



URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M305

ADDRESS: 350 GRAND STREET, NY, NY 10002

TELEPHONE: 212-505-0745

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M305 **SCHOOL NAME:** Urban Assembly Academy of Gov't and Law

SCHOOL ADDRESS: 350 Grand Street, NY, NY 10002

SCHOOL TELEPHONE: 212-505-0745 **FAX:** 212-674-8021

SCHOOL CONTACT PERSON: David Glasner **EMAIL ADDRESS:** dglasner@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mark Muscatiello

PRINCIPAL: David Glasner

UFT CHAPTER LEADER: Pat Smith

PARENTS' ASSOCIATION PRESIDENT: Kevin Kornegay

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 7

NETWORK LEADER: Jonathan Green

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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative	
	Student Representative	
	Student Representative	
	Member/Teacher	
	Member/Parent	
	Member/Parent	
	Member/CBO Representative	
	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.

The Urban Assembly Academy of Government and Law prepares students from diverse backgrounds and academic abilities to be lifelong learners. AGL meets students' academic, social and emotional needs with a rigorous curriculum and enriching extra-curricular opportunities. As a government and law-themed school, AGL provides students with the skills to be ready for college, encourages civic engagement and develops leaders in the community.

UAAGL is distinct in the following three areas:

1) Challenging Academic Program

AGL is a college-preparatory high school that includes a rigorous, standards-based curriculum for all students in core content areas as well as for an array of elective courses. The curriculum is designed to challenge students while also meeting the needs of struggling learners. For example, as freshmen, students take an English literature class, a writing class and a Law and Ethics class. Students who enter AGL significantly below grade level in reading take a remedial reading course. As sophomores, students take forensic science and continue with the writing and English Literature program. Students are also assigned different math courses based on several assessments given at the beginning and end of each year. As upperclassmen, AGL students can choose between a variety of different English, Spanish and art electives. AGL's curriculum design is based on Wiggins & McTighe's *Understanding by Design* framework and teachers plan their courses with essential questions, skills and goals in mind. At weekly department meetings, teachers work to develop curriculum in their subject area and to establish interdisciplinary cooperation.

2) Individualized Approach for students

AGL prides itself on the individual attention each student receives here. For example, students receive individualized progress reports at the beginning, middle and end of each quarter. The progress reports list learning outcomes as well as assessments used to track whether a student has met a specific learning target. Every student is also assigned an advisory class which is broken up by grade and by gender. Every student's advisor calls home regularly and builds a relationship with students so that they have an advocate and a counselor in times of need. At weekly grade team meetings, teachers review student data to develop instructional interventions that meet each student's need. Finally, AGL's small school and class size ensure that students simply do not fall through the cracks.

3) Strategic Partnerships and Extra-Curricular Opportunities

At AGL, learning is never limited to the walls of our school building. We have developed a number of community and corporate partnerships that provide real-world context for the lessons students learn in the classroom. With the support of these partners we work to create projects that will educate, engage, and inspire 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					
School Name:	UA Academy of Government and Law				
District:	02	DBN #:	M305	School BEDS Code:	310200011305

DEMOGRAPHICS									
Grades Served in 2009-10:	<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			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					81.1	83.7	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.1	94.7	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					61.9	63.5	71.9		
Grade 8									
Grade 9	94	101	86	Students in Temporary Housing: Total Number					
Grade 10	90	67	78	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	69	67	62		4	9	TBD		
Grade 12	0	48	58						
Ungraded	0	0	0	Recent Immigrants: Total Number					
	253	283	284	(As of October 31)	2007-08	2008-09	2009-10		
Total					1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	13	3	0	Principal Suspensions	14	87	TBD		
No. in Collaborative Team Teaching (CTT) Classes	19	29	36	Superintendent Suspensions	26	19	TBD		
Number all others	3	3	6						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (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	4	0	11	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	3	8	(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	20	22	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	4	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	TBD
	3	5	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	.4	.7	.7	Percent more than two years teaching in this school	10.0	30.4	TBD
Black or African American	43.9	44.9	41.9	Percent more than five years teaching anywhere	10.0	13.0	TBD
Hispanic or Latino	44.7	45.6	50.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.2	3.2	Percent Masters Degree or higher	85.0	83.0	TBD
White	7.5	5.7	4.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	96.5	TBD
Multi-racial							
Male	44.3	43.1	40.8				
Female	55.7	56.9	59.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input 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"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				2	2		

