



URBAN ACTION ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: URBAN ACTION ACADEMY (18K642)
ADDRESS: 1600 ROCKAWAY PARKWAY, ROOM 257
BROOKLYN, NY 11236

TELEPHONE: 718-290-8720
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 18K642 **SCHOOL NAME:** Urban Action Academy

SCHOOL ADDRESS: 1600 Rockaway Parkway, Room 257 Brooklyn, NY 11236

SCHOOL TELEPHONE: 718-290-8720 **FAX:** 718-290-8721

SCHOOL CONTACT PERSON: Abe Correa **EMAIL ADDRESS:** Acorrea2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Abe Correa

UFT CHAPTER LEADER: Lisa Ross

PARENTS' ASSOCIATION PRESIDENT: David Fraser

STUDENT REPRESENTATIVE:
(Required for high schools) Malika Malloy

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** 404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Amy Horowitz

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
Abe Correa	*Principal or Designee	
Lisa Ross	*UFT Chapter Chairperson or Designee	
David Fraser	*PA/PTA President or Designated Co-President	
Hallie Iannoli	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Walter Reyes	DC 37 Representative, if applicable	
Malika Malloy Crystal Perez Kevin Diegue	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Frances	Member/	
Ms. Grayer	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Urban Action Academy is a small, personalized high school focused on college readiness and community activism. The school was inspired in part by Jane Jacobs, a New Yorker who believed in the power of ordinary citizens to create lasting change. At UAA, teachers from all subject areas use sites from around New York to enhance students' understanding of their communities and of the world at large. Whether taking trips to cultural landmarks, participating in internships, or conducting neighborhood investigations, students at UAA receive an education that extends beyond the classroom. Classes are student centered and project-based. All students will participate in advisory to develop close relationships and achieve personal growth. At UAA, students will be challenged and nurtured as they prepare for productive lives in New York City and the world.

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				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS													
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7				
	<input type="radio"/> 8	<input type="radio"/> * 9	<input type="radio"/> * 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> * Ungraded							
Enrollment:				Attendance: % of days students attended*									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10						
Pre-K						87.5							
Kindergarten				Student Stability: % of Enrollment									
Grade 1										(As of June 30)	2007-08	2008-09	2009-10
Grade 2												92.7	
Grade 3										Poverty Rate: % of Enrollment			
Grade 4				(As of October 31)	2007-08	2008-09	2009-10						
Grade 5						60	89.7						
Grade 6				Students in Temporary Housing: Total Number									
Grade 7										(As of June 30)	2007-08	2008-09	2009-10
Grade 8												4	
Grade 9		106	73							Recent Immigrants: Total Number			
Grade 10			95	(As of October 31)	2007-08	2008-09	2009-10						
Grade 11						1	5						
Grade 12				Suspensions: (OSYD Reporting) – Total Number									
Ungraded		2	2							(As of June 30)	2007-08	2008-09	2009-10
Total		108	170										
Special Education Enrollment:													
(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													

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes		8	22	Principal Suspensions		22	
Number all others			1	Superintendent Suspensions		6	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants		0	0
# in Trans. Bilingual Classes				Early College HS Participants		0	0
# in Dual Lang. Programs							
# receiving ESL services only		3	16	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		1	1	(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		7	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		3	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		1	0
		1					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		100	
American Indian or Alaska Native				Percent more than two years teaching in this school		0	
Black or African American		77.8	82.4	Percent more than five years teaching anywhere		0	
Hispanic or Latino		19.4	15.3				
Asian or Native Hawaiian/Other Pacific Isl.		0	2.4	Percent Masters Degree or higher		43.0	
White		0.9	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	
Multi-racial							
Male		57.4	59.4				

DEMOGRAPHICS							
Female		42.6	40.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:			ELA:	<input checked="" type="checkbox"/>		
	Math:			Math:	<input checked="" type="checkbox"/>		
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				3	3		
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

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

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?
-

There were many student performance trends that became obvious after analyzing different data sources over this past year. When we look at our math and writing goals that were shaped in coordination with ISA, and were the basis for our DY0 assessments, we see that students responded well to these data initiatives and showed remarkable gains in the areas that we targeted. In addition we will meet our goal this year of seeing at least 80% of our student body achieve a passing grade in English. In this regard we are seeing tangible evidence that our students are improving their writing skills and math skills in certain areas.

