



**URBAN ASSEMBLY NEW YORK HARBOR SCHOOL
02M551
GOVERNORS ISLAND, NY**

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

**SCHOOL: 02M551
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M551 SCHOOL NAME: Urban Assembly New York Harbor School

DISTRICT: 02 SSO NAME/NETWORK #: Children's First Network 105

SCHOOL ADDRESS: (Mailing) 10 South Street Slip 7, New York, NY 10004
(Physical) 550 Short Ave., Governors Island, NY 10004

SCHOOL TELEPHONE: (212) 458-0800 FAX: (212) 458-0801

SCHOOL CONTACT PERSON: Nathan Dudley EMAIL ADDRESS: ndudley@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Jeremy Lynch (UFT Chapter Chair)</u>
PRINCIPAL	<u>Nathan Dudley</u>
UFT CHAPTER LEADER	<u>Jeremy Lynch</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Lynette Bailey</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>Ashley Charles</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Elaine Gorman</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 CHILDREN FIRST NETWORK (CFN): Urban Assembly 105

NETWORK LEADER: Jon Green & Patrick Fagan

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position/Constituency Represented	Signature
Nathan Dudley	*Principal	
Jeremy Lynch	*UFT Chapter Chairperson or Designee	
Lynette Bailey	*PA/PTA President or Designated Co-President	
Adrienne Ferenczy	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
May Taliaferro	Parent Representative	
Katherine Bartolomey	Parent Representative	
Marvina Queenie	Parent Representative	
Ashley Charles	Student Representative	
Narendra Gujjar	Student Representative	
Marybelle Marrero Colon	UFT/Teacher	
Sarah Caufield	UFT/Teacher	
Murray Fisher	Program Director, CBOs	

* 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.

Introduction

The Urban Assembly New York Harbor School (UANYHS) was born of the belief that New York City youth, the natural resources of New York Harbor, and the New York metropolitan community collectively form an untapped potential for excellence in secondary public education. Our challenge is to bring those resources into the classroom, and to expand the walls of this city's "classroom" by putting students on and below the water, to create a school that exceeds state standards. One of our strongest challenges from our inception has been to live our maritime mission from a waterfront location.

In 2010-2011 our school moved to Governors Island, which is a tremendous opportunity, and a monumental challenge, and which will allow us to live to our full potential. As part of our mission, UANYHS is committed to continuing to serve all communities throughout New York City. As a "limited unscreened" school, we have strong community based recruitment effort to ensure that all areas of New York City are represented. The core values our school has developed over seven years are: academic achievement, environmental stewardship, and the development of a safe community built on respect.

We provide a rigorous instructional college preparatory program. UANYHS earned an A on the 2009-2010 NYC School Progress Report, after receiving a grade of A on our previous Report. Also, our school met and exceeded the Annual Yearly Progress metrics in math and English for the NCLB (No Child Left Behind) federal mandates. Thus far, UANYHS has been successful, achieving a 70%+ 4-year graduation rate for the past three years, with more than 95% of our graduates accepted to college. Our students last year received almost \$2 million dollars in scholarships. Our college matriculation rates have improved with each of our successive graduating classes.

Harbor School was approved last year as an NYC Career and Technical Education School (CTE). Our CTE programs of study offer students the opportunity to receive industry approved certificates which will enhance their college readiness as well as their career preparedness.

UANYHS currently has a structure that encourages teacher leadership through its grade teams, departments, and our Cabinet. Teachers meet weekly in grade teams to discuss instructional issues. Teachers differentiate to reach all students, a strong special education and ESL program, and integrating our Career and Technical Education curricula. Consequently, school wide professional development, grade team meetings, department meetings, advisory meetings, are all are focused on these initiatives.

UANYHS has CPAS "College Knowledge" interim assessment projects, and Acuity Geometry and ELA assessments for the 2010-2011 Periodic Assessment Plan. This year one predictive assessment and two performance series assessments will be conducted in ELA and Math. The NYSESLAT exam also measured levels of proficiency in second language acquisition.

UANYHS has worked to establish strong relationships with community based organizations and colleges. We have established relationships with many universities that have helped enable our graduates to attend those institutions. We have worked with 60 community organizations, such as Waterkeeper, South Street Seaport Museum, and Rocking the Boat, which have allowed our students access the resources of the New York Harbor. Furthermore, our school's network, the Urban Assembly, provides a variety of instructional and organizational support to the school relating to professional development, college preparation, and internship programs.

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.