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	57.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	5.5	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	13.9	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	35	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3	Quality Statement 5: Monitor and Revise	W
<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?
-

SIGNIFICANT PERFORMANCE TRENDS TO ADDRESS:

1. Attendance and punctuality: Administration identified our attendance process and our attendance results as an area in real need of improvement. Although attendance did improve slightly during the 2009-2010 School Year, UAAGL still has not broken the 85% mark in daily attendance.
2. Course Proficiency/Pass Rates: Across the board we identified the need to ensure on-track course proficiency rates and credit accumulation. We used progress report data in particular to develop our goal in this area.
3. Assessment Plan: In order to develop individualized education programs for each student, teachers and administrators have identified the need to more formally and regularly assess student performance. Assessment data will be a valuable tool for developing curriculum and for differentiating instruction.

GREAT ACCOMPLISHMENTS:

- 40 out of 44 seniors from the Class of 2010 class graduated in June of 2010. The remainder graduated in August.
- Over 90% of the 2009-2010 seniors are attending a 4-year college.
- AGL added new courses such as public speaking and computer applications so that all of our students are prepared to be leaders in their communities and ready for college.
- We built an AGL community, with events like our First Annual Family Thanksgiving Dinner, spirit days, a strong student government, the AGL Art Benefit and Talent Show.
- We improved technology across the school, adding SMART boards, flat screens, desktop computers and mobile laptop carts to every classroom.
- Our college advisor and Partnership Coordinator opened the Office of Student Services to provide college and internship guidance to every AGL student.
- The award-winning AGL Plus+ program helped more of our freshmen receive their required credits to become sophomores than ever before. All students benefited from an expanded after school program and counseling services.
- Nearly 100% of our graduating class is attending college next year and our seniors finished off the year with a fantastic Senior Week, Senior Prom and other class celebrations.
- The Class of 2011 got a jump start on the college application process with free SAT Prep classes offered at AGL for the first time.
- Our Parent-Teacher Association grew enormously with more parents involved and providing input than ever before.
- Significant improvement on 2010-2011 Learning Environment survey, particularly with respect to student and parent responses.

Significant barriers to continuous improvement at AGL include:

- Budgetary constraints that limit the capacity of AGL to hire needed support staff, provide services to students with IEPs, continue our commitment to small class sizes, and invest in technological innovation at the classroom and school-wide level.
- Space and location constraints that continue to put pressure on class sizes as AGL grows.
- Consistent high turnover of faculty over the past two years.

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.

Goal #1:

Improve overall daily attendance so that we reach 85% average daily attendance for 2009-2010 school year, an increase of approximately 0.6% from the 2009-2010 School Year average daily attendance. In addition, at least 85% of students will be on time every day, an increase of 2% from the 2009-2010 School Year.

Goal #2:

Ensure that all students are on track to graduate and to be successful in college through a series of regular interim assessments that allow teacher to measure student performance. Data from those regular assessments will be used by departments and grade teams to inform instruction.

Goal #3:

Develop resources and structures to ensure that all AGL students are earning the credits they need to graduate and to succeed in college and so there is an 80% pass rate in all classes.

	<ul style="list-style-type: none"> • Year-to-date attendance tracking through NYCDOE accountability statistics
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Creation of Student Support Team that includes parent coordinator, Assistant Principal, Dean, School Social Worker and AIDP Social Worker to develop interventions for students in the lowest quartile of attendance. • Development of a closed lunch program for students who are late to school. • Allocation of staff resources towards improving attendance and on time punctuality. • DYCD transition to high school grant • AIDP grant monies and CBO partnership
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly YTD attendance statistics should stay consistently at or above 85% • Student Support Team reports that include attendance statistics, discipline infractions and intervention plans for low performing and at risk students.

