



**URBAN ASSEMBLY  
SCHOOL OF DESIGN AND CONSTRUCTION**

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

**SCHOOL: 02M300  
ADDRESS: 525 WEST 50<sup>TH</sup> STREET, 4<sup>TH</sup> FLOOR  
TELEPHONE: (212) 586-0981  
FAX: (212) 586-1731**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M300 **SCHOOL NAME:** Urban Assembly School of Design and Construction

**SCHOOL ADDRESS:** 525 West 50<sup>th</sup> Street, 4<sup>th</sup> Floor, New York, NY 10019

**SCHOOL TELEPHONE:** (212) 586-0981 **FAX:** (212) 586-1731

**SCHOOL CONTACT PERSON:** Matthew Willoughby **EMAIL ADDRESS:** Mwilloughby@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Eric Burnside

**PRINCIPAL:** Matthew Willoughby

**UFT CHAPTER LEADER:** Diedre Downing

**PARENTS' ASSOCIATION PRESIDENT:** Abigail Sohmer

**STUDENT REPRESENTATIVES:**  
*(Required for high schools)* Eric Davila and Melissa Villalobos

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 2 **CHILDREN FIRST NETWORK (CFN):** CFN 7 Urban Assembly

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

**SUPERINTENDENT:** Elaine Gorman

**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
Matthew Willoughby	*Principal or Designee	
Diedre Downing	*UFT Chapter Chairperson or Designee	
Abigail Sohmer	*PA/PTA President or Designated Co-President	
Laura Longo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Eric Burnside</b>	DC 37 Representative, if applicable	
Eric Davila Melissa Villalobos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Simonen	Member/UFT	
Meredith Matson	Member/UFT	
Rodriguez	Member/PA	
Naomi Espinoza	Member/PA	
	Member/	
	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.

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The Urban Assembly School of Design and Construction (SDC) is a small learning community of nearly 400 students in Midtown Manhattan focused on preparing students for college and beyond through a challenging academic program with an emphasis on Design, Architecture, and Engineering. We are an unscreened school – welcoming all types of students and families. Our students come to us every day from each of the city's five boroughs.

SDC is committed to enabling our students to develop the academic, intellectual, and interpersonal skills and behaviors needed to be successful in college and beyond. Students are engaged in rigorous coursework in English, Mathematics, Science, Social Studies, Foreign Language, the Arts, and Design. We also offer our students academic support classes and elective courses, depending on their learning needs and interests. Our College and Guidance department meets regularly with students to discuss their academic progress, plan their next steps, and provide tools and resources related to the college process.

SDC is supported at every level by our namesake partner organization, The Urban Assembly (UA). UA is a non-profit organization that has created and manages a community of small New York City public schools dedicated to preparing students from under-resourced neighborhoods for success in college. We have also established partnerships with many private corporations, public agencies, and institutions for higher education to help provide enhanced learning opportunities and experiences for our students.

**SECTION III – Cont’d**

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

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Urban Assembly School of Design and Construction				
<b>District:</b>	2	<b>DBN #:</b>	M300	<b>School BEDS Code:</b>	310200011300

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		85.1	87.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.1	96.6	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		68.8	53.7	72.8		
Grade 8	0	0	0						
Grade 9	112	109	101	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	104	99	107	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	106	103	89		1	8	TBD		
Grade 12	67	73	70						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	389	384	367		11	8	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	7	8	4						
No. in Collaborative Team Teaching (CTT) Classes	16	41	55	Principal Suspensions	0	2	TBD		
Number all others	17	5	4	Superintendent Suspensions	2	3	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	42	31	55	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	3	11	(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	23	25	26
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	3
	1	2	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.5	0.0	Percent more than two years teaching in this school	34.8	46.2	TBD
Black or African American	24.4	25.0	23.7	Percent more than five years teaching anywhere	13.0	23.1	TBD
Hispanic or Latino	64.8	65.1	65.9				
Asian or Native Hawaiian/Other Pacific Isl.	5.4	4.4	4.6	Percent Masters Degree or higher	83.0	85.0	TBD
White	5.4	4.9	5.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	96.1	TBD
Multi-racial							
<b>Male</b>	71.2	74.7	74.1				
<b>Female</b>	28.8	25.3	25.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input 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 type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				✓	✓	✓	70
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓		
<b>Student groups making AYP in each subject</b>				3	3	1	

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	71.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.6	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	19.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	38.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Over the past two years, we have clearly demonstrated an ability to engage between 70-80% of our students in order to ensure their graduation in four years. We have improved our engagement of students who have needed more than four years to graduate by creating flexible schedules designed to help them stay focused on meeting the needed requirements while attending to the social and emotional needs of the overage students. The percentage of students who entered our school in the lowest 1/3 city-wide earning the number of required credits need to remain on track for graduation continues to lag significantly behind their peers. As a result, these students have less chance to graduate on time and are not as competitive in the college enrollment process. We seek to improve our level of engagement with these students to promote higher levels of progress and performance.

Over the last two years, we have worked as a school community to offer each of our students an individualized, rigorous academic program including elective courses and academic support classes tailored to their learning needs. To do so we have completely re-vamped our academic program, expanded our College and Guidance Department, and created a process for individually scheduling students. We have also articulated SDC Graduation requirements which clarify our expectations for all students and exceed the requirements of the state of New York. We have also made significant changes to our school-day and week to promote collaborative planning and collective professional development in teacher teams. Our teachers work in departments and grade teams to develop curriculum, discuss student progress and performance, and develop their instructional practice in ways that support our student needs. We have established that it is the articulation of rigorous, clear learning objectives that forms the basis for quality instruction and had our teachers articulate those objectives. In the spring of 2010, we began work on our *Coherent Curriculum Initiative* to carefully plan for the alignment of our learning objectives through and across content areas.

