



**NYC**

**Department of  
Education**

**Urban Assembly School for Green Careers (03M402)**

**2010-2011**

**School Comprehensive Educational Plan  
(CEP)**

**school: 03M402**

**address: 145 W 84th St Rm 407A New York, NY 10024**

**telephone: 212 787 1189**

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## Section I: School Information Page

### **School**

**School Number:** 03M402 **Name:** Urban Assembly School for Green Careers

**School Address:** 145 W 84th St New York, NY 10024  
212  
787

**School Telephone:** 1189 **Fax:** 212 787 1455  
Alexandra

**School Contact Person:** Rathmann-**Email**  
Noonan **Address:** arathmannnoonan@schools.nyc.gov

<u>Position/Title</u>	<u>Print/Type Name</u>
<b>School Leadership Team Chairperson:</b>	Alexandra Rathmann-Noonan
<b>Principal:</b>	Alexandra Rathmann-Noonan
<b>UFT Chapter Leader:</b>	Sara Stoler
<b>Parents' Association President:</b>	Antonia Soto
<b>Student Representative:</b> <i>(Required for high schools)</i>	Riki Pichardo

### District and Network Information

**Children  
First Network**

**District:** 03(CFN): 07

**Network Leader:** Patrick Fagan / 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
Alexandra Rathmann-Noonan	*Principal or Designee	
Sara Stoler	*UFT Chapter Chairperson or Designee	
Antonia Soto	*PA/PTA President or Designated Co-President Title I Parent Representative <i>(suggested, for Title I schools)</i> DC 37 Representative, if applicable Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Riki Pichardo	CBO Representative, if applicable	
	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 School for Green Careers** is a Career and Technical Education (CTE) high school whose mission is to give students access to the 21<sup>st</sup> century green economy by developing their problem-solving skills and their knowledge of green industries and environmental issues. Learning at UAGC is problem-based and focused on real-life applications. Through internship opportunities with our industry partners and college-level coursework, students will gain the academic and social skills needed to succeed in the learning and working environments of the future. Graduates from UAGC will be prepared to pursue a 4-year college degree as well as enter into 2-year college, pre-apprenticeship or apprenticeship program, technical school, certification program or directly into the work force in the fields of design, construction, and operation of green buildings and the development and maintenance of green spaces.

Our unique instructional approach allows students opportunities while they are still in high school to develop the requisite academic, social, and technical skills necessary for success in college and 21<sup>st</sup> century careers. Students learn required content and skills by solving problems in groups, learning from experts, and applying their learning in real life situations.

Government, unions, and workforce development organizations in New York City have identified current areas of need in the emerging green economy of New York City that will be driving force in our curriculum development. These careers break down into two general categories:

- **Green Buildings:** Careers in designing, constructing, auditing, retrofitting, and operating buildings to increase energy efficiency and reduce environmental impact. These careers include: energy auditors, building managers, construction professionals, engineers, architects, and clean energy researchers.
- **Green Spaces:** Careers in greening the non-built environment. These careers include: gardeners, urban foresters, landscape architects, brownfield remediators and researchers.

Our partners in industry, academia, government, and the non-profit sector will guide the development of our curriculum as well as provide opportunities for our students to get exposure to and training in the work of green professionals. Key partners include: Natural Resources Defense Council (NRDC), Consortium of Worker Education, NYC Mayor's Office on Long Term Planning and Sustainability, CUNY New York City College of Technology, Green Schools Alliance, Jonathan Rose Companies, Thornton Tomasetti, The Durst Organization, Inc., Cooper-Hewitt, National Design Museum, Association for Energy Affordability, Non-traditional Employment for Women, New York City Parks

**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:** Urban Assembly School for Green Careers  
**District:** 03 **DBN #:** M402 **School BEDS Code:** 310300011402

**DEMOGRAPHICS**

<b>Grades Served in 2009-10:</b>	Pre-K	K	1	2	3	4	5	6	7
	8	9	10	11	12	Ungraded		Y	

<b>Enrollment:</b> (As of October 31)	<b>Attendance: % of days students attended*</b> (As of June 30)			2007-08	2008-09	2009-10
Pre-K						TBD

Kindergarten						
Grade 1						
Grade 2						
Grade 3						TBD

Grade 4						
Grade 5						
Grade 6						
Grade 7						60

Grade 8						
Grade 9	0	0	95			
Grade 10						
Grade 11						TBD

Grade 12						
Ungraded						
Total						2

<b>Special Education Enrollment:</b> (As of October 31)	<b>Suspensions: (OSYD Reporting) – Total Number</b> (As of June 30)			2007-08	2008-09	2009-10
--	--	--	--	---------	---------	---------

	08	09	10				
Number in Self-Contained Classes	0	0	0			08	
No. in Collaborative Team Teaching (CTT) Classes	0	0	16	Principal Suspensions	0	0	TBD
Number all others	0	0	11	Superintendent Suspensions	0	0	TBD

*These students are included in the enrollment information above.*

**English Language Learners (ELL)**

**Enrollment:**

(BESIS Survey)

(As of October 31) 2007-2008-2009-  
08 09 10

# in Trans. Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	0	0	26
# ELLs with IEPs	0	0	7

*These students are included in the General and Special Education enrollment information above.*

**Overage Students: # entering students overage for grade**

(As of October 31) 2007-2008-2009-  
08 09 10  
TBD

**Ethnicity and Gender: % of Enrollment**

(As of October 31)	2007-2008-2009- 08 09 10	% fully licensed & permanently assigned to this school	0	0	100%
American Indian or Alaska Native	0	Percent more than two years teaching in this school	0	0	TBD
Black or African American	26.3	Percent more than five years teaching anywhere	0	0	TBD
Hispanic or Latino	71.6	Percent Masters Degree or higher	0	0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	2.1	Percent core classes taught by "highly qualified" teachers	0	0	TBD
White	0	(NCLB/SED definition)	49.5		
Multi-racial			50.5		
<b>Male</b>					
<b>Female</b>					

**Special High School Programs: Total Number**

(As of October 31)

CTE Program Participants

Early College HS Participants

**Number of Staff: Includes all full-time staff**

(As of October 31)

Number of Teachers

Number of Administrators and Other Professionals

Number of Educational Paraprofessionals

**Teacher Qualifications:**

(As of October 31)

% fully licensed & permanently assigned to this school

Percent more than two years teaching in this school

Percent more than five years teaching anywhere

Percent Masters Degree or higher

Percent core classes taught by "highly qualified" teachers

(NCLB/SED definition)

2007-08 2008-09 2009-10

0 0 0

0 0 0

2007-08 2008-09 2009-10

0 0 10

0 0 5

0 0 1

2007-08 2008-09 2009-10

0 0 100%

0 0 TBD

0 0 TBD

0 0 TBD

0 0 TBD

**2009-10 TITLE I STATUS**

**Title I Schoolwide Program (SWP) X Title I Targeted Assistance**  
**Years the School Received Title I Part A Funding:** 2006- 2007-08

**Non-Title I**  
**2008- 2009-10 x**

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

**SURR School: Yes** If yes, area(s) of SURR identification:  
**No**

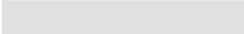
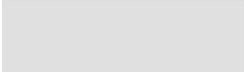
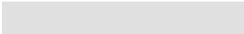
**Designated as a Persistently Lowest-Achieving (PLA) School: Yes No**