Conversely, our 10th grade students displayed a poor passing rate on this year's Regent's exams. Also, teacher reports indicate that there are concerns about our students' ability to work well independently, follow through on homework assignments, retain knowledge and apply knowledge to new situations. As afore mentioned, our students did very well in achieving our Math and Writing goals that were constructed in coordination with our ISA DY0. These gains rank among our greatest accomplishments over the last couple of years.

Our first goal was for UAA students to improve their ability to support a thesis as indicated by a gain of at least .2 in the average rubric score in the dimension of "evidence and support" on their yearend ISA writing assessment (This was the only dimension that the school did not improve from the previous year. 2008: 2.3; 2009: 2.3). In fact our 10th grade students improved in this writing dimension by .7 from a 2.3 average rubric score in the Fall, to a 3.0 score on their Spring Assessment. Our second goal was for 10th grade Hispanic males to improve their ability to organize ideas to build an argument through logical structure and logical flow of ideas in their essay writing. We were hoping to see a gain of at least .2 in their average rubric score in this dimension. In fact their average rubric score increased by 1.1 points from Fall to Spring assessments

Our math goals were for our 10th Grade students to improve their math skills in the dimension of Representation as indicated by a gain of at least .2 on their average rubric score, and for our 9th Grade students to improve their math skills in the dimension of Reasoning and Proof as indicated by a gain of at least .2 in this rubric score on their yearend ISA Math assessment. In fact our 10th graders showed a .8 improvement in the dimension of Representation, while our 9th grade students displayed a 1.0 point improvement in the dimension of Reasoning and Proof.

It is also significant to report that incidences of violence have subsided drastically over the past two years since UAA has come into existence and we are no longer an IMPACT school. There is a much greater sense of community on this campus and attendance both during and after school has improved dramatically over the past two years.

While our students showed significant gains in these areas, there were also areas of concern. Our percentage of students that passed their regents exam this past year was significantly lower than hoped for. Also, a teacher generated survey reported that many teachers feel that our students' lack the ability to work well independently, follow through on homework assignments, retain knowledge and apply knowledge learned to new situations.

As we move forward the greatest aid to our success will be the collaborative nature of our staff's interactions and our relationships with our students, their families and the community. Our staff is major part of identifying school needs and constructing approaches to remedy these situations, One of the more significant barriers we have to improvement is budgetary concerns that may hinder our ability to offer all programs or resources that we would like. Also, many of our students are entering high school with major learning skill deficits that often hinder their ability to maximize their performance. It is our challenge to identify and rectify these deficits as early in their high school career as possible.

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.

1. Students will display an improved ability to work independently both in and out of the classroom as indicated by a teacher report form that will assess for students independent work skills and habits at the beginning and end of the school year.

2. Our students' passing rate on their Global, Algebra and Living Environment State Regents exams will improve by at least 5% from their 2009-10 performance.

3. 10th Grade Social Studies students will improve their ability to master 80% of the course content material by 10 percentage points from their 9th grade scores.

4. 9th Grade students will display an increase of at least .3 points in the rubric dimension of writing using evidence to support a thesis on their ISA writing assessments. The improvement will be measured by the difference between their Fall and Spring assessments.

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): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our students’ passing rate on their Living Environment State Regents exams will improve by at least 5% from their 2009-10 performance.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ➤ All teachers will work with content area coaches to increase use of literacy strategies across disciplines ➤ Content area coaches will work with teachers to support the development of use of evidence in all extended responses. ➤ After school/Extended Day will meet the Regents Prep needs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> ✓ The budget was designed to include the hiring of content area coaches ✓ After school/Extended Day teachers will teach Regents Prep
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>1. Students will take interim mock regents in December and in April</p>

Subject/Area (where relevant): Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>9th Grade students will display an increase of at least .3 points in the rubric dimension of writing using evidence to support a thesis on their ISA writing assessments. The improvement will be measured by the difference between their Fall and Spring assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ All teachers will work with content area coaches to increase use of literacy strategies across disciplines ➤ Content area coaches will work with teachers to support the development of use of evidence in all extended responses.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ✓ The budget was designed to include the hiring of content area coaches ✓ After school/Extended Day teachers will teach Regents Prep
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ✓ Students will take Mock ISA Writing Assessments in October and March.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	35	40	20	28	0	0	18	2
10	40	40	22	60			22	2
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS in ELA is provided in the form of scaffolded reading and writing strategies to increase understanding to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy.
Mathematics:	AIS in Math is provided to in students one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of math and numeracy material and scaffolding math material to increase understanding.
Science:	AIS in Science is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of science concepts and material by scaffolding science material to increase understanding.
Social Studies:	AIS in Social Studies is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of social studies concepts and material by scaffolding social studies material to increase understanding.
At-risk Services Provided by the Guidance Counselor:	Mandated and non-mandated counseling that includes group counseling.
At-risk Services Provided by the School Psychologist:	Not applicable
At-risk Services Provided by the Social Worker:	Mandated and non-mandated counseling that includes conflict resolution, peer negotiations, group counseling, one-on-one counseling, attendance intervention and home visits.
At-risk Health-related Services:	Campus nurse and social worker provide services.