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?
-

Urban Assembly New York Harbor School (UANYHS) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

- | | |
|---|---|
| <input type="checkbox"/> Annual School Report Card | <input type="checkbox"/> Progress Report Card |
| <input type="checkbox"/> Quality Review and Quality Review Assessment | <input type="checkbox"/> DY0 Periodic Assessment (CPAS) |
| <input type="checkbox"/> Learning Environment Surveys | <input type="checkbox"/> School Leadership Team Reports |
| <input type="checkbox"/> School-wide scholarship reports | <input type="checkbox"/> ATS Reports |
| <input type="checkbox"/> Teacher grades | <input type="checkbox"/> Grade/Depts./Advisory Teams' |
| <input type="checkbox"/> Student Work | <input type="checkbox"/> Unit/Teacher made exams |
| <input type="checkbox"/> Parent/Community feedback Survey | <input type="checkbox"/> Individual Teacher Scholarship Reports |
| <input type="checkbox"/> Analysis from our Urban Assembly Network | <input type="checkbox"/> NYSESLAT Exams |

Student Performance Trends

Our students have demonstrated that literacy skills continue to be essential if our school is to continue its improvement on Regents as well as in class pass rates, and college readiness. During 2008-2009 our school did not meet the NCLB benchmark of Adequate Yearly Progress (AYP) in both Math and English. With this data in mind our school focused on developing literacy skills and math skills that are found in the Regents exams. In January and June Regents exams, due to the hard work of the staff and students, our 2010 cohort did meet the AYP benchmark in both Math and English which was a tremendous accomplishment and a tribute to the hard work of our students and teachers.

In other areas our student performance has been approximately a 70% 4-year graduation rate for the last three years. Both student pass rates and regents pass rates have contributed to this percentage, which we understand needs to improve. Our school has developed several opportunities for students to earn additional credit, as well as consistent Regents prep classes after school and during lunch in order for students to stay on track to graduate in four years. While many students have taken advantage of these programs, other students have had extremely poor attendance and struggled to graduate. Working throughout all four years of school to improve the four year graduation rate remains a consistent focus.

Over the last three years our school's attendance has gone from 82.6% to 84.2% to 84.6%. While this is a slight improvement, attendance and lateness continue to be significant issues in our school and the neither have improved to an extent that has helped to increase school achievement.

Urban Assembly New York Harbor School is distinct in our **vision**: we expect to prepare students in four years for success in college through a rigorous and highly-engaging curriculum focused on the maritime experience and environment of New York City, while developing a culture of stewardship, in which students take care of themselves, the school, the Harbor, their communities, and the world. In creating a college readiness culture, we incorporate the high expectations from our founding partner Urban Assembly, and commit ourselves to creating a school we would expect for our own children, including the expectation that our students succeed in college. We are still reaching for this goal for all of our students, a challenge, especially as an unscreened school. In 2009-2010 all of our graduates have applied to college and 97% were accepted.

Urban Assembly New York Harbor School is distinctive in our **founding premise**: that a maritime high school could only accomplish its goals by working with strong community partners that offer opportunities for students to engage in their education with New York's greatest resource: the New York Harbor. Working with Urban Assembly, we have cultivated and sustained a vast system of more than 50 partnerships, donors, and volunteers in order to use New York's maritime experience to educate students. Implementing our premise has meant that our school annually raises money from donors to augment our services and on water student activities. Instruction is assisted by additional funding, and we have engaged in strategic planning to better direct our fundraising to instructional priorities such as college advisement. Using our analysis of fundraising earnings and expenditures over past years, and in a collaborative process that involved members of the Friends of NY Harbor School and school administration, the school has used both DOE and fundraised budgets and created a target goal and spending plan for yearly operational fundraising. In addition, our school has developed its own capital campaign to raise money for the development and renovation of our Marine Science and Technology Center (MAST) on Governors Island. Our founder Murray Fisher, and our Development Associate Sharon Jacker have spearheaded this capital campaign.

Given our budget, we have worked to reduce class size when possible, create team taught classes and reduce teacher load, increase student support services to include special populations such as ESL and Special Education, AIS, provide college and career preparation; offer unique learning experiences to students beyond Bushwick; and run programming on and around the water, including sailing, boating, boat building, marine science, marine robotics, scuba and marine policy. This year our ninth grade CTE Intro to NY Harbor students traveled more than 300 miles on 18 trips around New York City to study on and around the Harbor. Our tenth graders will build row boats, study navigation skills, and basic seamanship. Our Marine Policy students studied and created an action plan for Newtown Creek. Our Scuba club has begun an oyster restoration program throughout NY Harbor. In addition, our school has placed several students in semester long study programs in Maine, California, and the Bahamas.

Our school is distinctive in its culture of **mutual trust and respect**. We have worked hard to create a community of respect, for self, for those around us, and for our environment and our world. Our students call teachers by their first names, creating a sense of respect and familiarity between teachers, students and parents. Our violent incidents per capita have diminished every year over our seven years. We have been the only uniform school in our building and our students wear the Harbor Blue, and represent the waves of our logo proudly.

What have been the greatest accomplishments over the last couple of years?

Our greatest accomplishments in our seven-year history have been the creation of a distinctive school in Bushwick, Brooklyn of a maritime theme and to have 97% of our graduates successfully accepted into college. We feel the reason for our student success is the fact that we have been able to attract and retain excellent new and veteran teachers. Teachers, along with the administration, have created an enthusiastic and collaborative community, which has resulted in a strong maritime curriculum. Our vision has been intertwined in every aspect of our school. Around 700 students apply each year for our 125 ninth grade seats.