Without a doubt, the dedicated and hard-working staff is our greatest aid on the path of continuous improvement. Our ultimate goal of preparing all students for college and beyond is only attainable if we continue to examine how we operate as a learning community, identify student that are not meeting with success, and improve our approach at engaging these students in order for them to develop the necessary skills. Our barriers include a lack of coherence through and across content areas as it relates to the learning objectives for our students. We are in the middle of a transition in many of our classrooms from measuring student performance based on task completion to measuring student mastery of learning objectives. At the present moment, we have a disparity in

the quality of day to day objectives in each classroom. There is also a lack of a coherent approach to promoting the development of the critical thinking skills in addition to content based skills. This is a very challenging transition, but one we are confident we have the right people to implement. We have also lacked the consistent ability to consistently engage the most challenging learners – often those students falling in the lowest 1/3 city-wide. We need to examine how we engage them in their own learning both inside and outside the classroom.

## 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.

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Based on the findings of our learning community comprehensive needs assessment, we have developed the following four goals:

1. SDC will increase the level of knowledge and skill that each teacher brings to the educational process through development, implementation, and evaluation of our Professional Development Program. Our teachers will continue to develop their instructional skills in ways that directly relate to the learning needs of our students.
2. SDC will increase its academic rigor by developing a coherent curriculum (including student learning objectives; corresponding formative, interim, and summative assessments; plans for instructional delivery and modification; and effective student feedback) within and across all core content areas. We will continue to develop our rigorous academic curriculum and articulate coherent, comprehensive learning objectives for our students.
3. SDC will improve student progress in the classroom, particularly with students in the lowest 1/3<sup>rd</sup> city wide. During the 2009-2010 school year, the number of students earning at least 10 credits, particularly among those students entering our school as part of the lowest performing 1/3 of students in the city, decreased. This year, our guidance activities, academic interventions, and classroom engagement will be geared toward increasing student progress as measurable through credits accumulated.
4. SDC will deepen the engagement of students within our school community through more coordinated and intensive involvement with our Design theme and partnerships. As a *limited unscreened* school, our students enter with a wide array of academic, social, and emotional skills. The one thing that unites the overwhelming majority of our students is their interest in our theme.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**     All Content Areas    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>SDC will increase the level of knowledge and skill that each teacher brings to the educational process through development, implementation, and evaluation of our Professional Development Program. 100% of teachers will identify one Professional Development Goal and show evidence of improvement by the end of the school years.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will formulate PD goal in consultation with an Administrator or Instructional Coach – the goal will include measurable objectives for classroom practice and student achievement.</li> <li>2. Teachers will receive feedback on their progress through the following programs/activities: <ul style="list-style-type: none"> <li>• Peer-observation program, year 2</li> <li>• Principal and Assistant Principal informal and formal observation cycles</li> <li>• 3 veteran teachers providing coaching and PD</li> </ul> </li> <li>3. Teachers will receive the following PD: <ul style="list-style-type: none"> <li>• Network PD opportunities related to content area and differentiation</li> <li>• In-House Coherent curriculum development including developing learning objectives from standards and skills and matching assessments (see goal #2)</li> <li>• Outside, self directed PD opportunities</li> </ul> </li> <li>4. Teachers may gain professional insight and resources by participating in or learning from our school-wide <i>Instructional Rounds</i> (for Teachers) program – Fall &amp; Spring Cycles</li> <li>5. Teachers will create a portfolio of evidence of growth toward the stated PD goal</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p>	<p>Partial Assistant Principal salary; brought back additional veteran teacher from leave without exceeding a pedagogue to allow for four mentor teachers on staff; per session for curriculum work.</p>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Individual Professional Learning Goal Sheets</li> <li>• Observation Notes from Administration</li> <li>• Observation &amp; Coaching notes from Instructional Coaches</li> <li>• Teacher portfolio of instructional planning, instructional delivery, student work, student assessment results, and other artifacts.</li> </ul>

**Subject/Area (where relevant):** All Content Areas

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>SDC will increase its academic rigor by developing a coherent curriculum (including student learning objectives; corresponding formative, interim, and summative assessments; plans for instructional delivery and modification; and effective student feedback) within and across all core content areas. 100% of core curriculum classes will have a high-quality, peer-reviewed Curriculum Overview, accompanying unit plans, and correlating assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Teachers will receive Professional Development and professional work time to develop: <ul style="list-style-type: none"> <li>• Curriculum focused on Common Core Standards &amp; College Readiness Key-Cognitive Strategies (began Spring 2010)</li> <li>• Curriculum development focusing on content and skill based objectives rather than task completion</li> <li>• Unit planning focused on assessment-feedback loops.</li> <li>• Department created Interim Assessments with dedicated grading time.</li> </ul> </li> <li>2. Curriculum will be stored and updated online to promote accountability and transparency for our entire school community.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Partial Assistant Principal salary; brought back additional veteran teacher from leave without exceeding a pedagogue to allow for four mentor teachers on staff; per session for curriculum work.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Corresponding Unit Plans</li> <li>• Corresponding Assessments</li> <li>• Interim Assessment Results</li> </ul>