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

NCLB/SED requirement for all schools

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

Principal: Abe Correa

Social Worker: Lisa Ross

Content Area Teacher: Sandy Faiella

Content Area Teacher: Catherine Carithers

Lead Teacher: Hallie Iannoli

ESL Teacher: TBD

II. Teacher Qualifications

The teaching staff at Urban Action Academy consists of 100% highly qualified teachers.

III. ELL Demographics and School Description:

18K642, Urban Action Academy is a high school located in the Canarsie neighborhood of Brooklyn, New York. At present, Urban Action Academy shares the building with three high schools in the Canarsie Educational Complex. One of the schools is the phase out school. For the 2010-11 school year, the phase out school will serve only 12th graders and in their last year of the phase out. Although the four schools share the same entrance, their start and end times are staggered, as is their use of the building's exits. The four schools share a library, cafeteria, art room and gym; the shared spaces are used separately.

Urban Action Academy has a student population of 182 students. Over 80% of our students qualify for free or reduced lunch. This is 15% higher than the other schools in the area. The students are 17% Hispanic, 2% Asian, and 79% African-American or Caribbean-American. Our English Language Learners population has grown from 3% in 2008-09 to 12% in 2009-10, and we anticipate the population to grow again in 2010-11. Our ELLs speak Haitian Creole, French, Spanish and Arabic. We offer a stand-alone ESL program for our population. Urban Action Academy has two students who receive Special Education services and ESL services.

IV. Parent Choice

High School enrollment requires that parents complete a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for ELL instructional services, the Language Assessment Battery (LAB-R) is given to identify the student as proficient or not proficient in English within 10 days.

Parents are informed of the stand-alone ESL program at Urban Action Academy at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Urban Action Academy is proud to offer Freestanding English as a Second Language to conform to the parental choice selections.

V. Current English Language Learners Instructional Programs

Urban Action Academy implements Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language Proficiency within three years. Additionally, the Freestanding ESL program is used to:

- Amplify the literacy and academic skills of ELLs who participate in the program.
- Incorporate recognized and researched-based ESL instructional strategies across the content subject areas.
- Give students the skills to perform at grade level in all subject areas.

English Program

Freestanding English as a Second Language Program

In the Freestanding ESL component, we have 32 students from three grades. They range from New Comer to Advanced Proficiency levels. They all attend English (ELA) 240 minutes per week. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push-In assistance and Pullout classes as mandated by the CR Part 154. The ESL teacher is fully certified.

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

- Collaborative planning between ESL and English teachers.
- Scaffolding is an essential part of the instructional delivery, such as modeling and bridging, schema building, contextualization, text representative and metacognition.
- Assisting student during work periods, conferencing with student in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for students and Regents review with a focus on literacy and academic language.

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

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

Instructional Materials

The Freestanding ESL program does not use a particular text. However, we use authentic texts for high school students that include high interest, low-level texts, abridged audio books, or a text with an accompanying text like Cliff's. When studying for the NYSESLAT, students will work from the text: *Getting Ready for the New NYESLAT*.

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create a supplementary program for our ELLs and their families. These include:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in all content areas.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

VI. Assessment Analysis

NYSESLAT

The NYSESLAT data shows that the ELLs are making incremental gains on the assessment by moving to the next proficiency level to become English language proficient. ELLs who are in the beginning level are, with the exception of two, new comers. Of the two who are not, one is a SIFE student, and one is a beginner because he refused to complete the written section of the NYSESLAT in 2008-09.

After reviewing the NYSESLAT data, the patterns revealed are:

- Speaking and Listening are in-line with the general abilities for the majority of the students. It is the Reading and Writing sections that are inhibiting the students from performing at the level of proficiency.
- The Intermediate students move rapidly to Advanced; however, once they are Advanced, they do not test as proficient for multiple years.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT. Based on the NYSESLAT we will continue to target language development across the content areas, creating opportunities for active meaningful engagement; and provide instruction during the extended day sessions to meet students' needs at their academic level.