Our most monumental feat to date is the opening of our new school building on Governors Island in July 2010. After many years of sustained advocacy, and the tireless work of Urban Assembly President Richard Kahan, Program Director Murray Fisher, our co-founders, Principal Nathan Dudley, Assistant Principal Jennifer

Ostrow, the entire staff, and parents, our mission to be on and near the water has been accomplished. We can now solidify our curriculum by taking advantage of a location that lends itself to maritime education.

Specifically, among our accomplishments, relating to empowering students to be stewards of New York Harbor, the largest resource in New York City and preparing students for success in college are:

Career and Technical Education (CTE)

1. We have earned recognition as a CTE School by the NYC Department of Education, and we are developing CTE programs in Marine Technology, Marine Science (Aquaculture), Marine Policy, and Scientific Diving (we may become the only public school scientific diving program in the country).
2. A partnership has been created between Roger Williams University Law School and NY Harbor School marine policy students to introduce students to maritime law.
3. We have accumulated seven years of water quality data taken by freshman from sixteen sites throughout New York Harbor.
4. Our students currently run the largest oyster gardening and growing effort in New York City. Most recently, we received a grant from the Kaplan Foundation to build an EcoDock, which contains a solar powered floating oyster pump to grow 1 million oysters. The EcoDock is currently growing oysters in the cove next to building 134 on Governors Island.
5. In addition our school is part of a \$600,000 grant from the Port Authority to develop oyster reefs throughout NY Harbor, and our boat pilots, oyster growers, and scuba club will be the primary maintenance team for laying and maintaining those reefs, in Bay Ridge Flats and off Governors Island. This is the largest oyster restoration project in the history of NY Harbor.
6. During the school year our students do several day sails aboard the schooner Pioneer or Hudson sloop Clearwater. In past summers, 12 students have traveled to famous ports along the eastern seaboard as far north as Maine, aboard the schooner *Lettie G. Howard* for more than two weeks.
7. In summer 2006 our school assisted in the organization of a 160 mile trek from the Catskill Mountains to New York City, tracing New York's drinking water supply. Six Harbor School students and six Catskill high school students hiked, rowed and sailed for three weeks and the trip has become the subject of a documentary film, "From Mountaintop to Tap."
8. The scuba club, which has certified more than 50 students in open water, is developing a scientific diving program, which is the culmination of the open water and rescue diving programs.
9. For the past three years, twelve students from our scuba diving class spent one week in February at The Island School in the Bahamas obtaining their Advanced Scuba Certification, among other adventures and programs. In 2010 we hope to take divers to Bonaire, Netherlands Antilles for additional dives and certifications.
10. Our school also has developed a Surfing Club which surfs off of Rockaway, a sailing team which has learned sailing at SUNY Maritime as well as Manhattan Yacht Club, and an open water rowing team which rows in events as far away as Boston.
11. Our ninth grade on-water class called "Introduction to New York Harbor" is a model for applied learning in an ecosystem. The class takes each freshman on 18 full day trips throughout the city, visiting every area of the estuary.
12. Our dynamic 10th grade Marine Technology class includes navigation, seamanship, boat materials and design, marine communication and weather forecasting.
13. Our CTE classes for 11th and 12th graders include advanced marine technology: coastal piloting and seamanship; marine engineering and robotics; commercial diving; life guarding; advanced aquaculture, and a Marine Policy class focused on environmental leadership.
14. Our aquaculture class will begin growing tilapia, in a closed system, in our new fin fish and shell fish aquaculture lab.

Academics and Student Life

15. In 2009-2010 our school implemented a successful Student Council to provide a student voice in all aspects of school life.
16. 80% of students passed the English Regents with a score of 65 or above in January 2010.
17. In 2009-2010, there was a 30% increase in ELL Regents passing rates of the ELA Regents.

18. The percentage of students passing the foreign language Regents was 97% in January. All students need to take and pass a foreign language course to graduate and/or earn an Advanced Regents Diploma.
19. Our students participate in semester-long study abroad programs in California, Maine, and the Bahamas and summer programs at Syracuse University, Cornell University, The Nature Conservancy, and The Northwaters Burke O'Brian Scholarship in Canada
20. The National Honor Society inducted 17 students in March 2010 has 30 members comprised of 10th, 11th, and 12th grade students with an average of 85 or above and is representative of the school demographic.
21. There were 116 students on the honor roll for first semester of the 2009-2010 school year including 30 students with above a 90 average and 39 students with an 85 or above.
22. UANYHS has continually developed its advisory program. In 2009-2010 we have re-structured Advisory to focus on college readiness, career readiness, and personalization. We have introduced learning targets in Advisory classes.

School Community

23. UANYHS's Parent Association has strengthened school involvement through various meetings, events, community drives, and fundraisers
24. Parent Association meetings are developing a strong cadre of parent leaders. End of marking period parent teacher conferences had more than 60% of the parents in attendance.
25. The Parent Association raised approximately \$1,500 during the 2009-2010 school year to subsidize the cost of classroom materials.
26. In 2010-2011 with our move to Governors Island we expect our parent participation to grow even stronger.