**Subject/Area (where relevant):** All Content Areas

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>SDC will improve student progress in the classroom, particularly with students in the lowest 1/3<sup>rd</sup> city wide.</p> <ol style="list-style-type: none"> <li>1. Credit Accumulation of 10+ for students in Cohorts N &amp; O will increase by 10%, and Credit Accumulation for students in the lowest 1/3 of Cohorts N &amp; O will increase by 20%</li> <li>2. 80% of students in cohort P will earn 10+ credits, with at least 65% of the lowest 1/3 from Cohort P earning 10+ credits</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Increase student self-awareness of progress through: <ul style="list-style-type: none"> <li>• Incorporating feedback cycles into each unit plan</li> <li>• Interim Assessments will be held quarterly in each class.</li> <li>• Student progress will be clearly articulated through clear feedback to students from each interim assessment cycle</li> <li>• Guidance department will be meeting with each student quarterly to discuss progress and set goals</li> </ul> </li> <li>2. Increase student, family, and school-wide awareness of student progress through use of SnapGrades online grading system in all classes.</li> <li>3. Improve teacher capacity, through professional development, to incorporate daily formative assessments, interim assessments, feedback cycles, &amp; student self-assessments in their professional practice</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Partial Assistant Principal salary; brought back additional veteran teacher from leave without exceeding a pedagogue to allow for four mentor teachers on staff; per session for curriculum work.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Interim Assessment results</li> <li>• Marking Period grade data</li> <li>• Semester credit accumulation data</li> <li>• Year End credit accumulation data</li> <li>• Summer School credit accumulation data</li> </ul>

**Subject/Area (where relevant):** All Content Areas

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>SDC will deepen the engagement of students within our school community through more coordinated and intensive involvement with our Design theme and partnerships.</p> <ol style="list-style-type: none"> <li>1. 25% of teaching staff will incorporate Design theme into their established curriculum.</li> <li>2. 25% of students participating in partnership opportunities related to Design outside of the regularly scheduled Design Seminar</li> <li>3. 100% of the staff participate in Design PD</li> <li>4. Increase by 1/5 the number of periods offered in-school for students to participate in Design related activities through partnerships and elective courses.</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Design Studio Program</li> <li>• Drawing Class</li> <li>• Portfolio Development Workshops</li> <li>• Teacher Aides (Partners) in the Design Studio program</li> <li>• Design Critique</li> <li>• <i>By Design</i> Partner/Teacher Curriculum Writing Program</li> <li>• 2nd Annual Iron Designer Challenge</li> <li>• Internship Program</li> <li>• Exploring the Arts Partnership Programs</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>\$85,000 partnership with the Center for Architecture - full time architect and supplies          \$10,000 Exploring the Arts Grant – funding multiple initiatives          \$17, 000 School Fundraiser – funding multiple initiatives</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Curricular artifacts from our <i>By Design</i> Partner/Teacher Curriculum Writing Program</li> <li>• Student Partnership and Program Participation log.</li> <li>• Professional Development Record</li> <li>• School schedule and program</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	33	46	53	53			9	1
10	30	30	27	25			10	1
11	9	14	33	36			6	
12	24	n/a	24	24			1	

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	We have three main ELA strategies. The first is a resource room class for students with learning difficulties who have scored low. The second is a targeted ELA Workshop class for students who have low reading/ELA levels coming in or in past semesters. Finally, we have a study hall time for students to work on specific reading/writing/HW skills. Students specifically with reading difficulties have been working with a phonics program.
<b>Mathematics:</b>	We have created a "Math Lab" class for students who have low incoming or diagnostic scores, or students who have not earned math grades that they are capable of because of specific skill work. Also, we have a "Math Skills" class for repeating students who have not benefitted from targeted re-teaching. This class teaches a different math skill set that focuses on functionality.
<b>Science:</b>	Students with low initial scores in science are often given a study hall or resource room if it is accompanied by documented learning difficulties. Other students who our diagnostics, in-class grades, or Regents exams have not serviced are placed in a secondary science class as a re-teach strategy. We have also explored on-line learning systems, science skills courses, or non-traditional science classes (for example, "Environmental Science").
<b>Social Studies:</b>	We have created a series of study halls and resource rooms to assist students with content mastery and homework completion. The study skill classes in particular are staff by some of our strongest teachers with the idea that students who have difficulty grasping tough material or focusing can benefit from the skill set and structure of experienced teachers.
<b>At-risk Services Provided by the Guidance Counselor:</b>	We have two Guidance Counselors and one School Social Worker available to assist struggling students. They provide individual and group services to students and monitor academic progress
<b>At-risk Services Provided by the School Psychologist:</b>	n/a
<b>At-risk Services Provided by the Social Worker:</b>	Our Social worker sees at-risk students and mandated students in addition to focusing on providing specific strategies to help students be more successful in class.

**At-risk Health-related Services:**

A Health Paraprofessional works with one student who is in a wheel-chair – he addresses the students health-related needs with the school nurse and addresses his academic needs in partnership with the classroom teachers.

**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) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**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**

**Form TIII – A (1)(a)**

Grade Level(s) 9-12

Number of Students to be Served: 48

X LEP Non-LEP

Number of Teachers: 4 (2 ESL certified, 1 ELA and one Science)

Other Staff (Specify) \_\_\_\_\_

School Building Instructional Program/Professional Development Overview

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

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

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### **After School Instructional Program for ELLs**

The afterschool instructional program for ELLs will comprise two supplemental classes based on a team teaching model by one certified ESL teacher and one ELA teacher and one certified ESL teacher and a Science teacher. Title III instruction will take place for two 1 hour sessions for each group, twice a week, on Tuesdays and Thursdays, from 3:15 to 4:15 PM, for 23 weeks, between December 1, 2010 - May 23, 2011. The targeted ELL subgroups are ELLs at Beginner and Intermediate proficiency levels on the NYSESLAT, in grades 9-11 and high-intermediate/advanced 11<sup>th</sup>- and 12<sup>th</sup>- grade students who need additional support to pass the English Regents examination.