Subject/Area (where relevant): Assessment Plan

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Ensure that all students are on track to graduate and to be successful in college through a series of regular interim assessments that allow teacher to measure student performance. Data from those regular assessments will be used by departments and grade teams to inform instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All core subject area departments (ELA, Science, Math, Social Studies) will administer 1-3 Regents predictive assessments and 1-2 performance based assessments during the year. • All core subject area departments will hold at least 1-2 instructional implications meetings over the course of the year to analyze and identify next action steps based on the results of the interim assessments given. • Work with Urban Assembly Instructional Support staff to develop an assessment plan that includes Regents predictive exams and performance based assessments. • Review the AGL Assessment Plan at the 2010-2011 School Year faculty retreat • Participate in Professional Development run by the Urban Assembly that centers on C-PAS (College and Career Preparedness Assessment System) and performance based assessments • Enroll the math department in the Assessment for Learning (AFL) Professional Development Program • Receive professional development assistance from the Office of School Accountability to analyze Acuity Reports.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Integrate interim assessment plan into 2010-2011 schedule. • Allocate money in budget to purchase electronic grading system such as ImpactEd. • Create professional development opportunities for teachers to learn how to use and implement a variety of formal assessments in their classroom.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic Assessment data, such as Acuity data results • C-PAS assessment results, which are input into the Epic Online System • UAAGL quarterly progress reports that are distributed to students regularly • Department meeting agendas and minutes • Interim Assessment plan helps drive data inquiry work that Grade Teams complete.

Credit Accumulation

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop resources and structures to ensure that all AGL students are earning the credits they need to graduate and to succeed in college and so there is an 80% pass rate in all classes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Work with staff to develop a range of pre-, ongoing and culminating assessments and to develop supports and extensions for those assessments to measure progress towards learning outcomes. • Teachers post grades on the Internal UAAGL DataCenter at least twice a quarter. • Grades are reviewed by advisors who conference with individual students and reach out to parents on a regular basis • Advisory classes review individual grades regularly in schoolwide quarterly “ReflectFest” • Train parents in the use of ARIS ParentLink to keep track of student achievement • Provide students with the emotional and social support they need to succeed academically through advisory, counseling and after school programming • Provide special education students with collaborative team teaching and the supports they need to accumulate credits • Develop a curriculum that centers on critical skills such as reading, writing, computer application and mathematics so that all students can succeed in all of their classes. • Provide common meeting time for grade teams and department teams to complete item analysis, to analyze student work and to reflect on and revise learning targets based on their assessment of student performance. • Review and reflect on grades and progress reports in departments and in faculty-wide PD sessions. • Meet weekly with department chairs and grade team leaders to set the agenda for staff PD and weekly team meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Co-planning time set aside for department teams and grade teams to build curriculum that meets the needs of all students • Development of a Professional Development program to support teachers • Provide professional development on the workshop model and successful instructional and assessment practices.

	<ul style="list-style-type: none"> • Develop an instructional coaching program to better support struggling teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • At least 80% of each grade level will earn 10+ credits to move on to the next grade which would mean an improvement of nearly 10% in the 10th grade since the 2009-2010 School Year • Regular STARS Scholarship Reports • Credit accumulation data that is compiled on Internal UAAGL DataCenter • Grade team agendas and meeting minutes • ARIS ParentLink access data (number of parents who have logged on)

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	59	47	59	47			11	
10	47	29	10	29			10	
11	41	30	0	30			9	
12	25	27	0	27			2	

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Daily classroom instruction using Wilson reading methods for students scoring a 1 on 8th grade ELA exams • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • AGL Plus+: Mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders
Mathematics:	<ul style="list-style-type: none"> • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • AGL Plus+: Mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders
Science:	<ul style="list-style-type: none"> • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • AGL Plus+: Mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders
Social Studies:	<ul style="list-style-type: none"> • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • AGL Plus+: Mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Mandated counseling provided as necessary

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** 17 **LEP** 17 **Non-LEP**

Number of Teachers 1 **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.