The implications for the LAP in English are to continue to have highly qualified teachers providing instruction; continued collaboration between the ELA and ESL teachers; analyzing English language data to become well informed about each ELL; provide professional development for all teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in the content. ELL students who are performing below grade level will attend after school and Saturday Academy.

The implications for the LAP in math are to continue to have highly qualified teachers providing instruction; continued collaboration between the math teacher and ESL teacher; analyze the math data to become well informed about each ELL; provide professional development for math teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in the content area. ELL students who are performing below grade level will attend after school and Saturday Academy.

VII. Plan for Newcomers

When a new student registers at Urban Action Academy, we provide the following resources to facilitate the transition: an informal student orientation; buddy system; encourage student to stay for after school activities; home to school communication and conference.

VIII. Plan for SIFE

The SIFE population as increased in the school year 09-10. There is an urgency to provide academic intervention services as an extension of the regular school program on both push-in and pullout ESL services. Each SIFE will have an individualized AIS plan based on a needs assessment that focuses on literacy and numeracy. Teachers will continue to be developed in differentiation methods and strategies.

IX. Plan for Long Term ELLs

The plan for our four long term ELLs is to target reading and writing instruction; provide Saturday Academy and other AIS opportunities; continue to provide an advisor for each student; monitor the progress of students in all content areas; provide professional development on teaching and learning strategies for long term ELLs.

X. Plan for Special Needs Students

At Urban Action Academy, we have two students who are both ELLs and have IEPs. We will ensure that teachers are familiar with the student's IEP goals and objectives; we will continue to have collaboration between the ELA teacher and the teacher for students with disabilities; we will provide AIS after school services.

XI. Professional Development

Professional development at Urban Action Academy is provided by

The school staff

The principal

The content area coaches

Ramapo for Children

Educators for Social Responsibility

AUSSIE

The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry learning and teaching; scaffolding instruction with graphic organizers across the content areas; technology in the teaching and learning of ELLs.

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

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

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

Section I. Student and School Information

Grade Level(s) 9, 10, 11 Number of Students to be Served: 263 LEP 33 Non-LEP 230

Number of Teachers 22 Other Staff (Specify) Principal, Two Social Workers, Secretary, Two School Aides

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

Urban Action Academy implements a Freestanding English as a Second Language (ESL) Program to address the needs of the LEP population. The primary goal of the program is to assist students in achieving English Language proficiency within three years. The specific goals of Urban Action Academy's ESL program are:

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

Freestanding English as a Second Language Program

In the Freestanding ESL component, we have 60 students from grades nine and ten and eleven. They range from New Comer to Advanced Proficiency levels. They all attend English (ELA) 240 minutes per week. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push-in assistance and Pullout classes. The students will receive these minutes for the duration of the entire 2010-11 school year. The languages spoken are Haitian Creole, Arabic, and Spanish. The ESL teacher is fully certified and conducts all of the instruction in English.

Rationale: Urban Action Academy has chosen an ESL program over any other program for ELLs because of the number of students. We have 23 students who speak three different languages. Urban Action Academy does not meet the requirements to implement a bilingual program.

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

- Collaborative planning between ESL and English teachers.
- Scaffolding is an essential part of the instructional delivery, such as modeling and bridging, schema building, contextualization, text representative and metacognition.
- Assisting student during work periods, conferencing with student in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for students and Regents review with a focus on literacy and academic language.

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.

Urban Action teachers meet daily during common planning time to discuss instruction and student success for ELL students as well as non-ELL students. Teachers also meet weekly for one a week for professional development to improve our instructional strategies.

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

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

Section III. Title III Budget

School: Urban Action Academy 18K642 BEDS Code: 331800011642

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$60,400	With 33 ELLs, Urban Action Academy will hire a full time ESL teacher.
- Per session	\$15,112.80	In order to fully serve the ELL population, Urban Action Academy

- Per diem	0.00	will provide for after school and Saturday Academy services for 30 weeks at 10 hours per week for two teachers at 41.98=\$15,122.80.
Purchased services - High quality staff and curriculum development contracts.	\$20,000	Urban Action Academy will hire AUSSIE to provide on-site differentiated instructional practices and strategies to the teaching staff at Urban Action Academy so that the teaching staff provides best practices for ELLs.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$15,000	Start up costs for infrastructure: laptop computers, cart, audio books, study guides, Spark Notes, Cliff Notes, Kindles, MP3 players, headsets, CDs, DVDs, projectors and screens, Smart Boards, and speakers.
Educational Software (Object Code 199)	\$5,000	Rosetta Stone Instructional License for up to 100 students.
Travel	0.00	
Other	0.00	
TOTAL	\$115,512.80	

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.