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

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

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

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

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

**Key: AYP Status**

√ Made AYP      X Did Not Make      X\* Did Not Make AYP Due to Participation Rate Only

√SH

Made  
AYP  
Using  
Safe  
Harbor  
Target

AYP  
Insufficient Number of Students to Determine AYP  
Status

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

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

#### Progress Report Results – 2008-09

Overall Letter Grade

Overall Score

Category Scores:

School Environment

(Comprises 15% of the Overall Score)

School Performance

(Comprises 25% of the Overall Score)

Student Progress

(Comprises 60% of the Overall Score)

Additional Credit

*Note: Progress Report grades are not yet available for District 75 schools.*

#### Quality Review Results – 2008-09

Overall Evaluation:

Quality Statement Scores:

Quality Statement 1: Gather  
Data

Quality Statement 2: Plan  
and Set Goals

Quality Statement 3: Align  
Instructional Strategy to  
Goals

Quality Statement 4: Align  
Capacity Building to Goals

Quality Statement 5: Monitor  
and Revise

## 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?

### **Strengths**

In our first year, we have succeeded in laying a strong foundation for the future growth of the school. We have successfully established some key pieces of the school's culture, including:

#### Faculty Culture

- Faculty have worked through out the year to establish strong **co-teaching and co-planning practices** throughout the year. During daily common planning time, faculty teams have used protocols to look at student work, planned and reflected on curriculum and daily lesson plans, and problem-solved around specific students and teaching difficult concepts.

#### School Culture

- All students participate in an **advisory group** of 10-15 students paired with 1 or 2 staff member advisors. During the first week of school, the students participated in an orientation with their advisory group that featured an introduction to the school's key features, its approach to instruction and discipline, and emphasized team building and relationship building with advisors. Advisories meet daily and for extended time twice per week. Advisors work with students on both their academic and social-emotional growth and make frequent contact with family members.
- Students and faculty participated in a series of **community building events** during the first year of school. At least three times during the year, advisory groups ate "lunch out" together and the entire school went ice skating, bowling, and held a staff-student soccer game during the year. The year culminated with a student-led assembly honoring students for their accomplishments and progress during the year. These and other activities have worked to build strong relationships between students and members of the faculty.

#### Academics:

- The vast majority of our students earned the required credits required for promotion to the next grade level. As the year progressed, an increasing number of students became academically motivated and began building the skills required for promotion.

- We held portfolio presentations for all students in January and June and included both parents and school partners in evaluating the work of our students.
- We successfully began incorporating our partners into the academic programs. This includes a mentoring program with the NYC Parks department, field trips, including college trips, and opportunities for over 90% of our students to participate in summer enrichment programming.

### **Challenges**

- Because we are in our first year and will still be growing for the next three school, one of our main challenges has been to build a strong foundation for the school while building from the ground up. One particular struggle has been in establishing consistently high-quality classroom practices through out the school that meet the needs of our diverse student population. This has resulted in inconsistent engagement across classrooms, resulting in classroom management challenges for many teachers.
- We have struggled this year to meet our goal of 90% average attendance. We had a group of students who failed courses because of poor attendance and are the border of being considered Long Term Absences. In addition, we have a significant proportion of our students who have between 70-80 attendance, meaning they average more than one day per week out of school.
- This year we had 100% of our students enrolled in a one-year Integrated Algebra course, culminating in the Regents examination. A significant number of students struggled in this class. Only 50% of the 91 students who took the exam passed it by August 2010. 0% of students who were designated as Special Class or CTT when entering the school passed the exam and 20% of SETTS students passed the exam.
- While students have been generally accumulating credits in their 9th grade classes, there is still a lack of understanding on the part of students and families on our grading system. The reports that are generated for students are parents are wordy and overwhelming, and students reported in their focus group that they don't get them frequently enough to keep on top of their grades. In addition, a computer system that has been designed to allow access to parents and students to check their progress is difficult to use and has not been introduced to parents.

## 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.

## Section VI: Action Plan

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**

**Annual Goal #1**

Improve instruction by increasing the quantity and quality of feedback that teachers, students and parents receive on student progress

Quality and frequency of feedback to teachers, students, and parents.

- 100% of students will check their progress on EASE through their advisories at least 1x per month.
- 75% of parents will log on to EASE online system at least 1x/month or report to advisors that they have used the progress report to discuss academic progress with their student.
- 100% of teachers will receive informal feedback using Santa Cruz Teaching Standards framework at least 4x per year. New teachers will receive feedback at least 8x per year.

**Action Plan**

*Include:  
actions/strategies/activities the school will implement to accomplish the goal; target*

Action Plan:

- 100% of classroom-level learning targets will be revised to feature student and family-friendly language as well as Spanish translation.
- Develop rubrics for 100% of classroom learning

*population(s); responsible staff members; and implementation timelines.*

targets that describe the level of performance required to both meet and exceed proficiency.

- 1-day workshop during August professional development for teachers on revising learning targets and writing rubrics. Teachers incorporate workshopping learning targets into their Common Planning Time and Grade Team routines. o Teachers submit learning targets and rubrics 2 weeks prior to the beginning of each unit/module for feedback from administration and colleagues.
- In-school translators (bilingual teachers, community associate, social worker, and secretary) will be enlisted to translate outcomes one week prior to the beginning of each unit.
- Increase progress reporting (grade updates by teachers) to every other week (from every 3 weeks) and encourage students and parents to more frequently access the online system to track progress.
- Students will be introduced to EASE system during advisory orientation in 9th grade and reintroduced during module 1 in 10th grade.
- Advisors will collect email addresses of any parent who has one during initial round of advisor calls in September.
- During curriculum night and September PTA meeting, school staff will do a presentation on accessing EASE and sign up interested parents. This workshop will be repeated during the two official parent/teacher evenings.
- Advisors will call the parents of struggling students at least 1x per month to talk about student progress.
- Most recent progress reports will be sent home via mail with parent mailing / newsletter / PTA announcements 1x per month.
- Develop and use teacher learning targets and associated rubrics based on Santa Cruz Teaching standards to use as a teacher feedback tool.
- During the summer, administration develops teacher-friendly learning targets and rubrics, teacher self-assessment and walkthrough observation form connected to these standards and gather feedback from teacher leadership in order to revise.
- During learning target professional development workshop in
- August, these targets will be shared with all teachers for feedback.
- Administration / teacher leadership / coaches will do at least 2 informal observations of each teacher during the first 2 weeks of school using rubrics.

- Teachers will do a self-assessment on these rubrics during the first 3 weeks of school and identify their individualized learning targets in consultation with administration / teacher leaders / coaches.
- All teachers will receive monthly informal feedback on their learning targets in addition to formal observations. New teachers receive this feedback at least twice per month.
- At the midyear, teachers / administrators will evaluate progress during 1:1 meetings and make changes to learning targets for semester 2.