### **ESL/ELA After school Program**

Our Title III program is designed to target two needs in our ELL population. The first need is preparation for the NYSESLAT. We have found that our in-school instruction needs to be supplemented in order to allow ELLs to accelerate development of academic English leading to improved performance on the NYSESLAT. A portion of the program will focus on supporting ELLs with NYSESLAT. We are targeting beginning and intermediate ELLs to give them explicit preparation for the exam, a support that many of our students have not received in the past. This will be supported by NYSESLAT prep books we already have at school. The second need is preparation ELLs for the ELA Regents exam. Students will have opportunities to read and discuss select works of art, i.e. The House on Mango Street and Mouse – while focusing on literary analysis and on development of essay writing and reading comprehension skills. In addition to maintaining open communication with the 11<sup>th</sup> grade ELA teacher, the certified ESL and ELA teachers will consult the ELA Regents Prep book for instructional strategies and activities benefiting our students.

### **ESL through Science After school Program**

This program is team-taught by an ESL and a Science teacher. Our goal is to increase achievement of ELLs in content areas, especially in Science. By providing well-thought out content enrichment designed and applied through the team teaching model, we hope our ELLs will become academically more successful in the content classes. Since many of our Title III students struggle in their content areas, we are exploring a program that will make content classes (science) more accessible to our ELLs. Classes will be team-taught by one ESL teacher and a Science teacher. Together, they will design a variety of opportunities for ELLs to access the content. This will happen through online research, hands-on exhibits and experiments, and introductions to high interest/low level materials.

We intend to support both initiatives with supplies including nonfiction books, dictionaries and small portable notebook computers that will allow ELLs to explore science topics, develop projects and do reading, writing and internet-based research. With Title III funding, we will be able to obtain quality texts for our programs, a

set of 6 laptops exclusively for our ELL students to use afterschool program for essay writing, editing, research, and project development. Additionally, the Title III program will give the teachers opportunities to explore new professional ideas in ELL instruction and apply research based strategies studied in the ELL Study group.

### **Parent and Community Involvement**

Two teachers in the Title III program (ESL) and the Parent Coordinator will provide six hour-and-half workshops (one per month) in the evenings, December 2010 – May 2011, to engage 48 ELL parents and inform them of educational opportunities for their children. In order to encourage parental involvement in our students' education, these workshops will focus on the following topics: parental outreach to students' teachers (e.g. use of the Internet, email and SnapGrades to monitor their children's progress), tips on how to help students with homework despite parents' own language difficulties, strategies for vocabulary development at home, helpful online study resources designed for ELLs, ways to encourage exposure to and usage of the English language outside of school, creating connections between students' home culture and majority culture (e.g. cultural days), etc. Traditionally, this has been a group of parents that have been alienated by public schools; we hope to take this opportunity to create a space where parents can learn about our school, the programs offered, and ways to prepare their students for future success. Snacks will be provided for the parent engagement activities.

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

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**Q-TEL Building the Base:** Our Title III ESL teachers will attend a series of workshops that will focus on promoting ELL literacy. The knowledge and skills developed during these workshops will help our ESL teachers enhance students' language skills. This series of workshops will presumably take place in the spring semester 2011.

**Professional Study Group:** Our four Title III teachers, currently our two ESL teachers, the ELA and the Science teacher - will meet once a week for 4 one-hour sessions in January – April 2011, to study and discuss recent research into ELL instruction. We have scheduled time after school on Wednesdays to explore the following topics: *Grammar Instruction, Critical thinking in the classroom, and reading responses, how to help students achieve in content areas through differentiated instruction; strategies to increase ELLs' participation in mainstream classrooms in writing and speaking activities; and how to prepare ELLs for the ELA Regents exam.* Participants will implement the new strategies and will enhance their Title III curriculum based on their study.

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

School: 02M300 BEDS Code: 310200011300

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$ 10,576.68	<b>Afterschool Instructional Program</b> 4 teachers x 23 weeks x 2 hrs x \$49.89 = \$ 8381.52  <b>Professional Development : Study Group</b> 4 teachers x 4 hrs x \$49.89 = \$ 798.24 <b>Q-TEL</b> 2 teachers x 5hrs x \$ 49.89 = \$498.90 <b>Parent and Community Involvement</b> 2 teachers x 6 sessions x 1.5 hrs x \$49.89 = \$898.02
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$	
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$3826.46	<b>Afterschool Instructional Program</b> 6 small notebook computers \$ 2,500  audio books (for literature discussed in ELA classes) = \$ selection of fiction/non-fiction paperbacks = \$ 893 Barron's Regents Exams and Answers. English (ISBN 0812031911) \$7.99 x 6 = \$47.94 folders, binders and writing utensils for parents = \$  <b>Professional Development : Study Group</b> Books: Got Grammar? Ready-to-Use Lessons and Activities ( Resource Book), WS1045-A1, \$29.95 10-Minute Critical Thinking Activities for English Classes Resource Book; JW1124-A1, \$21.00 The Writing Teacher's Activity-a-Day Resource Book; WS1074-A1, \$19.95 Reflect Read Respond (Reading Skills), Combination Sample