College Readiness

27. Our students have been accepted in a vast range of colleges and universities, from liberal arts schools like Cornell, Middlebury, Skidmore, Union, and Ithaca College, to CUNY and SUNY institutions throughout the state. Many of these students have received 4 year scholarships in the HEOP and EOP programs. In 2009, every student with above an 80 average received a 4 year scholarship to college.
28. We have offered Advanced Placement English and to seniors for the last three years, and College Now courses through CUNY, providing opportunities for college credit.
29. Every senior has an intense College Prep writing program and 95% of last year's seniors were accepted at an accredited university or college. This year 100% of our seniors are applying to college and all are expected to apply to CUNY, SUNY and private colleges.
30. In the Spring seniors who are on track to graduate are placed at a two day a week spring internship of their choice, many of them in maritime related fields.

What are the most significant aids to the school's continuous improvement?

At every level of the schools development, we have set a culture of high expectations and mutual respect for every member of the school community. This culture has been established by our administration, teachers and staff, our network, and our donor partners. Additionally, we believe that when our school is located on the water we will be able to finally design the program and the curriculum as it was conceived, taking with us the best practices that we have learned from our time in Bushwick, and reaching our potential as a school on the water. We have worked to improve our school in many ways, including the development of Grade Teams with instructional focus, learning targets to improve credit accumulation, more regular Cabinet meetings, year end retreats, daily morning Staff meetings, engaging student data at for instructional use, teacher observations, subject area department meetings, performance based assessments such as CPAS, our advisory program, and our use of a strong College readiness curriculum for seniors.

What are the most significant barriers to the school's continuous improvement?

- o In spite of our gorgeous new building, we still have some space constrictions: 425 students and 36 teachers in 17 instructional spaces, which means that teachers are on the move, teaching in multiple rooms. Our teachers have demonstrated a remarkable willingness to work together for student

improvement, but there have been structural space issues that have hindered this work. We also have no gym, no pool, and no place indoors for the entire school to assemble.

- We need to continually develop and improve our work with both our ESL and Special Education populations. While there has been marked improvement in the last two years, in terms of student outcomes, we know that we can always improve. In 2010-2011 our school will be implementing the citywide “phase 1” initiative of creating unique programs for all IEP students in order to maximize their ability to succeed.
- Our youth development program must evolve as well for us to work to reach every student. This includes teaching basic coping skills that when lacking, often lead students to drop out.
- The UANYHS art program has proven to be a challenge, given the structure of this class, as a program designed to integrate the Harbor in its units of study. In 2009-2010 we are offering art in the ninth grade to all ninth graders. In 2010-2011 we will offer Art to ninth grade and twelfth graders.
- Maintaining our school register will pose a challenge because our future location will require a long commute for the majority of our students.
- Our school’s program and CTE offerings mean that there is little room for Foreign language, Art and Music in our schedule. We have and will continue to offer Spanish and Art, and will look for creative ways to develop a music program.
- Without a Gym our school is not able to offer a full PE program. We will use the Island for PE to its fullest extent, but our school needs to work with the Island Trust or other schools to secure the use of a gym.
- In spite of some successes (Cornell, Middlebury, Skidmore) we must continue to strive to develop graduates who are competitive in a very competitive pool of applicants. To develop these graduates we must develop more Advanced Placement Course offerings.
- We want to maintain and further develop a strong interest in the Harbor and our Maritime and CTE programs on the part of the incoming students. This means a strong 8th grade recruiting effort in the Fall of 2010.
- While beautiful in many ways, our new location may prove to be a challenge for Attendance and punctuality. We will develop a strong guidance team and work with an AIDP Grant and the Grand Street Settlement House to carefully monitor our students’ attendance. In addition, our new location on the Island means that students and parents will have to re-set their lives, as they will not be out of school as early as in previous years.
- Now that we are on the Island growing and integrating our CTE programs will be a goal and a challenge. Our school needs to work with all departments to continue to develop interdisciplinary projects that touch all subject areas and make the learning as authentic as possible.
- We are concerned that being on the Island may have affect parental support, and our Parent Association and School Leadership Team will need to work to ensure that we improve our communication with parents.
- The Island also poses challenges in terms of delivery of student services- mandated and not easily met- such as Speech, Physical Therapy, or Occupational Therapy. We will need to work closely with our new service providers in Manhattan.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

GOAL #1: By June 2011 our school will achieve a 10% improvement in the *pass rate on each content area Regents examination required for graduation as compared to 2009-2010.*

GOAL #2: By June 2011 our school will maintain or improve our overall attendance rate from 2009-2010, even with our school's transition to Governors Island.

GOAL #3: By June 2011 our CTE departments will submit our proposals for our CTE Programs of Study to New York State (NYSED), including programs in *Marine Science, Marine Tech, and Marine Policy and SCUBA Diving programs.*

Goal #4: By June 2011, our school will implement programs to develop our school culture in our new location that implements our school's core values: Academic Achievement, Community, and Environmental Stewardship.

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.