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
- All ELL students participate in a full high school program where ELL needs are met both in the regular content areas and in specialized class taught by a certified ESL teacher. Each student who qualifies is enrolled in a regular high school program and meets for ESL instruction with the certified teacher for 200 minutes per week.
 - ESL is a fully-funded program and all resources needed for instruction are procured in a timely manner.
 - Spanish language students are the only ELL students currently served by the school.
 - ELL students have access to all mandated and supplemental support, including a full-time school social worker for special counseling needs.
 - Teachers regularly gather data on ELL student performance and use the data in grade teams to make pedagogical decisions for students.
- II. Parent/community involvement:
- The school holds parent-teacher conferences ATWICE and all conferences are fully translated whenever necessary. The school also hosts a Curriculum Night at the beginning of the year, mails report cards and regular notices, reaches out to parents immediately to discuss urgent concerns, and encourages parent support and participation in the school's PTA. Parents of ELL students are highly encouraged to play a significant role in these activities.
- III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):
- The school hosts an orientation for students in June to meet with students and begin developing plans for their instruction and support during the academic year.
- IV. Staff Development (2008-2009 activities):
- All staff members are trained at the school's summer orientation for faculty and staff on ELL instruction and mandates for progress throughout the year.
 - At weekly grade team and faculty meetings, teachers develop instructional plans for ELL students and monitor progress following plan implementation.
 - The school's instructional coach, social worker, and parent coordinator assist the ESL teacher in working with teachers on meeting the special needs of ELL students.

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.

Overview

The purpose of the Professional Development Plan for ELL students is to provide teachers and staff support in teaching ELL students with different types of methodologies and learning strategies to ensure that all ELL students are being served according to CR Part 154.

Time Line

The professional development plan for ELL students is being implemented with several major dates in mind:

January 24-28 2011 (Regents Week)

January 31, 2011 (In-Service Day)

June 9, 2011 (Chancellor's Conference Day)

1. Throughout the year, AGL's instructional coach, who is a certified ESL teacher for the past 22 years, will meet with teachers to provide them with ESL methodology strategies to implement in their classes and further assist ELL students.
2. The instructional coach will also provide ELL support twice a week in the English and government classes for teachers and ELL students. She will also meet with different staff members on a bi-weekly basis to plan lessons to that will further help ELL learners.
3. Besides informally giving the strategies, she also models them in the classroom for teachers through team-teaching. The instructional coach also meets with ELL students outside the classroom to give them additional support.

Section III. Title III Budget

School: 02M305

BEDS Code: 310200011305

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)

Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When all parents enter the school they fill out paperwork that informs UAAGL of the primary language spoken at home. In addition, advisors call home regularly and determine whether any language translation services are needed to communicate with the students' family.

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.

UAAGL has a substantial number of parents who are Spanish speakers and a small number of parents (1-2) who are Chinese language speakers. This information was communicated to the school community via the parent coordinator and through advisory classes.

Part B: Strategies and Activities

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

The school provides written translation services as requested. In addition, all major documents that are sent home (major opt-out letters, schedule information, etc.) are sent in English and Spanish texts.

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.

Several staff members, such as the Parent Coordinator and the school social worker, are fluent in Spanish. They provide oral interpretation services as requested for IEP meetings, calls home and other communication with parents. UAAGL has one staff member who is fluent in Chinese and we are located on a campus with a Chinese Language school, so Chinese language interpretation can also be provided upon request.

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>.

Prior to arriving at UAAGL, all new students are invited to a new student orientation night in June of the preceding year. At the new student orientation, we ask parents/guardians to complete a series of paperwork including a primary language survey. That survey is kept on file at UAAGL and helps us to determine the appropriate language services necessary to communicate with the student and the student's family. In addition, UAAGL mails the paperwork to students and families who are not present over the summer and gives them the paperwork to fill out as soon as they arrive at UAAGL.

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:	\$159,358	\$89,864	\$249,222
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,594	\$905	\$2,499
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,000	*	

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.

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.

