacher and the content area teachers so that students receive extra assistance to ensure they meet the state grade level standards in all content areas.

6. Once students have passed the advanced level and tested out of the ESL program by attaining a proficient level on the NYSESLAT, UASCJ has adopted intervention strategies specific to the proficient population. These intervention strategies include small group instruction, continued reinforcement of vocabulary acquisition techniques and participation in reading groups (such as voluntary Book Clubs).

7. New programs and professional development opportunities to support our ELLs are always considered. This year is the first year we have self-contained ESL as the ELA class for the 7th grade. Further, we have considered bringing in more technology to support ELLs through activities like viewing books on tape to pair with books, attending a play of the book that will be read in class, etc. In addition, over the past summer the principal and ESL teacher took the ELL students entering 7th grade on 4 summer outings to ensure they practiced speaking, reading, and writing in English over the summer.

8. The push-in/ pull-out in 7th grade was modified so that it is self-contained ELA with ESL instructional methods. We believe that ELA with ESL supports will better serve our ELLs so that they can learn the same ELA themes and content but where needed will have distinctly modified texts with ESL methods to enhance the instruction.

9. ELLs are fully integrated into the school and participate in all the same school and after school activities as the rest of the student body.

10. The ESL teacher has provided teachers with extra resources to aid students' learning the content areas. These materials include things for vocabulary instruction, reading or writing. The teachers find visuals and use technology to support students' learning and success in all content areas.

11. All content is taught in English. Native language support is occasionally used when a teacher asks a student with more advanced English skills to do some translation for a beginner ELL.

12. Required services and support are age and grade appropriate even in the case of students who are extremely below grade level in English.

13. Newly enrolled ELL students are invited to a student orientation. Newly enrolled ELLs are usually put into contact with a student who can be the new student's "buddy" to help her negotiate the new school's procedures.

14. Spanish as a Foreign Language is offered to ELLs.

### 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)?

Paste response to questions 1-5 here

### 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 and Support for School Staff

The ESL teacher regularly receives professional development support from PD lectures and Teach for America training and will share her findings with the rest of the teachers. There will be future PDs to maintain the highest level of instruction for the ELLs in order to help them reach their highest potential.

As a staff, the needs of ELLs and methods to address these needs are discussed regularly during grade team meetings and individual meetings between content teachers and the ESL teacher. There was much collaboration among the staff to determine the ESL push-in schedule that would be most effective for the progress of the ELLs. Differentiation in instruction is a large focus for PDs and staff development at UASCJ. The ESL teacher will periodically give the teachers reports on the progress of the ELL students. In accordance with Jose P., 7.5 hours of professional development is scheduled for the staff throughout the year to support teaching ELLs.

By keeping the ELL students in mainstream classes, they are held to State learning standards. The push-in system ensures that both ESL learning standards are incorporated and met.

### 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?

#### Parental Involvement

Parents are encouraged to participate in all opportunities available for parent/ school collaboration. There are parents of ELLs who participate in the PTA. Parents of the ELL students will be given progress reports on their students' progress with their English language learning and concrete ways to assist their children. Moreover, translators are provided upon parents' request.

## 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)								3	4					7

Intermediate(I)								4	2	4				10
Advanced (A)							8	11	1					20
Total	0	0	0	0	0	0	8	18	7	4	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	3	2		6
7	8	7	1		16
8	3	1	2		6
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	1		4						5
7	1		14		0		1		16
8	2		3		3				8
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 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.

**Part IV: Assessment Analysis**

- b.
  1. Early literacy skills of our ELLs are assessed along the Fountas and Pinnell reading levels through the use of running records administered once every month. This information is used to provide students with texts and independent reading books that are at appropriate levels. Further, students are given their levels so that they know where they are and what to do in order to move up. Last year, students were regularly assessed with running records and on average improved nearly 2 years of reading growth.
  2. There is a variety of scores on the NYSESLAT/ LAB-R across the grades. This variety correlates more with years in the United States rather than grade level.
  3. On average, there are higher scores in speaking/ listening than on reading/ writing. Thus instructional attention will be placed more on reading/ writing rather than speaking/ listening.
  4. There are no students who take tests in their native languages at UASCJ. Students on average are getting 2s or 3s in both math and ELA. The school uses periodic assessment and summative assessment data to inform instruction.

**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		