GOAL #1: By June 2011 our school will achieve a 10% improvement in the *pass rate on each content area Regents examination required for graduation as compared to 2009-2010.*

Actions to move plans forward	Who involved	By date	Measurable target(s)	REVIEW 1		REVIEW 2	
				Results	Actions	Results	Actions
1. Identify target student populations in each Regents subject areas	AP Edward Beidermann	January 2011	Subject Area Regents Scores				
2. Professional development with staff that provides a more thorough understanding of the skills and content of each Regents examination.	All Staff	January 2011 and June 2011	Teachers will have analyzed various Regents examination in various fields, and noted skills that they teach in their classes.				
3. Weekly Grade Team meetings focused on instruction and instructional practices, including Learning Targets that lead toward Regents improvement.	All Teachers Ann 9 th Nate 10 th Edward 11-12 th	Throughout the year.	Regents score improvement.	Results:		Results:	
				Actions:		Actions:	

4. Leadership Check in for Professional Development with Outside staff developers from Urban Assembly	Admin Team (Nate, Murray, Ann, Edward) as well as invited/interested teachers.	Weekly check ins with Network Leader and Achievement Coach	At least 2 PD sessions offered to staff	Results:	Results:
				Actions:	Actions:
5. Conduct and in depth item analysis on all Regents exams from June 2010 and January 2011	Cabinet and with individual Departments	December 2010	Department results to be shared with Cabinet and Grade teams to help focus instruction for January Regents and for second semester.	Results:	Results:
				Actions:	Actions:
6. School Leadership Team Data Review	SLT with Admin Team	Fall 2010 February 2011 June 2011	Regents Improvement	Results	Results
7. To determine the impact of Grade Team and differentiated practices on student outcomes and commonality of teacher grading policies: <ul style="list-style-type: none"> Publicize scholarship report data across staff Individual leadership conferences 	P Nate Dudley, AP Edward Biedermann, all staff	On-going: Data reflections in Oct, Feb, April, June Conferences starting in late Oct '10	<ul style="list-style-type: none"> Scholarship reports publicized 4x/yr Individual conferences with P/AP and 50% of teachers below 80% pass rate Development of a instruction 	Results:	Results:
				Actions:	Actions:

<p>with teachers with low success</p> <ul style="list-style-type: none"> • Highlight, share, and discuss grading policies of teachers with high success • Specifically teach skills related to Regents (Doc based questions, etc.) 			<p>template for common language across departments</p>		
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GOAL #2: By June 2011 our school will maintain or improve our overall attendance rate from 2009-2010, even with our school's transition to Governors Island.

Actions to move plans forward	Who involved	By date	Measurable target(s)	REVIEW 1		REVIEW 2	
				Results	Actions	Results	Actions
1. Provide Clear Travel directions and instructions for all parents and students to Governors Island	Admin/Ernest	Sept 2010	Letters/info out to parents on Website	Results:		Results:	
				Actions:		Actions:	
2. AIDP Grant and set up Attendance Program and outreach with Grand Street Settlement	Karla and Guidance Team as well as new case worker	In our school daily and making home visits	Target Cohort of 50 ninth and tenth graders' attendance records				
3. Attendance team set up and meeting regularly to follow up on all students with chronic absence and lateness problems	Guidance Team (Nellie Garrow, Social Worker will lead) as well as Aides Belia, Pam	Weekly	Discharges for LTAs and no shows. October 31 register report	Results:		Results:	
				Actions:		Actions:	

GOAL #3: By June 2011 our CTE departments will submit our proposals for our CTE Programs of Study to New York State (NYSED), including programs in *Marine Science, Marine Tech, and Marine Policy and SCUBA Diving programs.*

Actions to move plans forward	Who involved	By date	Measurable target(s)	REVIEW 1		REVIEW 2	
				Results	Actions	Results	Actions
1. CTE Department meeting regularly using VATEA monies and funding provided by CTE in our TL budget.	All CTE Teachers and AP Instruction Edward	Sept. '10	Regular CTE meetings (weekly)	Results:		Results:	
				Actions:		Actions:	
2. Curriculum Development for each CTE Program	CTE Team	End of Nov. '10	Curriculum Maps for each CTE class	Results:		Results:	
				Actions:		Actions:	
3. CTE Teachers Certified in their respective areas	CTE teachers	June '11	CTE professional certifications in hand.	Results:		Results:	
				Actions:		Actions:	
4. 4-year scope and sequence set, including advanced classes in each program of study. CTE teachers complete State Proposals for 4-year Programs with Learning Targets for all	CTE Teachers AP Edward and Harbor Foundation	May '11	Developed 4 year Scope and Sequence				

courses.	President Murray				
5.Hire a waterfront director or captain to act as Waterfront director	Aaron Singh	Sept 2010	Hired and running the waterfront usage and development of the school		

Goal #4: By June 2011, our school will implement programs to develop our school culture in our new location that implements our school's core values: Academic Achievement, Community, and Environmental Stewardship.