**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.*

- DRA stabilization money is allocated for school social worker per session to facilitate bilingual workshops for parents on EASE and understanding the school's grading system.
- Title 1 10% Professional development funding will be used for per session for teachers attending workshop on writing outcomes and rubrics.
- Title 1 10% Professional development funding will be used for per session for teachers attending workshop on writing outcomes and rubrics.
- Title 1 10% Professional development funding will be used to pay per session for development of teacher leadership team.
- When available, centrally allocated translation funding will be used to pay school staff to translate learning targets and documentation.
- TL FSF money will be used to purchase postage (Supplies – general) to increase mailings of progress reports home to parents.

**Indicators of Interim Progress  
and/or Accomplishment**  
*Include: interval (frequency) of  
periodic review; instrument(s) of  
measure; projected gains*

November, January, April, June

- Check in on the following items
  - Adherence to timelines listed above
  - Progress of teachers on TD rubrics
  - Number of parents in EASE
  - Percentage of Learning Targets translated
  - Quality of rubrics

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

**Subject/Area (where relevant):** Mathematics

**Annual Goal #2**

Improve support for algebra instruction for school's lowest third of incoming students.

Systematically support students who enter the school below grade level to transition into high school level work and achieve, specifically in mathematics.

- Implement a math Intervention program to serve the lowest 15% of students in order to increase the % of incoming students in the lowest 3<sup>rd</sup> passing the integrated algebra regents by 20%.
- Develop additional supports for students transitioning into high school targeted at students transitioning from self-contained special education settings and other students in the school's lowest 3<sup>rd</sup>.
- Develop and implement formative assessments aligned to the Regents throughout the year and use them identify students and topics in need of attention.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

Action Plan:

- Identify students who, based on their incoming grades and test scores, would be likely to struggle in high school level math and target them for summer bridge program. Implement 2-week summer bridge program for these and students identified for other reasons. Track data on the success of these students and the students who could not attend the bridge program during the year to evaluate effectiveness of the program.
- Math teachers, in consultation with administration and coaches develop a diagnostic assessment for incoming students and monthly instructionally aligned interim assessments for use in identifying students for intervention and evaluating instruction.
- Continue offering double periods of Algebra to all students.
- Research and identify math intervention curricula and design a course to be offered to weakest 15% of incoming students 3 hours / week (using elective time, tutoring time, and an additional 10 minutes added to the school day twice per week) in addition to algebra class. Purchase required materials, textbooks, supplies
- Implement diagnostic assessment during first week of school and begin implementation of intervention course in mid-September. Re-evaluate curriculum and roster of students in light of interim assessment scores at the mid-year point.
- Teachers use daily common planning time to align curriculum of

intervention course and algebra course to student needs based on data.  
•Begin Saturday Regents-prep classes for these students and other students identified via interim assessments during second semester.

**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.*

**Indicators**

**of Interim Progress and/or**

**Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

• Title 1 TA OPTS purchases to support purchase of materials for math intervention.

• Title 1 TA funding used to fund a second math teacher and maintain the double period math class for all 9<sup>th</sup> grade students and additional intervention block for literacy and math intervention.

• Title 1 TA Teacher per session for summer bridge program, 10-minute school day extension and Saturday Regents Prep.

• Title 1 TA 10% PD funds used to fund development of math teacher leader to facilitate the use of data in the department.

**4x per year – Learning Target attainment for targeted students in mathematics classes.**

**2x per year – practice Regents examination scores.**

6x per year – check in on timeline

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

**Subject/Area (where relevant):**

**Annual Goal #3**

*Improve attendance through targeted interventions.*

Improve student attendance by targeting students who are exhibiting disengagement or whose attendance records put them at risk of becoming LTA's. • Maintain an average attendance of 85% for students whose previous year attendance was between 70 - 80%.  
• Maintain (+/- 1%) or improve attendance for 85% of all students over previous year attendance.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

Action Plan:

- For incoming students, invite all students who had below 85% attendance in 8th grade to summer bridge program. Implement bridge program focused on developing students' academic habits and relationships with key school staff members. Track data on attendance outcomes of students who participate and do not participate to evaluate the effectiveness of the program throughout the year.
- For students already enrolled in the school, meet advisor schedules meeting with parent and student during first month of school to discuss attendance improvement goals and action plans.
- Administration and social worker invite parents of all incoming 9th grade students, including those at risk of attendance, to meetings at the school during the summer prior to the beginning of the school year and perform preemptive home visits when required.
- Develop an attendance team consisting of pupil accounting secretary, community associate, school social worker and Principal to review attendance patterns and trends and identify action steps. Members of this team meet daily with a longer meeting weekly in order to discuss more difficult and/or long-term cases.
- Continue daily calls home to the families of all late and absent students.
- Develop a system where advisors are involved in consulting with students and parents once a student has been absent multiple times in the same week or 5 times in a semester to discuss root causes and develop action plans. Develop advisor capacity around problem solving with parents and students through 1-day workshop during August professional development.
- Distribute attendance data by advisory to advisors to help them to identify patterns and trends in their own advisories (i.e. late on specific days, absences attached to weekends, etc.).

• Create an online database of attendance action plans to share knowledge and practices across the advisor community. • Utilize the network attendance teacher to proactively visit the homes of students exhibiting worrisome patterns during the first two months of school.

**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.*

• Title 1 TA Teacher per session for summer bridge program. • DRA Stabilization per session for School Social Worker to perform attendance related parent meetings and home visits throughout the school year. • Title 1 TA 10% Professional Development funding for August PD advisor training for teachers.

**Indicators of Interim Progress and/or Accomplishment**

Monthly attendance check-ins – overall and for targeted students.

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

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

**Subject/Area (where relevant):**

**Annual Goal #4**

*Improve school culture through recognition of positive contributions to the community.*

Further develop school culture by systematically recognizing and honoring students for their contributions to the school community and adherence to the school's community values of Active Participation, Respect, Sustainability, Fairness, and Peace.

- Increase the student total "agree" response on the "Most students in my school treat each other with respect" question on the LES to 75% from 47%
- Increase the student total "agree" response on the "Most students in my school treat teachers with respect" to 75% from 17%

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

Action Plan:

- Create a teacher-leader position of youth development coordinator to work with teachers and students on behavior management and conflict resolution.
- Create a youth development committee consisting of the youth development coordinator, school social worker, community associate, partnership coordinator, principal and grade level teacher team leaders that meets weekly to evaluate progress and identify areas of need and create action plans for teachers and students.
- Develop and implement a series of 3-day series youth-development oriented professional development activities during August Professional Development, including workshops on classroom management, collaborative problem solving, working with students with disabilities, advisory, and classroom community building. Continue this work with monthly check-ins throughout the year in faculty meetings.
- Invite incoming students who are at risk of behavioral challenges based on their previous records to summer bridge program, where they will be introduced to the school's community values and taught skills to help them transition to high school. Track referral data of these students to evaluate effectiveness of the program.
- Use weekly grade team and faculty conference time to implement kid talk protocols to allow teachers to share practices for working with students who struggle academically and behaviorally.

• Grade teams organize and hold monthly assemblies that include community values awards as well as academic awards to students. Coordinate these awards through the school's newly-developed community values committee, made up of teachers, students, and parents. Schoolwide awards ceremonies are held in the evening 2x during the year.