		Set: 4 Workbooks (1 each of 4 titles) Plus 4 Answer Key CDs, SA0080-A1, \$68.00 Reading Passages for Comprehension SAMPLE SET: 4 Books (1 each of 4 titles); SC1259-A1, \$41.75 Reading Skills for Older Students SAMPLE SET: 7 Books (1 each of 7 titles); RM1097-A1, \$55.00 Grammar-mania! Game; RM1214-A1, \$21.99 Super Sentence Game; RE1017-A1, \$22.95 Painless Grammar; BA1208-A1, \$9.99 Painless Writing; BA1213-A1, \$9.99 Painless Speaking; BA1210-A1, \$9.99 Merriam-Webster's intermediate dictionary, MW79-A1, \$17.95 Merriam-Webster's intermediate thesaurus, MW76-A1, \$17.95 SAT Prep: Reading & Writing; JW1270-A1, \$20.00 Shakespeare; JW1237-A1, \$20.00
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>	200	<b>Parent and Community Involvement</b> Snacks for parent activities = \$ 200
<b>TOTAL</b>	<b>\$14,603.14</b>	

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

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

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

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

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

We examine the Home Language Survey results in ATS. We also use anecdotal reports from teachers and staff related to individual student reports of the Language that they speak at home or grew up speaking. As we engage parents at the school or over the phone, we make note of any language needs that are reported as well as if the parents speak English as well as their native language.

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.

Nearly half of our students' parents speak Spanish (194 of 395). Most of the non-Spanish speaking parents speak English (174 of 395). Five of the students' parents speak Cantonese and three speak Polish. The following languages are spoken by two or less students' parents: Albanian, Amoy, Arabic, Bengali, Chinese (Dialect-Unknown), French, French-Haitian Creole, Greek, Hindi, Russian, Ukrainian, and Urdu. These results are shared with the school teachers and staff via an online shared document (password protected) so that teachers are aware of the languages spoken by their students' parents.

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

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

All documents are automatically translated into Spanish. Our online grading system translates all reports into Spanish and allows for our Spanish-speaking parents to use a Spanish interface. Other written notices are given to the parents that do not speak English or Spanish in their native languages. We utilize in house staff and the Department of Education Translation Services for Spanish translations and Department of Education Translation Services for other languages.

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.

All events have Spanish translation provided. Non-confidential activities utilize students providing community services. For confidential matters we utilize Spanish speaking staff, including our bi-lingual Guidance Counselor and our Parent Coordinator. We utilize the Department of Education Translation Services call in service, if needed, for other languages.

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>.

We have sent home notification to all students in Spanish and English and to students' parents identified as speaking other languages in their native language. For our parents speaking Greek, French, Ukrainian, and Amoy, we have utilized outside vendors or are aware that they speak English as well and have informed them of their rights in English.

**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:	\$302,729	\$63,774	\$366,503
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,027	\$638	\$3665
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,136	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30, 273	*	

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.

***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.

## Urban Assembly School of Design and construction (HS M300) Parent Involvement Policy 2010-2011

### Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, the *Urban Assembly School of Design and Construction (HS M300)*, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. The *Urban Assembly School of Design and Construction's (HS M300)* policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. The *Urban Assembly School of Design and Construction (HS M300)* will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

The *Urban Assembly School of Design and Construction (HS M300) Parent Involvement Policy* was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the *Urban Assembly School of Design and Construction (HS M300) Parent Involvement Policy*, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the *Urban Assembly School of Design and Construction (HS M300)* will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**The Urban Assembly School of Design and Construction will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

## **Urban Assembly School of Design and construction (HS M300)** **School-Parent Compact 2010-2011**

The *Urban Assembly School of Design and Construction* [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. The *Urban Assembly School of Design and Construction* staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

### **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Matthew Willoughby on September 14, 2010.

This Parent Involvement Policy was updated on October 12, 2010.

The final version of this document will be distributed to the school community on December 1, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## 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.

Please see pages 10-12.

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

See pages 10-12, 13-17, and 20-21.

3. Instruction by highly qualified staff.

SDC has 100% of our teaching staff earn the Highly Qualified distinction in their coursework.

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

See pages 13-15.

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

At SDC, we have an extensive interview by committee process, involving sample lessons whenever possible. Our administration and relevant department heads vet resumes for appropriate candidates and applicants go through one round of interview by a committee of community stakeholders and, if put forward, a second round by administration. We examine past performance, credentials, teaching and learning philosophy, references, and any other available, pertinent information.

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

We have instituted family literacy activities through collaboration between our PA and our English Department. During the 2010-2011 school year we are beginning Family Service days to engage parents, students, and staff in community service projects. We have purchased an online grade-book this year and offer training for parents to utilize the system to check their student's progress.

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

N/A

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

This year we have altered our schedule to include 4 interim assessment cycles in all classes. Each teacher formulated their own assessments in collaboration with the members of their instructional department.

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

See pages 20-21.

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

We integrate all available resources from the public, private, and non-profit sectors to support the physical, social, and emotional well being of our students. These collaborations include DFS, the Urban Assembly, the Jewish Board counseling services, and Columbia University's Peer Health Exchange Program. Our private partners provide mentoring and internship opportunities for our students.

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

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

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$302,729	✓	10-12, 13-17, and 20-21
Title I, Part A (ARRA)	Federal	✓			\$63,774	✓	10-12, 13-17, and 20-21
Title II, Part A	Federal	N/A			\$0	N/A	
Title III, Part A	Federal	✓			\$15,000	✓	23-26
Title IV	Federal	N/A			\$0	N/A	
IDEA	Federal	✓			\$51,831	✓	20-21
Tax Levy	Local	✓			\$2,499,604	✓	10-12, 13-17, and 20-21

## 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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

We currently have two students in Temporary Housing.