We collected home surveys for every student enrolled at Urban Action Academy and evaluated the results to determine translation needs. We interview each family upon registration to determine language needs.

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.

Our findings revealed that the three languages that we needed translation services for were Spanish, Arabic, and Haitian Creole. Our school community was informed in the following manner: a) all school personnel were informed of language needs during our staff meetings; b) school personnel receives a weekly newsletter for substantial school updates and language needs are communicated in this manner; c) updates are also conducted in person when needed

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.

Translation services for our current needs met two ways: in-house for Haitian Creole and Spanish; and through translations services from the DOE for the Arabic speaking families. Our language surveys revealed that our Spanish, Arabic, and Haitian Creole were the greatest needs in terms of translation services. Currently we have the following personnel who are providing services in these languages: one guidance counselor and one teacher who are Haitian Creole speakers; one administrator and one teacher who are Spanish speaking and provide both written and oral translation services when needed. For Arabic services, we use the translation service provided by the DOE.

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

Oral interpretation services in Haitian Creole and Spanish are provided in-house as we currently have sufficient school personnel to communicate in the languages that are currently in need of translation and these are Spanish and Haitian Creole. Additionally, we also have community volunteers who serve the needs of a sub group of students who Arabic speaking. We currently have three volunteers serving a group of student that fluctuates between 5 and 9 students.

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>.
 - Due to a high volume of official correspondence being available on line in the languages that we currently need we are able to fulfill notification requirements through ongoing use of DOE-provided translation services.
 - We currently are able to meet our needs in both oral and written language needs in-house.

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:	206,842.00	72,626.00	279,450.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,068.00	726.00	2,794.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,341.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20,682.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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.

PART I. GENERAL EXPECTATIONS

Urban Action Academy, 18K642, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will to ensure that the required school- level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, 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 programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two -way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child’s learning;

(B) that parents are encouraged to be actively involved in their child’s education at school;

(C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

1. Urban Action Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: ***SLT and PTA Executive Board and General Membership.***
2. Urban Action Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ***SLT and PTA Executive Board and General Membership.***
3. Urban Action Academy will provide the following necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: ***monthly parent meetings.***

4. Urban Action Academy will coordinate and integrate Title I parental involvement strategies in Part A with parental involvement strategies under the following program: ***Teacherease***

5. Urban Action Academy 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 school quality. The evaluation will include identifying 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 or 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. ***ELL and SWD parents; in different languages; Inquiry team.***

6. Urban Action Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with ***educators workshops, conferences, classes, field trips and progress reports.***

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ***computer training for parents.***

c. The school will, with the assistance of its 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 schools, by: ***computer workshops, literacy training, mathematics, English, science and social studies, Introduction to State assessments and college advisement.***

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with ***Teacherease***, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: ***Celebrating student work evenings for parents.***

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: ***School outreach team, flyers, notices in languages of students.***

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in

consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **PTA Parent Advisory**.

This policy was adopted by Urban Action Academy on _____ and will be in effect for the period of ONE YEAR. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____

(Signature of Authorized Official)

(Date)

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.

July 2010

Urban Action Academy

1600 Rockaway Parkway, Room 225 Brooklyn, NY 11236

TEMPLATE - MAY 2010

TITLE 1 SCHOOL/PARENT COMPACT

Urban Action Academy and the parents of the students participating in activities, services and programs funded by Title I Part A, agree that this compact outline how the parents, the entire school staff, and the students will share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during school year 2010-2011.

In order to improve student academic achievement, there must be a partnership between the school, parents, and the students. The school will incorporate the **School-Parent Compact** as a component of its School Parental Involvement Policy:

School-Parent Compact: School Responsibilities

Urban Action Academy will

- Post the State standards for academic subjects
- Post the academic and discipline standards of Urban Action Academy
- Post and advertise the requirements of Title I
- Post and advertise the School Parental Involvement Policy
- Enable parents to monitor academic progress through the
- Establish and maintain a tutoring program in English and Mathematics
- Encourage parental involvement in school activities
- Refer students to counseling resources
- Have an annual meeting concerning Title I resources and activities
- Educate teachers, administrators, and school staff about the Title I program
- Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format.