UAAGL conducts comprehensive needs assessments throughout a student’s career here. As freshmen, students take a series of diagnostic exams in both ELA and math. In addition, teachers and administrators review student data from their 8th grade ELA and math exams. During the freshmen year and beyond, UAAGL students are mandated to take several periodic assessments. The periodic assessments include Acuity exams in ELA and math to determine a student’s readiness for the Regents Exam in that subject area. Students also take the CPAS assessment twice a year in ELA and math to measure progress towards college readiness.

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.

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

3. Instruction by highly qualified staff.

UAAGL is in the process of undergoing a comprehensive curriculum review in order to design a curriculum that scaffolds skills needed to meet New York State Regents standards as well as to prepare our students for college readiness. In addition, teams of grade-level teachers are adopting the inquiry model to track student progress using concrete data. The grade teams use that data to inform instruction. Each student is also part of an advisory class where they receive academic, social and emotional support. UAAGL freshmen participate in a mandatory extended program 3 days a week to help them earn their credits and to support student achievement.

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. 100% of AGL staff are highly qualified under NCLB guidelines.

Overview

The purpose of the Professional Development Plan is to identify areas of need at AGL and to determine ways to build capacity among the administration and inquiry teams to provide professional support to all AGL teachers. This plan will also highlight proposals and goals for professional development days that take place in January and June. The Professional Development plan will be implemented over the course of the 2009-2010 School Year.

Time Line

The professional development plan is being implemented with several major dates in mind:

January 24-28 2011 (Regents Week)

January 31, 2011 (In-Service Day)

June 9, 2011 (Chancellor’s Conference Day)

4. Throughout the year, AGL Administrators will use data such as scholarship reports, interim assessments, formal and informal observations and the AGL professional values rubric to develop Professional Development strategies for teachers.
5. From September-December, AGL administrators and cabinet members (grade team leaders and department leaders) will identify areas of need for professional development. The goal will be to develop one instructional focus that will serve as the center point for professional

development opportunities at AGL. This process will be done through formal and informal observations, by eliciting suggestions from faculty at cabinet, department and grade team meetings and through a teacher-satisfaction survey.

Based on last year and what we have seen already this year, some suggested areas for professional development and support are:

- Collaborative Team Teaching courses
 - Student-Centered Instruction
 - Developing literacy skills across the curriculum
6. In December, AGL administrators will select a focus for professional development for the remainder of the year and create an implementation plan for professional development. As part of this process AGL administration will:
 - Identify specific, quantifiable goals for professional development.
 - For example, AGL administration would like student-centered instruction to be taking place in 80% of classrooms
 - Establish quantifiable benchmarks as evidence of progress over the course of the year.
 - Present the professional development plan to all faculty by the beginning of January
 7. The professional development program at AGL will kick off for faculty during reflection week at the end of January. During this time, the AGL department and inquiry teams will have the opportunity to examine student, teacher work and data. The week will culminate with a professional development day on February 1, where different groups will present their findings and where administrators can review the professional development benchmarks that will be set for the remainder of the year.
 8. The professional development program will culminate with a PD Fair on June 10. At this fair, teachers will be able to share with the faculty best practices that have developed to help meet the PD goals that were set in December and January.

Analysis

This PD program is data-oriented and will be driven in response to the real needs of teachers in the classroom. By tying PD to quantifiable data, AGL administration will be able to measure the impact that PD is having on instruction and on learning.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Every year, UAAGL administration actively recruits highly qualified teachers at DOE-sponsored job fairs and also through contacts at Teachers College, Columbia University, New York University and other local graduate programs.
6. Strategies to increase parental involvement through means such as family literacy services.
At the end of the 2008-2009 school year, UAAGL received an ARIS Parent Link grant to improve parent outreach and communication. Since then, UAAGL has emphasized parent outreach by making sure to be in contact with parents regularly by phone, email, letter and Twitter. UAAGL will continue to reach out to parents through the Parent Teacher Association and the School Leadership Team. In addition, UAAGL is

developing a series of workshops to provide parents with critical information about the college application process, job skills and parenting skills.

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.

At UAAGL, department teams meet regularly to discuss instruction and academic assessments. This year, departments are working on common assessments to measure student progress toward department learning outcomes. In addition, department chairs meet weekly to discuss curriculum and to provide input on the UAAGL periodic assessment plan. Departments and department chairs work with the principal and the Urban Assembly instructional team to develop assessments that measure student achievement and that inform instruction.