**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.*

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Funding:**

• Title 1 TA Teacher per session for summer bridge program.  
• Title 1 TA 10% Professional Development funding for August PD advisor training for teachers.

Internal learning environment survey 2x per year.

Check In on monthly assemblies via Grade Team leader meeting structure.

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

**Subject/Area (where relevant):**

**Annual Goal #5**

Increase parent involvement in school community and the progress of their students.

*Increase Parent Involvement*

- 6x throughout the year, other than during P/T conferences, parents will be involved in planning and participating schoolwide events. 75% of parents will participate in at least 2 events
- Increase involvement in school PTA from 15% of parent population to 30% of parent population.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Action Plan:
- Hold parent orientation / picnic event for all families in late August. Hold the event in school garden or uptown to encourage increased parent attendance.
  - Complete at-school meetings or home visits for 80% of families of the incoming class by mid-September.
  - Move 9th grade portfolio conference to afternoon/evening start time to facilitate attendance by parents (2x per year).
  - PTA leadership meets with youth development committee in September to calendar remaining 3 events throughout the year. They continue to meet bi-monthly with representatives of this committee to plan and implement these events. As part of this process, parents are surveyed as to their interest in types of events.
  - In addition to paper mailings and website postings, advisors outreach to parents monthly and prior to these events and parent/teacher conferences in order to increase parent participation.
  - PTA leadership uses parent survey to reevaluate dates and times of current PTA meetings and consider the possibility of weekend PTA meetings.

**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*

Title 1 and Title 1 ARRA 1% Parent Involvement funding used for OTPS for parent events.  
DRA Stabilization social worker per session to work with families / through the PTA in the absence of a parent coordinator.

*categories, that will support the actions/strategies/ activities described in this action plan.*

**Indicators of Interim Progress and/or Accomplishment** 6x per year – check in on timeline set out above, including percentage of parents and students involved.

*Include: interval (frequency) of periodic review; instrument (s) of measure; projected gains*

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**Template - May 2009**

**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	72	59	49	58			10	
10		42					10	
11								
12								

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

- o 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.

- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Tier I Intervention:</b> 9th grade: 401 minutes / week of differentiated ELA instruction delivered within the regular classroom environment during the school day. 10th grade: 2 credits of differentiated ELA instruction delivered within the regular classroom environment during the school day. Participation in reading and writing workshop curriculum facilitated by ELA teacher. Development of writing goals in conferences with ELA teachers, progress toward goals tracked by teachers across the subject areas.</p> <p><b>Tier II Interventions:</b> 9th grade: 401 minutes / week of differentiated ELA instruction in a co-teaching environment with a Special Educator trained in Wilson Reading delivered during the school day, with options for small group and 1:1 pull out when necessary. 10th grade: 2 credits of differentiated ELA instruction in a co-teaching environment with a Special Educator trained in Wilson reading during the school day.</p> <p><b>Tier III Interventions:</b> Small group daily tutoring time for students in need of additional support after school hours with licensed ELA and Special Education teachers. Students in tutoring are identified by teachers based on their in-class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments. Wilson Reading course twice weekly during the school day provided by Special Education teacher. Twice weekly small group tutoring with ELA licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks.</p> <p><b>Interventions for ELLs</b></p> <p><b>Tier I Intervention:</b> 9th grade 401 minutes / week of differentiated ESL instruction by a dual licensed ELA / ESL teacher. Participation in reading and writing workshop curriculum facilitated by dual licensed ESL / ELA teacher. 10th grade: 2 credits in ELA/ESL co-taught by ESL and ELA teachers. Development of writing goals in conferences with ELA teachers, progress toward goals tracked by teachers across the subject areas. Development of self-identified language acquisition</p>

goals with ESL teacher, tracked by ESL teacher through work products across the disciplines.

**Tier II Interventions:** 401 minutes / week of differentiated ESL instruction in a co-teaching environment with a Special Educator trained in Wilson Reading. 802 minutes / week of ESL support in mathematics, science, and social studies in a co-taught class between bilingual Spanish-speaking certified ESL teacher and licensed content area teacher. 10th grade: Co-teaching support from ESL teacher in content areas as needed.

**Tier III Interventions:** Small group daily tutoring time for struggling ELL's focuses on building basic communication skills. Students are identified based on in class performance or can self-identify. Twice weekly small group tutoring with ELA licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks.

## **Mathematics:**

**Tier I Intervention: 9th grade:** 401 minutes / week of differentiated math instruction aligned to state standards by licensed Mathematics teacher delivered within the regular classroom environment during the school day. 10th grade: 2 credits of differentiated math instruction delivered within the regular classroom environment during the school day.

**Tier II Intervention: 9th grade:** 401 minutes/ week of differentiated Math instruction in a co-teaching environment with a Special Educator collaborating with a licensed Math teacher with options for small group pull out and 1:1 instruction during class time. Regents preparation course offered Saturdays during second semester by math licensed teacher. 10th grade: Co-teaching with special education licensed teacher.

**Tier III Intervention;** Small group daily tutoring time for students in need of additional support after school hours with licensed Math, Special Education, and ESL teachers. Students in tutoring are identified by teachers based on their in-class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments. Twice weekly small group tutoring with math licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks.

**Interventions for ELL's:** 401 minutes/week of differentiated Math instruction in a co-teaching environment with a Spanish bilingual ESL-certified teacher collaborating with a mathematics teacher. Classroom materials and instruction is provided, as needed, in the native language to Spanish speaking ELL's and instruction is approached with ESL best practices in mind. ELL's in

need of additional intervention also attend after school tutoring with the mathematics teacher up to twice per week. Twice weekly small group tutoring with math licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks. 10th grade: Co-teaching support from ESL certified teacher in mathematics content course.

**Science:**

**Tier I Intervention: 9th grade:** 200 minutes / week of differentiated science instruction aligned to state standards by licensed science teacher delivered within the regular classroom environment during the school day. 10th grade:

**Tier II Intervention:** 200 minutes/ week of differentiated science instruction in a co-teaching environment with a Special Educator collaborating with a licensed science teacher with options for small group pull out and 1:1 instruction during class time.

**Tier III Intervention:** Small group daily tutoring time for students in need of additional support after school hours with licensed science, Special Education, and ESL teachers. Students in tutoring are identified by teachers based on their in class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments. Twice weekly small group tutoring with science licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks.

**Interventions for ELL's:** 200 minutes/week of differentiated science instruction in a co-teaching environment with a Spanish bilingual ESL-certified teacher collaborating with a science teacher. Classroom materials and instruction is provided, as needed, in the native language to Spanish speaking ELL's and instruction is approached with ESL best practices in mind. ELL's in need of additional intervention also attend after school tutoring with the science teacher up to twice per week. Twice weekly small group tutoring with science licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks.

**Social Studies:**

**Tier I Intervention:** 200 minutes / week of differentiated social studies instruction aligned to state standards by licensed social studies teacher delivered within the regular classroom environment during the school day.

**Tier II Intervention:** 200 minutes/ week of differentiated social studies instruction in a co-teaching environment with a Special Educator collaborating with a licensed social studies teacher with options for small group pull out and 1:1 instruction during class time.