School-Parent Compact: Parent Responsibilities

- Set guidelines and clear expectations of good behavior and academic performance
- Ensure that their children have a quiet place and time to read, study, and complete homework
- Discuss daily work assignments, progress reports, and grade reports with their children
- Ensure that their children attend school on time every day
- Promptly report any absences or tardiness
- Communicate with the school through written and electronic messages, telephone, or conferences
- Ensure that their children have the materials necessary to complete class work and home learning
- Taken an active part in school activities, such as Parent-Teacher Conferences, Street Fair, School Trips and Title I committee meetings
- Keep their children healthy by ensuring that they get enough sleep, appropriate nutrition and medical care

- Help their children to develop a good self image by providing care, discipline, support, interest and concern
- Provide the school with current and accurate home, work and emergency contact information
- Foster in their children a positive attitude toward school and learning

Student-Parent Compact: Student Responsibilities

Students will:

- Know and follow the Core Values of Urban Action Academy
- Attend school every day and arrive on time to all classes
- Follow all school and classroom rules
- Put their best effort forward at all times
- Complete all homework and class work on time
- Ask for assistance when it is needed
- Use the tutoring program to increase academic achievement
- Make informed decisions, set goals, and take action to meet requirements for graduation

-----TEAR OFF-----

School/Parent Compact for Urban Action Academy

September 2010,

Dear Mr. Correa:

I, _____, agree to work with my child to accomplish the goals of the School/Parent compact.

Student Name Parent Name

Date Parent Signature

Please return signed slip to your child's advisor.

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 section IV Needs Assessment

See Page 12

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:
 - **Currently we provide students with after school tutoring opportunities to ensure that individual attention is channeled to each student.**
 - **Students were arranged in groups based on academic need to receive additional academic support three days a week for an extra hour. All content areas were covered to maximize involvement.**
 - **Currently we also provide Saturday Academy on an as needed basis for students who are still not meeting academic goals.**
 - **Additionally, we brought Urban Arts to provide enrichment to our academic programs in ELA and Social Studies.**
 -
 - **We also established partnerships with community-based organizations to expand opportunities for our students to participate in internships and academic involvement outside of school.**

All school personnel were mandated to work with Educators for Social Responsibility to ensure that our advisory program would meet both academic and social needs of our students.

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

During the current – and past year as well—we have added additional time to our traditional day to provide students with ample opportunities to learn, to further deepen personal interests and to connect these to academic achievement. As mentioned above we have provided three main forms of extenday time

3. Instruction by highly qualified staff.
All the staff at UAA is highly qualified

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 have built in PD on Thursdays

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

We work with Teach For America and Math for America and The Teaching Fellows

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

We will hire a Parent Coordinator

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.

Not Applicable

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.

We have weekly staff meetings where we have a consensus model

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 the AIS chart on page 18

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.

UAA has a social worker who will facilitate this coordination

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.

UAA will conceptually consolidate funds.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			206,824	<input checked="" type="checkbox"/>	28, 38
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			72,626	<input checked="" type="checkbox"/>	28, 38
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	<input checked="" type="checkbox"/>			69,202	<input checked="" type="checkbox"/>	28, 38
Tax Levy	Local	<input checked="" type="checkbox"/>			1,458,191	<input checked="" type="checkbox"/>	38

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

Regents Prep

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

Thursday Professional Development

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;

UAA works with Institute for Student Achievement to provide Extended Day

4. Coordinate with and support the regular educational program;

We have common prep time built in to the schedule

5. Provide instruction by highly qualified teachers;

UAA hires only highly qualified teachers

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

UAA has built-in Professional Development

7. Provide strategies to increase parental involvement; and

UAA will hire a Parent Coordinator

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

At Urban Action Academy, there are currently two students are in temporary housing.

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

The on-site social worker meets with the students in a 1:6 group for 60 minutes per week.

The on-site social worker makes site visits.