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.

This year, for the second year in a row, UAAGL is implementing the AGL Plus program to provide extended services to all freshmen. AGL Plus is part of a Transition to High School program that ensures that UAAGL freshmen earn enough credits to move on to sophomore year. UAAGL's special education department identifies all students with IEPs at the beginning of the year and communicates information to teachers regarding testing modifications and classroom support that these students need. This year, the special education department is working to digitize special education records so that teachers have access to IEP records on the UAAGL Data Center. In addition, all teachers offer tutoring every week after school. Students who are identified as high need students are given extra support in CTT classes and in Wilson reading classes.

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.

UAAGL's social worker, parent coordinator and principal work with a student support team to ensure that students and teachers have access to all programs and training needed to provide students with services mandated by Federal, State and Local authorities. In addition, students in the 9th, 10th and 11th grade are receiving mandated health curriculum this year to learn about responsible decision making, to prevent violence and to learn about proper nutrition. All students at UAAGL are involved in the advisory program to receive academic and emotional support.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
4
2. Please describe the services you are planning to provide to the STH population.
UAAGL provides counseling services and free/reduced lunch to students who qualify for meal services. In addition, UAAGL works with ACS to ensure that students are getting the services they need at home to be successful at school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Assembly Academy of Government and Law, The					
District:	2	DBN:	02M305	School	310200011305	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.1	83.7	84.5
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	101	86	87				
Grade 10	67	78	91				
Grade 11	67	62	64				
Grade 12	48	58	47				
Ungraded	0	0	0				
Total	283	284	289				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.1	94.7	96.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	61.9	71.9	73.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	9	7

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	3	0	0	Principal Suspensions	14	87	65
# in Collaborative Team Teaching (CTT) Classes	29	36	42	Superintendent Suspensions	26	19	12
Number all others	3	6	4				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	20	22	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	2	4	0
# receiving ESL services only	0	11	TBD	Number of Educational Paraprofessionals	0	1	0
# ELLs with IEPs	3	8	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
	3	5	7	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	10.0	30.4	0.0
				% more than 5 years teaching anywhere	10.0	13.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	83.0	0.0
American Indian or Alaska Native	0.7	0.7	0.0	% core classes taught by "highly qualified" teachers	88.9	96.5	0.0
Black or African American	44.9	41.9	41.9				
Hispanic or Latino	45.6	50.0	52.6				
Asian or Native Hawaiian/Other Pacific	3.2	3.2	3.1				
White	5.7	4.2	2.4				
Male	43.1	40.8	40.8				
Female	56.9	59.2	59.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	58.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	8.3	Quality Statement 2: Plan and Set Goals	UPF
School Performance: <i>(Comprises 25% of the</i>	15.9	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	34.1	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	0	Quality Statement 5: Monitor and Revise	P

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

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

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

THE URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW

Seward Park Educational Complex

350 Grand Street, 3rd floor

New York City, NY 10002

(212) 505-0745

David Glasner, Principal

Andrea Brand, Assistant Principal

The Urban Assembly Academy of Government and Law Parent Involvement Policy

The Urban Assembly Academy of Government and Law, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. UAAGL's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate in the School Leadership Team, the PTA, as members of PTA subcommittees and as members of C-30 committees when necessary. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

The policy encompasses all parents including parents of English Language Learners and special needs students.

The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing UAAGL's Parent Involvement Policy, the UAAGL PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input.

To increase parent involvement, UAAGL will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support committees such as the School Leadership Team, the Parent Teacher's Association and a committee made up of senior parents. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- Develop workshops such as a college information workshop and computer applications to assist parents in their support of students.
- Provide a school informational meeting on all funding programs in the school.

- Provide written translations when necessary.
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Having advisors call home at least twice a quarter to update parents on their students' progress.