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

Because our number is so limited, we work directly with the families to determine what, if any needs they have. We are willing and able to link them to educational, material, clinical, and other supportive resources if needed.

### **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**

<b>School Name:</b>	Urban Assembly School of Design and Construction,					
<b>District:</b>	2	<b>DBN:</b>	02M300	<b>School</b>		310200011300

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.1	87.3	88.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	109	101	116				
Grade 10	99	107	102				
Grade 11	103	89	99				
Grade 12	73	70	76				
Ungraded	0	0	0				
<b>Total</b>	<b>384</b>	<b>367</b>	<b>393</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.1	96.6	95.5

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	68.8	72.8	83.3

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	8	4

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	11	8	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	4	0	Principal Suspensions	0	2	6
# in Collaborative Team Teaching (CTT) Classes	41	55	66	Superintendent Suspensions	2	3	8
Number all others	5	4	12				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	23	25	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	31	42	TBD	Number of Educational Paraprofessionals	1	2	3
# ELLs with IEPs	3	11	TBD				

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	2	28	% fully licensed & permanently assigned to this school	100.0	100.0	95.8
				% more than 2 years teaching in this school	34.8	46.2	50.0
				% more than 5 years teaching anywhere	13.0	23.1	38.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	96.2
American Indian or Alaska Native	0.5	0.0	0.0	% core classes taught by "highly qualified" teachers	94.2	96.1	90.3
Black or African American	25.0	23.7	25.7				
Hispanic or Latino	65.1	65.9	63.9				
Asian or Native Hawaiian/Other Pacific	4.4	4.6	5.1				
White	4.9	5.7	5.3				
<b>Male</b>	74.7	74.1	74.3				
<b>Female</b>	25.3	25.9	25.7				

#### 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	v	v

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	70
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	66.7	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	16.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	38.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN</b>	District <b>02</b>	School Number <b>300</b>	School Name <b>Sch. of Dsgn/Const.</b>
Principal <b>Matthew Willoughby</b>		Assistant Principal <b>Madhu Narayanan</b>	
Coach		Coach	
Teacher/Subject Area <b>Sheilla Arias - ESL</b>		Guidance Counselor <b>Rebecca Dransfield/Kim Bray</b>	
Teacher/Subject Area <b>Marjana Lavrencic - ESL</b>		Parent <b>Abigail Sohmer</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Jazmin Delacruz</b>	
Related Service Provider		Other	
Network Leader <b>Jon Green/Patrick Fagan</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>402</b>	Total Number of ELLs	<b>48</b>	ELLs as Share of Total Student Population (%)	<b>11.94%</b>
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## Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

- ELL Identification: When a student enters our school, we first administer the Home Language Identification Survey (HLIS). Either our secretary, ESL Teacher, or Assistant Principal administers this survey. After that, if we determine the student is lacking in English proficiency, we administer the LAB-R exam. The exam sheet is given to the Assistant Principal, who then submits the exam. We administer the NYSESLAT to all ELL-identified students beginning in April. We start with speaking portion, then move on to the other portions on a full day (if needed) exam. These scores are used to determine placement in the following year.
- We use our parent-orientation and Curriculum night in September to inform parents about our ESL program. During parent-teacher conferences, we ensure that parents have a chance to meet with the ESL department. Starting this year, we are reaching out to parents via mail to inform them of the NYSESLAT test preparations. We use our parent coordinator and other office staff to ensure that parents are able to communicate with other content teachers, or, if needed we connect with the DoE translation services. We are starting to use a new video for incoming parents to be aware of the service options.
- Because we are a small school, we offer a limited range of ESL programs. We make decisions about ESL programs based on conversations with students' teachers, parents, guidance counselor, and administration to determine the proper placement of a student. We base our decision on students' NYSESLAT scores, their proficiency in reading and writing, their performance in content area classes, and teacher evaluations.
- We are working to increase parent voice in our ESL program. This is our third year with a full ESL Department and our first year with an increased Title III budget. We have used this money to increase ESL resources, develop our parent outreach, and work closely with our students through afterschool programs.
- Our students are largely defaulted into ELL programs.
- Because we are a small school, we only offer limited program models (push in, pull out, as needed). We will continue to refine our interview process to take parent preference into heavy consideration.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										14	14	11	9	48

<b>Push-In</b>													3	2	5
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	14	14	14	11	53

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

<b>Number of ELLs by Subgroups</b>					
<b>All ELLs</b>	48	<b>Newcomers (ELLs receiving service 0-3 years)</b>	15	<b>Special Education</b>	10
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	11	<b>Long-Term (completed 6 years)</b>	22

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

<b>ELLs by Subgroups</b>										
	<b>ELLs (0-3 years)</b>			<b>ELLs (4-6 years)</b>			<b>Long-Term ELLs (completed 6 years)</b>			<b>Total</b>
	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	15	2	2	11	5	2	22		6	48
<b>Total</b>	15	2	2	11	5	2	22	0	6	48

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

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

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

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

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

Dual Language (ELLs/EPs) 9-12												
Number of ELLs by Grade in Each Language Group												
	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
Spanish									0	0		
Chinese									0	0		
Russian									0	0		
Korean									0	0		
Haitian									0	0		
French									0	0		
Other									0	0		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0		