**Tier III Intervention:** Small group daily tutoring time for students in need of additional support after school hours with licensed social studies, Special Education, and ESL teachers. Students in tutoring are identified by teachers based on their in class performance as well as self-identify. Students receive targeted instruction in small groups towards their areas of weakness and support in completing assignments. Twice weekly small group tutoring with social studies licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks.

**Interventions for ELL's:** 401 minutes/week of differentiated social studies instruction in a co-teaching environment with a Spanish bilingual ESL-certified teacher collaborating with a social studies teacher. Classroom materials and instruction is provided, as needed, in the native language to Spanish speaking ELL's and instruction is approached with ESL best practices in mind. ELL's in need of additional intervention also attend after school tutoring with the social studies teacher up to twice per week. Twice weekly small group tutoring with social studies licensed teachers targeting specific skill proficiencies based on progress grades issued every three weeks.

**At-risk Services  
Provided by the  
Guidance Counselor:**

n/a

**At-risk Services  
Provided by the School  
Psychologist:**

Students who are identified and referred for Special Education or students undergoing a mandated 3-year review are evaluated by a school-based school psychologist.

**At-risk Services  
Provided by the Social  
Worker:**

Mandated individual and group counseling for students with IEP's according to the frequency of services articulated on the IEP and individual IEP goals. Delivered via a pull out model from lunch, tutoring, PE, and elective courses.

Regular counseling for students without IEP's who have demonstrated interest or requirement of additional social-emotional support.

Drop in counseling, conflict mediation, crisis counseling, and family intervention support available the regular school day for all students.

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

All students, including those who are medically at risk, have access to full onsite health clinic, which can administer medicine, perform well check ups and immunizations, provide sexual health and mental health services. Students who take medication as per IEP's and 504 Plans take this

medicine during school hours through the clinic.

**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).

x We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9,10                      Number of Students to be Served: 43                      LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 3                      Other Staff (Specify) Content-area teachers involved in push-in work

## 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.

As described in our LAP, we are providing all of the necessary supports and services to our ELL programs.

**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.

As part of our weekly professional development meetings, seminars for the staff will focus on disaggregating data for ELL's and instructional methodology featuring best practices for English Language Learners.

### Section III. Title III Budget

School: Urban Assembly School for Green Careers

BEDS Code: 310300011402

#### 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	\$0	

<b>account for fringe benefits)</b> - Per session - Per diem		
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

## **Appendix 3: Language Translation and Interpretation**

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

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

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

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

All students are given a Home Language Identification Survey upon entrance into the New York City Department of Education schools and this information is available through ATS for us to mine and identify the language needs of students' families. We also administer a survey to both parents and students (available in English and most common native languages based on HLIS) during the summer and first week of school asking for additional preferences in terms of both written and oral communication.

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.

70% of our students and their families speak Spanish in their homes. There is also 1 family who prefers to get information in Haitian Creole and 1 that prefers Portuguese. This information is distributed via staff on a student demographics spreadsheet at the beginning of the year and available on ARIS throughout the year.

#### **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.

All materials that are sent home via mass parent mailings are automatically translated into Spanish. This is done predominantly through the work of in house staff – the school's secretary, community associate, and social worker can all act as translators for printed materials. Larger longer term projects and translation of critical documents into Haitian Creole will be translated via the NYC DOE's Office of Translation Services. Portuguese translation will be done via a combination of volunteers and outside vendors.

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

Oral interpretation services will be provided into Spanish at all meetings of parents, including PTA, SLT, Parent/Teacher Conferences, and IEP meetings. Legal Interpreting services will be contracted for large group meetings to provide simultaneous interpretation. In house staff, including the school secretary, community coordinator, and school social worker, will provide translation for smaller meetings into Spanish. Over the phone translation from DOE's Office of Translation Services will be used during Parent/Teacher Conferences, when multiple translators are needed simultaneously and to translate into Haitian Creole or Arabic.

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

The "Parent Bill of Rights and Responsibilities" will be distributed to families via mail each year and be made available at large meetings of parents – parent/teacher conferences, PTA, curriculum night, etc. The translation services posters are posted prominently in the main office of the school for all visitors to see upon entry into the school's space. We will work in conjunction with the other schools on the Brandeis Campus to include translation service provisions in our school's safety plan

## 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:	180663	8697	189360
2. Enter the anticipated 1% set-aside for Parent Involvement:	1807	87	1894
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9033	*	9033
4. Enter the anticipated 10% set-aside for Professional Development:	18066	*	18066
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. none			

\* 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.

All parents are included in the development of school-level parent activities funded by Title I through the use of the UAGC monthly PTA meetings. PTA meetings are advertised to parents through calls and letters sent home, calendar reminders and direct outreach to parents present at the school. Parents are strongly encouraged to attend monthly PTA meetings. All meetings are held during after work hours to accommodate working parents' schedules.

PTA meetings provide the necessary forum to discuss the creation, implementation, and evaluation of parent involvement activities and school-level programs. Ballots are held regularly to ensure parent participation in all events concerning the school and their children's education. Parents are also encouraged in this forum to raise all questions concerning such issues as curriculum, promotion policies, summer school and student assessment. These topics, however, are also covered at UAGC's mandated new student orientations. Orientations are held in both May and September.

If for any reason a parent can not attend a PTA meeting or arrange a conference at the school, they can also request a copy, either verbally or in writing, of the meetings agenda and/or vote for issues covered through the use of an absentee ballot.

Both UAGC and the parents of children attending the UAGC are expected to work together to ensure the academic and personal success of every student.

UAGC is responsible for providing each student with a safe, academically challenging environment, with an emphasis on math and science. The school commits to doing this by providing an assortment of academic and elective classes to choose from, a bi-monthly speaker series and additional educational and recreational activities throughout the course of the school year.

The school commits to assisting our students through small, personal classes, additional academic support through study halls, after-school and lunch time tutoring and referrals to out of school supports. The school also provides strong academic and personal support through our partnerships with numerous academic, corporate and non-profit organizations.

Every student is also assigned an academic advisor, who is able to form a supportive relationship with each student, assist them in academic and personal challenges and act as a liaison between the home and the school.

In return, the school expects each student's parent to support their child's academic and personal growth. This will require that parents take an active role in participating in school-based activities, such as parent/teacher conferences (where individual student performance and assessment is discussed), student portfolio presentations, PTA meetings and presentations and performances that the school provides for parents throughout the school year.

The school requires that each child's parent is accessible by phone and makes available time to visit the school when a parent conference is requested. The school also requires that each child's parent takes an active role in continuing their child's education at home through homework help, assisting in developing good organizational skills and engaging their child in conversation about school.

Throughout the course of the school year, the school provides numerous activities to support parental involvement. As stated above, activities include monthly PTA meetings, bi-monthly parent workshops focused on different parenting and community issues, school celebrations and performances and weekend events such as our Earth Day Celebration and Parent Social.

To accommodate working parents and ensure that all parents have the opportunity to participate in their child's education, the school provides a majority of their meetings and performances after 5 PM or during Saturdays. The school will also make necessary accommodations, when possible, to incorporate participation of parents who may suffer from a physical disability or who may not be fluent in English. Such examples of accommodations are to move PTA meetings to wheelchair accessible rooms and/or to provide written school material/meeting notes in a parent's native language.