The on-site social worker communicates with families and conducts family meetings.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Action Academy						
District:	18	DBN:	18K642	School		331800011642	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			87.5	85.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			92.7	85.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			89.7	88.8
Grade 8	0	0	0				
Grade 9	106	73	63				
Grade 10	0	95	87				
Grade 11	0	0	92			4	2
Grade 12	0	0	0				
Ungraded	2	2	4				
Total	108	170	246			1	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		22	31
# in Collaborative Team Teaching (CTT) Classes	8	22	31	Superintendent Suspensions		6	5
Number all others	0	1	2				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0
# receiving ESL services only	3	16	TBD				
# ELLs with IEPs	1	1	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers		7	18
Number of Administrators and Other Professionals		3	4
Number of Educational Paraprofessionals		1	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	13	% fully licensed & permanently assigned to this school		100.0	73.3
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		0.0	27.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		43.0	66.7
American Indian or Alaska Native	0.0	0.0	0.4	% core classes taught by "highly qualified" teachers		100.0	58.3
Black or African American	77.8	82.4	80.1				
Hispanic or Latino	19.4	15.3	15.9				
Asian or Native Hawaiian/Other Pacific	0.0	2.4	2.0				
White	0.9	0.0	1.6				
Male	57.4	59.4	59.3				
Female	42.6	40.6	40.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 404	District 18	School Number 642	School Name Urban Action Academy
Principal Abe Correa		Assistant Principal	
Coach Jackie Young, ISA Coach		Coach	
Teacher/Subject Area Hallie Iannoli/Special Educati		Guidance Counselor	
Teacher/Subject Area Fernando Zaike/ESL		Parent David Fraser	
Teacher/Subject Area Sandy Faiella/English		Parent Coordinator	
Related Service Provider Lisa Ross/Social Worker		Other	
Network Leader Terry Byam		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	6

C. School Demographics

Total Number of Students in School	251	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	15.54%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. High School enrollment requires that parents complete a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for ELL instructional services, the Language Assessment Battery (LAB-R) is given to identify the student as proficient or not proficient in English within 10 days.

Each year in the spring, Urban Action Academy administers the NYSESLAT to all students that have been identified at ELLs.

2. Parents are informed of the stand-alone ESL program at Urban Action Academy at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Urban Action Academy is proud to offer Freestanding English as a Second Language to conform to the parental choice selections.

3. Entitlement letters are distributed during the enrollment process.
4. Urban Action Academy only offers Freestanding ESL services.
5. 100% of parents have requested Freestanding ESL services.
6. Yes.

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										4	4	4		12
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	2
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 28	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/>	39
Total	<input type="checkbox"/> 28	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/>	39

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

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
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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										4	5	2		11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										3	4			7
Haitian										7	9	1		17
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	15	20	4	0	39								

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. Instruction is delivered in self-contained classes. ESL classes at Urban Action Academy are Ungraded and Heterogeneous.

2. There is only one ESL staff member who provides the ESL services at Urban Action Academy.

a. All students are programmed into the classes that ensure that students are receiving the mandated minutes.

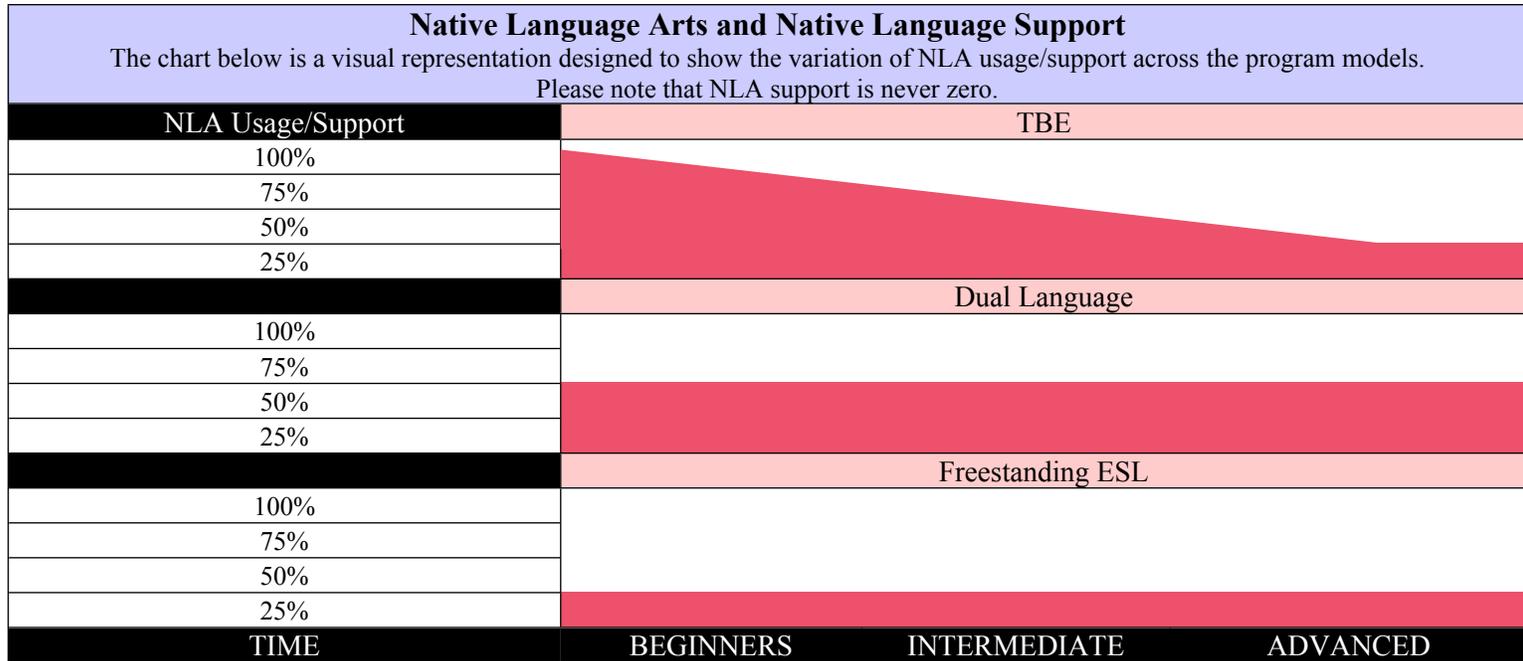
3. The ESL teacher provides instruction in Global Studies and English in the English language. The ESL teacher provides instruction using a variety of teaching methods including CALLA, TPR and direct instruction.