Actions to move plans forward	Who involved	By date	Measurable target(s)	REVIEW 1		REVIEW 2	
				Results	Actions	Results	Actions
Use Advisory and Advisors as the vehicle to discuss and develop what these core values look like in our school	All advisors/Admin team; Edward; Nate; Ann as Grade Team Leaders	Throughout the year; Check-ins to be done in Grade Team meetings with Advisors.	Students understanding core values and being able to discuss.	Results:		Results:	
				Actions:		Actions:	
Student Assemblies and presentations to development and explain community values and to develop community based projects and initiatives such as Garden.	Admin/Advisors as necessary	Monthly	Assemblies and content				

				Actions:	Actions:
School will work with New York Harbor Foundation and CTE Department to implement environmental programs inside and outside of school	All staff and NY Harbor Foundation	Throughout the year	Cleaner School Students involved in recycling and composting program.		
Parent Association will work staff to organize a career day	PTA and Staff	April 2011	Career Day	Results:	Results:

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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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	100	50	100	50	100	1	100	110
10	100	50	40	125	100	2	100	92
11	67	44	19	25	79	1	67	58
12	17	27	29	25	78	1	12	58

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

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Level I students receiving additional instruction in class first period. • Increased classroom period to 46 minute of instruction, during the school day • Differentiated instruction to support the multiple learners, during the school day • Literacy benchmarks and mastery works across four grades. • Wilson reading instruction for students identified for benefit two periods during the school day. • Lunchtime tutoring during the school day. • Team teaching for English language learners.
Mathematics:	<ul style="list-style-type: none"> • Instructional periods of 46 minutes. • Differentiated instruction to support the multiple learners, during the school day • Inquiry and project based instruction, during the school day • Team teaching.
Science:	<ul style="list-style-type: none"> • Instructional periods of 46 minutes. • Differentiated instruction to support the multiple learners, during the school day • Experiential, interdisciplinary inquiry and project based instruction, during the school day • Small group tutoring for 9th graders once a week after school • Regents review classes. • Team teaching.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Regularly scheduled counseling for students referred by teachers or parents.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Regularly scheduled counseling for IEP mandated students. • Regularly scheduled counseling for students referred by teacher or parents. • Home visits when necessary due to attendance issues.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Nurse provides necessary assistance for students who have diabetes. • Health para provided for mandated student.

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). **Note: We do not expect Title III Funding in 2010-2011.**
- 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: 9-12 **Number of Students to be Served: 28 LEP 20 Non-LEP**
Number of Teachers 2 **Other Staff (Specify) Additional staff as necessary**

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.

At the present time (2009-2010), the NYHS offers three supplementary programs for both present ELL and former ELL students. These programs are:

- City Adventures Program – a newcomers program for students first entering the NYC Department of Education Program as an English Language Learner (ELL) or for those who have been identified as Beginner or Low Intermediate proficiency level or SIFE students. In order to assist newcomers integrate and assimilate to American culture and way of life, this program allows students to visit various cultural, social and school based sites, allowing for students to better grasp cultural differences and similarities, as well as the theme of the NYHS.
- Extended day – 9th Period ESL - an additional ESL class is provided during the 9th period in order to support content area comprehension and second language acquisition.
- Saturday Academy - A building-wide Saturday academy has been established to assist students who wish to improve their English speaking skills, as well as content area knowledge and Regents preparation. This program is hosted by the Academy of Urban Planning & is open to the NYHS students at no cost to this school.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

The NYHS Professional Development program will focus on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within the content areas. Some of the topics that will be addressed during these professional development sessions are:

1. Differentiated Instruction Utilizing Q-Tel & Sheltered Instruction Strategies
2. Push-in & Team Teaching Strategies Implementation (multi-session study group)
3. Integration & adaptation of Regents vocabulary building techniques.

Professional development in Regents preparation for ELL students will be provided through various conferences and workshops sponsored by the New York City Department of Education, the New York State BETAC, and various colleges and universities. Q-Tel Professional Development, provided by West-Ed Corporation, will be offered for content area teachers to be trained in the implementation of ESL methodology for the subject area classroom. Additionally, the 7-hour (10 hour for teachers of ELL Special Education) training will be offered to new faculty members, and to those who have been teaching 3 or fewer years as per NYC/NYS mandates.

Description of Parent and Community Participation – Explain how the school will use Title III funds to increase parent and community participation ELLs.

The organizational structure of the New York Harbor School includes a parent coordinator that works with the parents of both general education and English Language Learners (ELLs). In this capacity, ELL parents are invited to participate in the Parent Association meetings, as well as receive workshops specifically geared towards ELL issues. The parent coordinator facilitates the mandated ELL parent orientations along with workshops on the ESL standards, New York State Regents exams, high school promotional criteria, and second language acquisition. The Parent Coordinator is fluent in Spanish, the language of 98% of our ELL students and regularly assists parents in the language. All school related documents and announcements are translated and all parent meetings are held in two languages when necessary.

At the present time, five parent workshops, facilitated by the school's Parent Coordinator, school administrators, and/or ESL staff, are planned to be held throughout the upcoming school year. The topics to be covered will be: Second Language Acquisition for the Secondary Learners; High School Promotional Criteria; The New York State Regents Exams; The New York State ESL Standards & the NYSESLAT; Transitioning to Governor's Island. In addition the parent coordinator, in collaboration with the other four small high schools in the building, is offering community resources and awareness opportunities. In addition a parent/student theater adventure program will be offered to both the ELL and former ELL students and their parents. The emphasis here is to establish a cultural growth component to the family unit and strengthen the parent connection with the school.