SCHOOL - PARENT COMPACT
Urban Assembly Academy of Government and Law (02M305)

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

- To actively involve parents in planning, reviewing and improving the school CEP, Title I programs and the parental involvement policy.
- To deal with communication issues between teachers and parents through:
 - Semi-annual Parent-teacher conferences
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in school activities
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To provide high quality curriculum and instruction.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- To share the responsibility for improved student achievement.
- To work with his/her child/children on school work
- To monitor his/her child's/children's:
 - Attendance at school
 - Homework
 - Television watching

- To communicate with his/her child's/children's teachers about their educational needs.
- To provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

The Urban Assembly Academy of Government and Law

David Glasner

Principal

THE URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW

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New York City, NY 10002
(212) 505-0745

David Glasner, Principal
Andrea Brand, Assistant Principal, IA

SCHOOL - PARENT COMPACT ***Urban Assembly Academy of Government and Law (02M305)***

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- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

The Urban Assembly Academy of Government and Law

David Glasner

Principal

**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 Urban Assembly	District 02	School Number 305	School Name UA Acad of Govt & Law
Principal David Glasner		Assistant Principal Andrea Brand	
Coach		Coach	
Teacher/Subject Area Maribel Nieves/ELA		Guidance Counselor Maritza Samul	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Emily Woods	
Related Service Provider Chanie Katz		Other type here	
Network Leader Jonathan Green		Other type here	

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	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	1
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	296	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	5.74%
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Part II: ELL Identification Process

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

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

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

1.

Initial Identification
 ELL students are already identified prior to enrolling at UAAGL. Students who are coming from a middle school that is out of state or out of the country and who are identified by Ms. Nieves in an interview as possible ELLs are provided the opportunity to take the Home Language Identification Survey within ten days.

Pedagogue Responsible
 Ms. Nieves is our instructional coach who is also a native Spanish speaker, certified in ELL instruction and a Spanish teacher. Ms. Nieves has been teaching for over 20 years and has been at UAAGL since its inception. Ms. Nieves is very experienced in working with students who are English Language Learners.

Annual Evaluation
 All ELLs sit for the NYSESLAT every spring as required by New York State regulations. Once they take the exam, UAAGL uses that data to identify what services each student must be provided.

2. **Parent Outreach**
 When a student enrolls at UAAGL, parents receive an orientation packet that describes the course offerings and support that UAAGL provides each ELL student. Parents also attend an orientation session in June of the preceding year to learn about UAAGL and the services we offer.

3. **Entitlement Letters**
 Entitlement letters and program selection forms are distributed at the orientation session and by mail. Parents complete the program selection forms each school year and the documentation is added to their child's school records.

4. **Placement**
 All ELLs sit for the NYSESLAT every spring as required by New York State regulations. Once they take the exam, UAAGL uses that data to identify what services each student must be provided.

5. **Trends, Program Models and Program Description**
 UAAGL has an instructional coach who is a certified ESL teacher who has taught ESL for the past 20 years. The instructional coach has informally given teachers ESL methodology strategies to implement in their classes and further assist ELL students. She provides ESL support twice a week in the English and government classrooms by pushing in when necessary for teachers and ELL students. Starting in February, she will also be teaching two ELA classes for ELL students. Besides informally giving the strategies, she also models them in the classroom for teachers through team-teaching. In addition to ELL methodologies she provides the students with additional ELL support outside the classroom as a group by pulling students out when necessary.

The Instructional Coach has a wide range of books in the ELL students native language accessible to them at all times. Additional resources such as magazines, papers, etc. are accessible to students in classrooms as well. Students who are identified as ELLs and have an IEP are also eligible to take a Wilson reading class to assist them in their courses. Students who reach proficiency still receive tutoring assistance and extra resources from their teachers and instructional coach as needed. All ELL students have equal access to all after school and during school resources and programs. ELL students have access to a wide range of supportive technology in the classroom and in specific content areas such as: SMART boards in every classroom, mobile computer labs and a computer lab in the school. All students take a Spanish language elective while enrolled at UAAGL.

6. **Alignment**
 The administrative team meets twice a year to review and revise the program offerings to ensure that UAAGL is meeting the needs of its students and families.