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	11	8	4	34
Chinese											1			1
Russian														0
Bengali										1				1
Urdu										1				1
Arabic														0
Haitian													1	1
French											2		1	3
Korean														0
Punjabi														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish													1	1
Albanian										1				1
Other												3	2	5
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>14</b>	<b>11</b>	<b>9</b>	<b>48</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. We use a variety of instructional delivery techniques to meet the needs of our ELLs. As a new and growing ESL department, we have experimented with several approaches and have found that different techniques are appropriate in different contexts. Our first major change was to program our ELLs students based on their proficiency in English rather than their grade level. This may seem like an obvious step, but before we expanded the ESL department and prior to the new administration, this was not the case. Similarly, we have now begun to vigorously implement our push-in model by targeting classes where struggling ELLs are located, not just limiting our push-in to English classes but also other content areas.
  - a. We use a leveled intervention to target students of different proficiencies. As we are a small school, this has required significant programmatic innovation that allows our student schedules to cut across and through their grade-based programming. Thus, we now have mixed classes of beginning, intermediate, and advanced students.
  - b. Our ESL teachers supplement their class time with push-in instruction. We have scheduled this such that teachers are not limited to working in Literacy classes but now are seeking out content classes where students have traditionally struggled. When appropriate, an ESL teacher will use a pull-out approach, especially when a cohort of ELLs are working on a similar project but are struggling with ESL-specific challenges.
2. We have organized our staff such that the ESL department has significant time and resources to plan appropriate interventions. Their push-in time is targeted to the level of students so that each student level (beginner, intermediate, and advanced) are receiving the appropriate amount of instruction. Furthermore, we have housed the ESL department within the ELA department. This allows best practices from all of our literacy teachers to be shared with the ESL department, and it allows ESL teachers to share strategies with the rest of the department.
3. Our content areas are delivered through normal instruction. ELLs are placed in these classes as mainstream students, and they receive additional support through push-in support and in their daily ESL class. We are exploring using after-school supplemental instruction

to strengthen content mastery.

4. We differentiate our ESL subgroups based on their NYSESLAT data. Our SIFE population allows us to create programs that do not target them specifically. Rather than make programmatic decisions based on length of ESL services, we believe that services should be based on proficiency; because of this, a student who has low proficiency in English but has been receiving services for many years will be placed alongside students who may only be here recently but are at a similar proficiency. Likewise, recent students who are proficient will be serviced as such. For us, our philosophy across content areas and student levels depends on “meeting students where they are at.” This means that we address mastery skills, not years of service. For special needs students, that is, students with IEPs, we make a determination to either combine our ESL services with a resource room class and Collaborative Team Teaching classes, or we will program a student to be in push-in classes. Either way, we ensure that their ESL minutes are fulfilled and their IEP recommendations are received.

a. For SIFE Students we start with a diagnostic exam, then meet with parents to determine strengths and weaknesses (we currently have only two SIFE students who have just entered the school). We then put them in the appropriate ESL class and try to complement content classes with pull-out and push in instruction.

b. Newcomers are given the LAB-R and our own diagnostic before being placed in the appropriate ESL class. We are also piloting an after school ELA prep class

c. ELLs with 4-6 years follow a similar program as that above, though we will likely deprioritize them for the Regents Prep class.

d. We try our best to wean long term ELLs off their services. In particular, we back off on the push-in support and really prepare doggedly for the NYSESLAT exam. For many of these students, we have found that low english proficiency is combined with low academic skills in general; by pooling them with our other school-wide supports (study halls, remedial classes, small group instruction) we feel we can catch them up again.

e. For ELLs with special needs we prioritize their IEP demands before addressing ESL concerns programtically; however, instructionally we strive to address both needs equally. This can mean a specific resource room coupled with push in instruction, for example. Our common department and grade team meeting times also allow content teachers, special education teachers, and ESL teachers to all be in the same room so student specific strategies and needs assessments can be compiled.

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

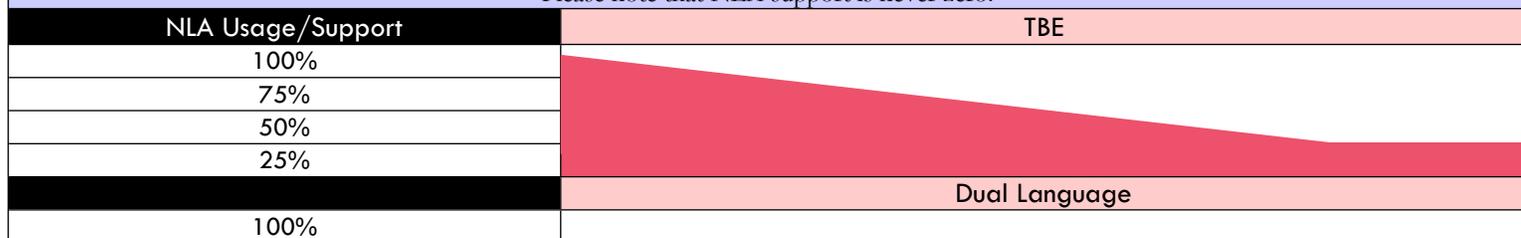
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