The New York Harbor School is fortunate in having more than sixty community based organizations (CBOs) and partners who assist in providing additional monies and services that promote both academic and extra-curricular activities for both general education and ELL students. These additional programs and projects have allowed the ELL students, and their parents, to fully integrate and assimilate into the school, as well as the larger citywide, English speaking community.

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.

Section III. Title III Budget

School: 32K551 BEDS Code: 310200011551

Allocation Amount: 2009-2010 (We do not expect funding for 2010-2011)		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	12,000	300 hours for after school and weekend city adventures and tutoring.
Purchased services - High quality staff and curriculum development contracts.	0	
Supplies and materials	1850	(ESL Materials and NYSESLAT materials)
Educational Software (Object Code 199)	0	
Travel		
Parental Involvement	850	Parent Meetings and ESL workshops
TOTAL	14,700	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use home language surveys, LABR exams, PTA surveys and student requests to assess our language and interpretation needs. Our school provides all official correspondence and telephone messages in English and in Spanish. In addition we have Creole speakers on staff who translate when necessary and we have worked with an Albanian parent to translate for the few Albanians who may need translation.

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.

Approximately 30% of our parents speak Spanish at home. We have less than 10 families that speak Haitian Creole. We have 2 families that speak Albanian. We use the city's interpretation services when necessary for translation, but most of our Spanish translations are done in house.

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.

At all parent teacher conferences we have staff designated with "Yo hablo espanol" nametags to facilitate translation. All school messenger calls are made in English and Spanish. All official school correspondence is sent in English and Spanish.

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.

We have purchased headset for simultaneous translation at PTA meetings and other public events. At all events, Spanish speaking staff members are available to translate for those that need translation. Our parent coordinator is a native Spanish

speaker and works closely with our guidance staff for all necessary translations. School messenger calls all note what language the call must be made in, and a record is kept of home language to enhance communication. 35% of our staff speaks intermediate or fluent Spanish, including the principal, assistant principal, dean, and many teachers. One of our secretaries provides translations of all correspondence, which is reviewed by our translation committee.

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>.

Parents are notified at every meeting that translation services are available. Parents are also notified at every PTA meeting of these services and of their rights regarding translation. In addition, a school mailing regarding these services was provided, and information was provided in the student and school handbooks.

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:	\$318,162	\$121,907	\$440,069
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,182	\$1,219	\$4,401
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,908	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,816	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We have assisted teachers in obtaining entry into programs which will provide them the required certifications.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

SLT as a whole did a needs assessment based on the elements described at the beginning of this CEP. Of particular note was our looking at our IEP students and our lowest third and their performance in terms of credit accumulation and Regents examinations, and graduation rate.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

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

During 2010-2011 UANYHS is implementing the citywide pilot program “Phase I” initiative of the DoE in which students with IEPs are given hybrid schedules to meet their educational needs. This programs requires team teaching, Wilson reading, some smaller classes, and also active counseling for all students with special needs. Our special education teachers work closely with all teachers to develop and teach in many co-taught classes that include IEP and General Education students.

We use much of our Title I funding to support teachers in their work with students after and before school, thus extending the opportunities for student achievement.

3. Instruction by highly qualified staff.

Harbor staff members have matriculated to several programs in order to become certified in several areas that provide highly qualified instruction.

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.

Our staff development is focused on student Learning Targets and work products. We are also working closely with our network to provide development around the Common Core Standards that are now national and state approved.

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

We actively recruit highly qualified teachers.

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

We have provided ESL for parents, as well as reading strategy workshops.

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

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

Our AP Edward Biedermann is also our data specialist and has been working closely with teachers to develop strategies for using assessment data to make determinations about what we are teaching and how.

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.

As noted earlier in this CEP, Action Plan 1.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			318,162		Goal 1 and Goal 2 p.13 p.16
Title I, Part A (ARRA)	Federal	X			121,907		Goal 1 and Goal 2 p.13 p.16
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			80,428		Goal 1 and Goal 2 p.13 p.16
Tax Levy	Local	X					Goal 1 and Goal 2 p.13 p.16

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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.

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

NOT APPLICABLE

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

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

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

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

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

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

School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently there are four students who are in temporary housing, three of them are listed in official DoE systems.

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

We will continue to provide counseling, attendance outreach and academic intervention services to all STH students, as well as home visits as warranted. It is worthy to note that one student STH was awarded a full scholarship to attend college this year, which is a tribute to the student and to the staff and school for their work with him/her.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Urban Assembly New York Harbor School						
District:	2	DBN:	02M551	School		310200011551	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			138				
Grade 10			110				
Grade 11			96				
Grade 12			73				
Ungraded			0				
Total			417				

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

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

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

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

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			59	Superintendent Suspensions			
Number all others			14				

These students are included in the enrollment information above.