4. a. The students identified as SIFE receive 440 minutes of instruction per week.

- b. Newcomers are receive 560 minutes of instruction per week. 120 of those minutes are instruction in BICS and the remaining minutes are in CALP.
- c. Students receiving service 4 to 6 years receive additional instruction in writing.
- d. Students identified as Long-Term ELLs receive additional instruction in ELA.
- e. Students identified as ELLs with special needs receive instruction with a smaller teacher to student ratio.

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

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



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. All services at Urban Action Academy are in English. These services and programs include Global History delivered by a certified ESL teacher. Most of the ELLs are in Algebra enabling them to be best prepared to take and pass the Integrated Algebra Regents.
6. Students who have passed the NYSESLAT continue to receive support in English, specifically, students are in an English Regents preparation class.
7. Students in the 2010-2011 year are receiving their instruction from an ESL teacher who works specifically at Urban Action Academy, whereas the 2009-10 school year the ESL services were shared with the campus.
8. No programs will be discontinued.
9. All ELLs are eligible for after school tutoring and college readiness clubs.
10. The ESL teacher uses an LCD projector and white board to deliver direct instruction. Laptops and Smartboards are available to the ESL teacher and students,
11. At Urban Action Academy, native support services are provided by the translation services made available by the NYC DOE.
12. Yes.
13. Every August, Urban Action Academy holds a Student Orientation for incoming students.
14. The required foreign language at Urban Action Academy is Spanish.

C. Schools with Dual Language Programs

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

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.

1. Urban Action Academy has weekly professional development in data, inquiry, special needs and ESL delivered to all staff, including the ESL teacher and all of the teachers of ELLs. Additionally, the ESL teacher will be receiving training in the Facing History strategies.
2. Urban Action Academy has an advisory class that assists students in transitioning to high school and understanding the credit system.
3. Urban Action Academy has retained AUSSIE to support the 7.5 hours of ELL training for the staff.

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?

Paste response to questions 1-4 here

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)										8	4	1		13
Intermediate(I)										7	11	2		20
Advanced (A)										4	1	1		6
Total	0	0	0	0	0	0	0	0	0	19	16	4	0	39

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

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

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

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

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

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int. Algeb</u>	2	18		
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2	18		
Physics				
Global History and Geography	2	18		
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)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:

exams.

3. The ESL teacher will focus his classes on reading and writing so that students can increase their scores and abilities.
4. a. At Urban Action Academy, students have not taken the exams in their native language yet. In January, students will have the first opportunity to take the Regents in their native language.
b. The periodic assessments will be used to inform instruction for the ELLs. The assessments will drive the instruction so that specific deficiencies will be targeted.
c. At Urban Action Academy, very little native language is used for academic instruction.
5. Urban Action Academy does not have a dual-language program.
6. Urban Action Academy will evaluate the programs for the ELLs by evaluating the scores for the NYSESLAT. If the students are not performing at capacity, the program will be more targeted. If the students are performing at Advanced or Proficient, then the program will stay the same.

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		