At the end of each school year, parents who attend PTA meetings will be asked to act on an evaluation team. This team will examine the previous school years parental involvement and the school's various interventions used to encourage the participation of parents from all racial, ethnic, educational and economic backgrounds.

While previous assessment of parent involvement activities was based primarily on the number of parents who attended school-level activities, a recent shift in assessment now calls into greater account the correlation between the activity and the improvement of student achievement. While the UAGC strives to have maximum parent involvement at all school-level activities, we also want our evaluation to focus on how helpful activities are in improving academic and emotional success of our students 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.

As a Title I school, the UA School for Green Careers is required to consult with and incorporate the suggestions of all parents/parent groups in the development of UAGC educational programs and the allocation of Title I money to fund these programs. The annual review of title 1 programs will occur on or before June 1, 2010.

All UAGC parents have the right to ask, verbally or in writing, for the qualifications of their child’s teacher at any time. Parents may also ask, verbally or in writing, if their child’s teachers are teaching in or out of their certification area. Parents will be notified, for any reason throughout the school year, if a non-certified teacher will be heading a class for four or more consecutive weeks.

A minimum of 1% of the UAGC total Title I allocations will be set aside to support parental involvement. Parents will be made fully aware of the amount of funds available and purpose of funds: to support parent involvement in the school/their child’s education. The amount and distribution of funds will be determined through a confidential ballot. All information regarding Title I funds for parent involvement will be discussed at the UAGC PTA which is held the second Tuesday of every month. At this time, parents will be given the opportunity to ask questions, raise concerns and select programs associated with Title I money.

The school, is first and foremost, however, required to follow the Department of Education’s *Standard Operating Procedures Manual* in regard to all expenditures. The school will need to take both the *Standard Operating Procedures* and parental choices into considerations when developing programs with Title I money.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

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

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

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

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

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

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

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

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

**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.

In addition to the 1%, 5% and 10% set aside, Title 1 monies are used to support staffing and per session activities to expand literacy and math instruction for students entering the school at level 1 and 2 with additional support during and after the school day. The funding is used to support an additional staff member in 9<sup>th</sup> grade mathematics so that Title 1 students have 90 minutes of math instruction per day, as opposed to the traditional 45 minutes of math. It also supports an additional staff member in 9<sup>th</sup> grade ELA/ESL so that Title 1 and ELL students have 90 minutes of ELA instruction per day, as opposed to the traditional 45 minutes of ELA. An additional \$2,182 will be spent to support purchase of materials for the Reading and math intervention courses offered during and after the school day. \$5000 in per session is being spent on Regents prep for these students to take place on Saturdays prior to the Regents exams in January and June. Finally \$7305 of ARRA money funds the summer bridge program, summer reading testing for students who are identified as at risk based on their middle school scores, and after school intervention services offered by ELA and math teachers throughout the school year.

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

The majority of our students are Title 1 eligible as per their free lunch status. School-wide goal-setting begins by looking at needs and outcomes not only schoolwide, but through the lens of specific subgroups, including Title 1- eligible students. Over time, the goal is to increase the level of service provided to these students through schoolwide approaches to academic intervention that can be done through a combination of in class and supplemental instruction.

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;

The school uses the New York State Standards and city core curriculum as the fundamental guide in creating engaging, enriching curriculum to meet the needs of our diverse student population. As a Career and Technical school, our focus has been on how to combine hands on and applied learning with traditional academic subject areas to increase student engagement and accelerate their learning. We use Title 1 monies to extend the school day and also have programmatic support within the school, including a staff Partnership Coordinator, who works to coordinate learning experiences for students outside of the traditional school day and year. The school will coordinate or provide a 3-week learning experience over the summer for every enrolled student.

4. Coordinate with and support the regular educational program;

The staff members that implement targeted assistance programs are also the instructors in the regular educational program. Student achievement data in their regular education classes will be used to target students and skills in this program. The goal is for the intervention program to provide seamless support for student success in the regular education program.

5. Provide instruction by highly qualified teachers;

Because the Targeted Assistance program is staffed by the teachers of the regular educational program, this ensures that teachers with appropriate licensure are involved not only with in class instruction but also with the supplemental programming provided to Title 1 eligible students. Since 100% of the school's teachers are highly qualified in their subject area, Title 1 funding is used to provide professional development to build their instructional skills.

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

Title 1 Targeted Assistance monies are used to fund school-wide curriculum development and other professional development workshops provided to teachers throughout the school year. Teachers can also apply for funding to attend specific workshops aligned to their interests and professional development goals.

7. Provide strategies to increase parental involvement; and

Title 1 Targeted Assistance monies are used to supplement outreach efforts by our advisors and school staff members to engage and communicate information to parents about their student's progress. This includes mailings, payment for teachers to make outreach calls, and supplemental translation support for documents and oral communication.

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

The school social worker, Principal, Partnership Coordinator and administrative staff work to provide Title 1 eligible students with access to services and programs based on their interests and needs. Opportunities with our partner organizations, local colleges and universities, and city, state, and federal programs are culled by our administrative team and shared with students' advisors to identify and recruit students who would most benefit from these programs and materials.

## **Appendix 5: NCLB/SED Requirements for Schools Identified for Improvement, Corrective Action, or Restructuring**

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

**NCLB/SED Status:** **SURR<sup>[3]</sup> Phase/Group (if applicable):**

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

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

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

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

**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

**Actions the school has taken, or plans to take, to address review**

Leadership, Professional Development,  
Special Education, etc.)

**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.) 6
2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing receive all school supplies from the school at the beginning of the year and assistance in purchasing additional supplies and entry fees for participating in school-related activities. They also receive additional counseling outreach from the School Social Worker and the students' advisors.

### **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)**

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[1] **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.

[2] **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.

[\[3\]](#) School Under Regents Review

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	THE URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS						
<b>District:</b>	3	<b>DBN:</b>	03M402	<b>School</b>		310300011402	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				84.8
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		95	100				
Grade 10		0	85				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		0	1				
<b>Total</b>		<b>95</b>	<b>186</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			90.1

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		60.0	86.3

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

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			51
# in Collaborative Team Teaching (CTT) Classes		16	33	Superintendent Suspensions			3
Number all others		10	17				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			12
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			4
# receiving ESL services only		26	TBD				
# ELLs with IEPs		7	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			1
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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
			9	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			83.3
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			100.0
Black or African American		26.3	22.6				
Hispanic or Latino		71.6	73.7				
Asian or Native Hawaiian/Other Pacific		2.1	2.2				
White		0.0	1.6				
<b>Male</b>		49.5	55.4				
<b>Female</b>		50.5	44.6				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>105</b>	District <b>03</b>	School Number <b>402</b>	School Name <b>UA Green Careers</b>
Principal <b>Alexandra Rathmann-Noonan</b>		Assistant Principal	
Coach		Coach	
Teacher/Subject Area <b>Sara Stoler / ELA/ ESL</b>		Guidance Counselor <b>Amy Greco / Social Worker</b>	
Teacher/Subject Area <b>Guillermo Nava / ESL</b>		Parent	
Teacher/Subject Area <b>Leslie McKnelly / ESL / Spanis</b>		Parent Coordinator	
Related Service Provider		Other	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>188</b>	Total Number of ELLs	<b>43</b>	ELLs as Share of Total Student Population (%)	<b>22.87%</b>
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## Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