Part III: ELL Demographics

A. ELL Programs

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

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 type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input checked="" type="checkbox"/>
12	<input checked="" type="checkbox"/>										

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1		1	6		1	7		1	14
Total	1	0	1	6	0	1	7	0	1	14

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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										4	9	2	2	17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	9	2	2	17								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction is delivered in co-teaching and self-contained ELL classrooms. Our instructional coach is also a certified ELL ELA teacher and she teaches 2 sections of ELA classes for students who require ELL services. We use a heterogeneous program model at AGL.

2. Our instructional coach is also our program chair and she ensures that the required number of instructional minutes is provided according to the ELL model. At this point, we only have students who are listed as Intermediate, Advanced or Proficient. We do not have any beginner ELLs at the school at this time.

3. The content is provided in ELA courses that are taught in English. However, the ELL teacher is also a Spanish speaker so she can translate when necessary. The teacher uses the workshop model to ensure that students are building reading and writing skills.

B. Programming and Scheduling Information--Continued

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

5. UAAGL provides ELL services to students in ELA and math as well as other subject areas through a class taught by the ESL certified ELA teacher. In addition, students receive extra support in 9th and 10th grade literacy and math skills through a mandatory extended day program where they get tutored in small groups.

6. Students who reach proficiency on the NYSESLAT still receive additional assistance through team teaching classes and remedial ELA classes as necessary.

7. UAAGL is working on institutionalizing ELL-specific ELA classes for students who are Intermediate and Advanced. Until this point, we have only provided push-in or pull-out services as needed. This semester, our ELL specialist is filling in for someone on maternity leave, but she will start teaching ELA classes in February.

8. We are not planning to discontinue any programs for ELL students at this time.

9. All ELLs have access to after-school tutoring. 9th grade students have access to the AGL Plus+ mandatory extended day program where they receive individualized support from teachers and college tutors.

10. Every classroom at UAAGL is equipped with a SMART board. Students also have access to two mobile laptop cart and a computer lab.

11. Our ESL certified teacher is a native Spanish speaker and is able to provide support to all native language speakers in the classroom.

12. Yes.

13. Prior to the school year, all newly enrolled students participate in an orientation to the school to help them integrate into the school community.

14. Students are able to take advanced Spanish as a language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development Plan Overview

The purpose of the Professional Development Plan for ELL students is to provide teachers and staff support in teaching ELL students with different types of methodologies and learning strategies to ensure that all ELL students are being served according to CR Part 154.

2. Throughout the year, AGL's instructional coach, who is a certified ESL teacher for the past 22 years, will meet with teachers to provide them with ESL methodology strategies to implement in their classes and further assist ELL students. The instructional coach will also provide ELL support twice a week in the English and government classes for teachers and ELL students. She will also meet with different staff members on a bi-weekly basis to plan lessons to that will further help ELL learners. Besides informally giving the strategies, she also models them in the classroom for teachers through team-teaching. The instructional coach also meets with ELL students outside the classroom to give them additional support.

3. Time Line

The professional development plan for ELL students is being implemented with several major dates in mind:

January 24-28 2011 (Regents Week)

January 31, 2011 (In-Service Day)

June 9, 2011 (Chancellor's Conference Day)

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?

1. The Urban Assembly Academy of Government and Law, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. UAAGL's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate in the School Leadership Team, the PTA, as members of PTA subcommittees and as members of C-30 committees when necessary. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

2. The school partners with the Henry Street Settlement Organization.

3. All new parents to the school are required to fill out a language survey at the beginning of the school year.

4. The PTA surveys parents and develops parent education workshops to meet the needs of parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										3	5	2	0	10
Advanced (A)										1	4	0	2	7
Total	0	0	0	0	0	0	0	0	0	4	9	2	2	17

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2		2	
Math <u>Algebra</u>	3		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	12		10	
Physics				
Global History and Geography	3		1	
US History and Government	2		0	
Foreign Language	1		1	
Other				
Other				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and 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.

1. N/A

2. Overall, UAAGL ELL students have a relatively high proficiency rate.

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.

3. N/A

6. Our ELL program is moderately successful, more improvements need to be made.

Additional Information

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10

	Other		
	Other		
	Other		
	Other		