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

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. All of our interventions are in English - we do not offer dual language interventions. They can range from group interventions like small group instruction and pull-out services to more student specific recommendations like a change in schedule to match a student with other ELLs or a particularly strong teacher with ELL skills. Other strategies include using books on tape to supplement reading, differentiated audiotapes to develop listening skills, using graphic novels or modified texts to teach high level texts (like Shakespeare) in a rigorous manner, grammar-focused lessons and a spiraling grammar curriculum, and school wide writing convention program.
6. For ELLs who transition into mainstream classes – those who pass the NYSESLAT exam – we keep the ESL departmental services open to them. For example, if a student needs help in a certain class, they are welcome to stop by for one-on-one instruction in that area. They also are offered a grammar and college writing class that emphasizes basic writing conventions. This class has been popular as its content helps in all classes.
7. We are going forward with a new leveled reading library. Our hope is to get students interested in classic texts by offering the appropriately leveled readings of them. We are working on creating a listening center for students with differentiated listening samples and headphones for individual practice. We are using technology in the ESL classes to promote writing with spell check and translation

services on our new netbooks. Furthermore, we are coordinating with the ELA department to provide support texts for the ELA course. These texts – for example, a “simplified” Romeo and Juliet and a graphic novel version of Greek classics – will make content accessible to students.

8. We have year done away with our “grade-based” ESL classes and will complete our move to the proficiency based class. We are also moving away from an early focus on NYSESLAT preparation to create more aligned ESL Support classes.

9. Our ESL students are eligible to take all classes that mainstream students can take. Sometimes, in the case where students have ESL and IEP services, we may have to restrict certain electives (Gym is usually the first one we opt to remove). In addition, because we are a small school and are only able to offer courses once a day, some ESL students may not have access to certain electives because of their daily program.

10. We have recently purchased a set of notebook computers with our Title III money. We plan to use this valuable technological resource to help our students with getting their thoughts on “paper”. We have encountered several students who are reluctant to begin writing with pen and paper and have found that the computer increases participation in writing. This has been supplemented by a new LCD projector and sound system for the ESL Department. ESL lessons have become more multi-modal and dynamic as a result.

11. n/a

12. n/a

13. We are making a push for more parent outreach this year. This includes a mailing to the parents of ELL students, a ELL conference, and leveraging parent-teacher night to build our ESL parent community. Also, we are using the beginning of the year to bring new ELLs and their parents into school so they can be appraised of the program our school offers.

14. ELL students are currently offered Spanish. This is the same as all other students at our school.

### 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.

Paste response to questions 1-3 here

1. The ESL teachers attend a professional development series throughout the school-year offered by the Department of Education on how to prepare ELLs for the ELA Regents exam. In addition, content-area teachers who attended QTEL trainings last summer provide on-going support to their department regarding the use of ESL methodologies in content-area classrooms. Finally, our ESL department has attended differentiation and NYSESLAT Prep workshops.

2. We give our ESL teachers a great deal of flexibility in their program. This allows them to design an individualized program that can change as with our students’ needs. Also, we are committed to ensuring small class sizes for the ESL classes. Finally, we have empowered our ESL teachers to create electives that address common deficiencies in student literacy skills.

3. We currently do not do such training and are in contact with our ELL representative at the Manhattan ISC, Maria Broughton, to assist us in the implementation of a staff training.

### 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

1. We have a parent association that is small and parent members on our SLT. We are working hard to increase parent involvement, particularly ELL parents, and face challenges of distance and a dispersed school community.
2. Currently, we don't have partnerships with other outside agencies.
3. We use our Parent Coordinator, conferences, our Website, and frequent phone calls to keep abreast of our parent needs.
4. Our three big events all address parent needs in a different way. Our curriculum night early in the year is a chance for parents to get a close look at what will be covered and accomplished during the year. Our conferences are chances for parents to get progress reports on their child and determine next steps to keep improving. And our awards ceremonies are chances to celebrate all that is happening at our school.

## 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)										2	1			3
Intermediate(I)										6	8	2	7	23
Advanced (A)										6	4	2	2	14
Total	0	0	0	0	0	0	0	0	0	14	13	4	9	40

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		2	
Math <u>Int. Alg.</u>	10		7	
Math <u>Alg2/Trig</u>	1		0	
Biology				
Chemistry	3		0	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment	16		12	
Physics				
Global History and Geography	9		5	
US History and Government	11		8	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								4

**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:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. We can see from the assessment data that our ESL students in general enter high school at a mid-proficiency level. Now that we

modalities provide were fundamental in our shift to a focus on writing skills and grammar in particular; in fact, they provided the impetus for our creation of a grammar class that targets students' writing skills. Another piece of information that has come out of this is a need to shore up our students listening skills by practicing with listening pieces at their own level.

4.a. Our students do not take tests in the Native Language. They are faring well in some content areas (Global, Math) but are struggling in the ELA tests. This will be an area of increased test-prep this year.

b. teachers and school leadership have used the periodic assessments to group our ESL students according to ability. This has also affected overall programming.

c. Periodic Assessments have shown the tremendous growth our students are undergoing. They are also highlighting that we need to do a better job of aligning our skills with that of the ELA Regents exam as our program is not translating into success on that regents.

5. n/a

6. We are still figuring out the best way to lead our ELLs to mastery. We have made significant strides in servicing our ELLs; we now offer them several opportunities for high quality literacy instruction, we have opened up options for them to receive additional help, we are creating an afterschool program, and we have found a balance of proficiency-based ESL courses alongside pull-in and pull-out instruction. However, we clearly have work to do on Regents pass rates – in particular English and Living Environment. Too many of our ELL students are barely passing or not passing at all. As a school, we are not concerned with moving students out of ESL services fast; our top priorities are credit accumulation and Regents pass rates and our data show that both of these we are lagging in both of these statistics. Still, we have structures in place that haven't existed in the past and as a school are well-positioned to see improvement in these areas.

### 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		