At the enrollment center, high school new arrivals are given part one of the HLIS, which determines their potential eligibility for the Lab-R. Upon arrival at the school, the second portion of the HLIS survey is conducted by the ESL teachers (Guillermo Nava for 9th graders & Leslie McKnelly for 10th graders) and eligible students are tested using the Lab-R by Mr. Nava and Ms. McKnelly. Students whose native language is Spanish are also tested using the Spanish Lab by Mr. Nava or Ms. McKnelly. Annually, all students who are designated LEP are assessed using the NYSESLAT in May of each year. The test reading, writing, listening, and speaking portions of the test are all proctored and administered by the ESL teachers, Guillermo Nava or Ms. McKnelly. Students are tested, when possible, during non-academic portions of the school day – advisory, lunch, and elective time. They are tested in a group for the non-speaking portions of the exam and using individual appointments for the speaking portion.

Parents of eligible students are contacted via phone for an individual meeting about their program choices. Parents are provided with a brochure explaining the choices and can ask questions about the services provided under each program. They are then asked their program preference. This is done within 2 weeks of confirmation of LEP status. If a phone meeting is required because a parent cannot attend a meeting in person, the required documentation is sent via mail for the parent to return via the student.

Parent outreach by the School Social Worker (Amy Greco), and ESL teachers (Guillermo Nava & Leslie McKnelly), all of whom are bilingual in Spanish via phone and mail is used to ensure receipt of parent survey and entitlement letters. The school's advisory program is used to enhance outreach to homes.

All of our new admits for the 2009-2010 and 2010-2011 school year preferred freestanding ESL programs. We were able to meet all of their preferences using our current freestanding ESL program. As this is the second year of our school, we do not have significant historical parent preference data to use to determine trends, however the principal, social worker, and ESL teachers will closely monitor the preferences of incoming students in the coming years to determine what, if any, changes will be made to program offerings.

We do not currently have any requests for Transitional Bilingual Education programs. As enrollment trends change, we will watch to see what parents prefer and consider other program options for future years.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	7	6	0	0	13
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	6	0	0	13

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

Number of ELLs by Subgroups					
<b>All ELLs</b>	44	<b>Newcomers (ELLs receiving service 0-3 years)</b>	18	<b>Special Education</b>	10
<b>SIFE</b>	3	<b>ELLs receiving service 4-6 years</b>	9	<b>Long-Term (completed 6 years)</b>	17

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	18	1	0	9	1	2	17	1	8	44
<b>Total</b>	18	1	0	9	1	2	17	1	8	44

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

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

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	20			40
Chinese										1				1
Russian														0
Bengali														0
Urdu										1				1
Arabic										1				1
Haitian										1				1
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>24</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>44</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Our students are served in heterogeneous groups of ELL's organized by grade levels. This allows students to have the maximum interaction with English-proficient peers and the general education curriculum. Because the school's 9th and 10th grade programs operate independently of one another, ELL support in each grade level also operates independently.

#### 9th Grade

Students in the freestanding ESL program receive 401 minutes per week of ESL instruction in a heterogeneous ELA class in a classroom taught by a dual certified English/ESL teacher. Beginner and intermediate students are grouped together in one section of this course with a smaller number of English-proficient peers making up the remainder of the class, while advanced students are serviced in the second section of this course with a larger number of English-proficient peers. The curriculum of this course is identical to that of the 9th grade ELA course, but with additional scaffolded support for the ESL students offered via the teacher's expertise and training. In addition, beginner and low intermediate ELL's also receive push in ESL instruction and native language content support from the bilingual Spanish ESL teacher for an additional 401 minutes per week of Science and Social Studies instruction and 401 minutes per week of Mathematics instruction. Students are identified for this support via the NYSESLAT modality report, their LAB-R scores, and internal diagnostics implemented in the first 2 weeks of schools. Intermediate students receive push in support in either Science and Social Studies or Mathematics based on their 8th grade test and NYSESLAT scores. Newcomer ELL's with low proficiency in listening and speaking receive additional instruction from bilingual ESL instructor in English Grammar and speaking skills through a pull-out ESL course meeting 180 minutes per week. The instructor of this course is trained in Achieve 3000 and uses this as a major mode of instruction in this course.

#### 10th grade

The 10th grade instructional program is non-traditional for all students, with ESL support offered predominantly via push-in / collaborative team teaching by a Spanish-bilingual ESL certified teacher. Throughout the year, all students are offered 2 credits (180 minutes / week) in ELA/ESL co-taught by an ELA certified teacher and an ESL/ELA certified teacher. In addition, all ELL's are provided with ESL support via co-

teaching between the ESL teacher and their content-area teachers. For advanced students this is the equivalent of 180 minutes / week, for Intermediates 360 minutes / week and for beginners 540 minutes / week. When appropriate newcomer students are pulled out into the 9th grade self-contained ESL course for a period of time to transition them into their collaboratively taught ESL courses more effectively. In addition, all Spanish-speaking 10th grade students are offered Native Language arts for an equivalent of 360 minutes per week. This is the first year our school has offered that option for students.

**Mandates:**

Beginner ELL's receive at least 540 minutes/week in both grades via the ESL/ELA course and push-in support in the content area courses. Intermediate ELL's in both grades receive at least 360 minutes of ESL instruction through the heterogeneous ELA/ESL push in course, meeting the 360 minutes/week mandate. They also receive additional ESL and, for Spanish-speaking students, native language support in one of their content area classes, based on identified need.

Advanced ELL's in both grades receive at least 180 minutes of ESL and 180 minutes of ELA through through the heterogeneous ELA/ESL push in course, meeting the 180 minutes/week for ESL and ELA mandate.

In the freestanding ESL program, beginner and intermediate ELL's have their content courses co-taught by a content specialist and a bilingual Spanish ESL-certified teacher. These two teacher co-plan their lessons and apply ESL methodology to the content instruction. The bilingual teacher can also provide native language translation of vocabulary and other important class texts and grade work submitted in Spanish allowing students to stay on track with their intellectual and conceptual development in the content areas as their English development progresses.

We have a very small SIFE population and these students are supported through additional interventions both inside and outside the classroom and, for those who require it, a focus on basic literacy to help build proficiency. Our newcomer population receives a combination of native-language support and ESL instruction through a push-in model in both ELA/ESL and all content areas. They also receive self-contained support of 180 minutes per week in a smaller pull out course. Our 4-6 year ELL's (mostly currently intermediate level) receive ESL instruction and native-language support in the content areas where they are weakest. We use high engagement strategies with our Long Term ELL's that are also focused on building basic English Literacy Skills. Our ELL's with special needs are serviced within co-taught classes in ELA/ESL and the content areas with a focus on basic literacy as well.

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

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

**Native Language Arts and Native Language Support**

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



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

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

In the 9<sup>th</sup> and 10<sup>th</sup> grade, we target interventions and support through co-teaching, the ESL pull-out course, and tutoring/study skills to students based on indentified need, including 8<sup>th</sup> grade grades and test scores for 9<sup>th</sup> grade students and 9<sup>th</sup> grade credit accumulation and Regents and NYSESLAT scores. Students with the greatest need (regardless of ELL status or NYSESLAT scores) are added to additional sections of cotaught classes in the content areas. Students in need of less support are programmed for "study skills" classes - a 30 minute period each day - with the teachers in the content areas where they have struggled the most. Students who struggle with basic communication in English (mostly newcomers and SIFE students) are programmed for a small group ESL class of no more than 10 students that meets for an additional 180 minutes per week.

Because our ESL instruction is delivered in a heterogeneous classroom environment, ELL's who are transitioning out of ESL class can and should be part of the non-LEP population of the ELA/ESL class. Besides the 180 minute/week self-contained ESL transitional support for 9<sup>th</sup> graders, all other ESL services are offered in heterogeneous groups with English proficient peers. Former ELL's make up a majoring of the English-proficient

peers in these courses and so can continue to benefit from the ESL methodology. Native language support remains available to these students in the content areas through the involvement of the bilingual ESL teacher in planning in those areas.

For the next school year, we are considering expanding the support options available for newcomer ELL's in the 10<sup>th</sup> grade classes. Since the vast majority of our newcomers come into the school as 9<sup>th</sup> graders, we are well set up to support them, but the 10<sup>th</sup> grade program could be expanded by increasing options for pull out small group instruction. We do not plan on discontinuing any programs or services for ELLs in the coming year.

Since our emphasis is on including ELLs to the maximum extent possible in all academic and extracurricular programming in the school, ELLs have equal access to after school and extracurricular programming to other students. Materials advertising these programs are available in English as well as Spanish and provided to parents in these languages. AS part of our programming, we ask all students to participate in a 3-week learning experience during the summer. 6 newcomer ELLs from our first class participated in the CUNY ELL institute at Hostos Community College during the summer of 2010.

We use a combination of teacher created materials that reference basic ESL textbooks to plan our curriculum. In creating our scope and sequence for English Language development, we referenced WestED's continua as the basis of the learning targets for ELLs. We use Achieve 3000 in our ELL intervention courses as well Rosetta Stone for students interested in independent study. In the content areas, we have native language translations of all content area textbooks for our spanish-speaking ELL's as well as a classroom library of Spanish texts for students to choose from.

Native language support is provided for Spanish-speaking ELLs through co-teaching with a bilingual ESL-certified teacher in the content areas in addition to the native language texts and libraries available in the classrooms. Our 10<sup>th</sup> grade students have the option of taking Spanish Language Arts.

Our services are specific to students' grades and ages, with a different array of services available at each grade level based on student needs.

During the summer before school, our counseling staff did home visits or in school parent meetings for as many of our incoming students as possible. We prioritized students with IEPs and ELLs for our outreach. Our bilingual school social worker and community associate met with families and informed them of programming choices as well as offered assistance for students and families in transitioning them to high school. We also held a parent orientation in late August that provided information about the school in both English and Spanish and an opportunity for parents to gain more information about the school and its programmings. Finally, the advisors of all students reached out to students during the first two weeks of school to check in and offer support for transitions.

10<sup>th</sup> grade ELL's can choose to take Spanish Language Arts, taught by the ESL/Spanish teacher. Non-native speakers can take introductory Spanish. Through Rosetta Stone, interested students can undertake independent study in other languages.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here PD in ELL methodology will be embedded in the year long professional development sequence. These activities include classroom intervisitations and debriefing, school intervisitations, task analysis, data disaggregation, differentiated instruction and best practices with ELL's totaling approximately 20 hours of professional development. Records of these meetings are kept electronically through agendas and sign in sheets. We are planning to enroll all interested teachers in QTEL training when it is again offered, including all teachers who instruct ELL's. 9<sup>th</sup> grade advisors and social worker receive information about their incoming ELL students and families and time in their schedule each week to do family outreach and 1:1 counseling with all students, including ELL's to ease their transition to high school. The advisory orientation program for the first 3 days also works to support students in this transition and make connections between ELL's and

English speaking peers. ELL training was provided during summer professional development and focused on techniques for differentiating instruction within a heterogeneous class to support English Language Learners.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here Parents are involved through conversations with advisors that take place at least once per month, twice annual parent/teacher/student conferences, which are held both on the mandated evenings but also through individually scheduled appointments, and the PTA and SLT. Translation for all of these events are provided via in school staff and DOE translation services for major language groups, in our case Spanish. The parents of ELL's are some of the most highly engaged parents on the PTA. We gather information from parents via individual conversations with advisors and through the PTA leadership and plan on tailoring our activities to this feedback. We do not currently partner to provide specific programs for ELL's, though our in school health clinic provides services for students who have just entered the country, including mental health and immunization services.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									8	3			11
Intermediate(I)										10	9			19
Advanced (A)										6	8			14
Total	0	0	0	0	0	0	0	0	0	24	20	0	0	44

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										2	0		
	I										3	2		
	A										3	4		
	P										13	12		
READING/WRITING	B										6	1		
	I										9	9		
	A										6	8		
	P										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	8	7	0	0	15
NYSAA Bilingual Spe Ed			1	1	2

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math I Alg.	14	11	5	3
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

We also use a reading and writing workshop model in our ELA and ESL classes and the reading levels of these students are used to target texts at their reading levels.

Based on the our NYSESLAT and LAB-R results, the vast majority of our Beginner students are in the 9<sup>th</sup> grade, which supports our decision to target our support for beginner students in the 9<sup>th</sup> grade. A plurality of our students in each grade are at the intermediate level, which is why we offer extensive push-in support across the school.

Based on the prior year NYSESLAT modality reports, our students tend to be much stronger in the listening and speaking modality than in the reading and writing modality. Instructional implications for this information include providing a schoolwide focus on literacy across the content areas to help all students, including ELL's, to strengthen their reading and writing skills through regular, meaningful practice.

For our ESL program, we noted that every student moving from 9<sup>th</sup> to 10<sup>th</sup> grade except one improved their NYSESLAT score from the 2009 to 2010 school year. We had 4 students move from Advanced to Proficient on the exam during on the spring 2010 NYSESLAT. We saw more significant improvement for our general education ELL population. Our X-coded ELLs tended to have less success in improving their scores. We do not have students taking the ELA Regents, so it is difficult to make a judgement as to the success of students taking the exam in English versus their native language. We will have these results during the 2011-2012 school year and will use them to make program evaluation choices.

We use the periodic assessments to target instruction to the NYSESLAT and to evaluate the success and progress of students towards the goal of improving these scores. The ESL teacher teams get access to this data and can use it for broad instructional decisions as well as student-specific interventions.

The success of our programs is evaluated using the following metrics: credit accumulation and promotional rate for ELLs in each grade, NYSESLAT scores, Regents examination scores, CPAS (DYO interim assessment) progress, student and parent feedback. Using this information, we made a few adjustments to our 9<sup>th</sup> grade program, including expanding the intervention course to a full 180 minutes per week and using teacher schedules so that our beginner ELLs could have ESL support in all core academic classes throughout their ninth grade year.

### 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.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		