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

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

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

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.2	% core classes taught by "highly qualified" teachers			
Black or African American			38.6				
Hispanic or Latino			52.3				
Asian or Native Hawaiian/Other Pacific			1.7				
White			7.2				
Male			60.2				
Female			39.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase		Category		
	In Good		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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:				Overall Evaluation:			
Overall Score:				Quality Statement Scores:			
Category Scores:				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:							

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

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

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

**Urban Assembly New York Harbor School (02M551)
Title I Parent Involvement Policy and Parent-School Compact**

Section I: Title I Parent Involvement Policy

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

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

UA NY Harbor School's Parent Involvement Policy was designed based upon a careful assessment of the needs of parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the UA NY Harbor School Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, UA NY Harbor School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills; understanding educational accountability, grade-level curriculum, and assessment expectations; literacy; accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- translate all critical school documents and correspondence, as well as calls home, and provide interpretation during meetings and events as needed; and
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association, and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

UA NY Harbor School will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Conference;

- hosting educational family events/activities during Open School Night and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, and Title I Parent Advisory Council;
- establishing a collection of instructional materials for parents;
- hosting events to support parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- encouraging more parents to become school volunteers, especially for field classes;
- providing written and verbal and where possible online progress reports that are periodically given to keep parents informed of their children's progress; and
- developing and distributing a school newsletter, the Harbor Current, or web publication designed to keep parents informed about school activities and student progress.

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities that is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year when possible, given the constraints of being on Governors Island.

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

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

Student Responsibilities:

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

This Parent Involvement Policy was updated on November 30, 2010.

The final version of this document will be distributed to the school community and will be available on file in the Parent Coordinator’s office.

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

**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 Anthony Conelli	District 02	School Number 551	School Name UA-NY Harbor School
Principal Nathan Dudley		Assistant Principal Edward Biedermann	
Coach Kara Imm - Achievement Coach		Coach Marybelle Marrero-Colon - ELL	
Teacher/Subject Area Jeremy Lynch/Social St/UFT		Guidance Counselor Phiip Cohen	
Teacher/Subject Area Sarah Caufield/Social Studies		Parent belkys sanchez	
Teacher/Subject Area Brendon Malone/CTE		Parent Coordinator Silvia Immonde	
Related Service Provider Nelly Coleman		Other Ann Fraoli/Harbor Class Leader	
Network Leader John Green		Other Pat Fagan/Co-Network Leader	

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	3	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	415	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	6.02%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

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

Answer

When a student is admitted to the Urban Assembly New York Harbor School, parents are actively involved in the decision-making process. This multi-step procedure ensures the identification, the appropriate placement and educational services for every youngster in the school. There is a step-by-step procedure utilized in this school in order to determine the appropriate placement for every student.

Step 1: Parents are given a Home Language Survey (HLS) to identify a student's home language usage. If the student is identified as a possible eligible candidate for instructional services for ELLs, an informal interview is given to the parent & candidate by the ELL Coordinator and the Language Battery Assessment (LAB-R) is given to determine whether a student is an English Language Learner or English Proficient.

Step 2: Based on the results of the HLS and the interview, and the LAB-R, an entitlement letter is provided to parents to inform them about their son/daughter's identification, and the student is then enrolled in an appropriate program within ten days. In the NYHS, the program of choice is ESL (English as a Second Language).

Step 3: In order to enable parents to make sound educational decisions as to which program best meets the needs of their son/daughter, parents participate in several activities before they make a decision. Parents participate in an ELL Orientation that describes various programs for ELL students and visit classrooms with the various programs (whenever possible). These orientations are offered twice a year; once in the fall & one in the spring. Parents also view a Parent Information DVD during the orientation where program placement options are presented with clarity and objectivity. This DVD is available in nine languages. Informative brochures are disseminated in the parents' native language to support their understanding of the available programs. For parents who are not able to attend the orientation, they may sign out the DVD for home viewing, or may arrange to come in & view the DVD with the ELL or Parent Coordinators. Based on this, the parent chooses the appropriate program for the youngster.

Step 4: If a parent wishes to place their son/daughter in a program that is not available at the school, school personnel will assist in identifying an appropriate program & facilitating a transfer. Over the past several years the parents at this school have indicated that they prefer English as a Second Language Program. Only a handful have requested bilingual or dual language programs (no more than 4 over the past 8 years). Of those requesting such programs, some have returned to their native countries; some have moved to other states, while others have transferred to bilingual programs at other schools. At the present time, the NYHS offers an English as a Second Language Program, as per CR-Part 154 regulations and parent choice, with double periods of ESL (where applicable) for direct English language instruction, along with an ESL Push-in for specific content area classes.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)	0									0	0	0	0	0
Freestanding ESL														
Self-Contained										3	7	6	9	25
Push-In										1	3	2	7	13
Total	0	0	0	0	0	0	0	0	0	4	10	8	16	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	7
SIFE	3	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	0	12	2	2	10	2	6	25
Total	3	0	0	12	2	2	10	2	6	25

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

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	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:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	5	6	8	22
Chinese										0	0	0	0	0
Russian										0	0	0	0	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
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	2	0	0	2
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	1	1
Other										0	0	0	0	0
TOTAL	0	3	7	6	9	25								

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.

General Overview:

The Urban Assembly - New York Harbor School (UANYHS) implements a Freestanding English as a Second Language (ESL) Program. The primary goals of the program is to assist students in achieving English Language proficiency within three years to five years by

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

The English as a Second Language (ESL) program at the UANYHS presently services 25 ELL students. Our curriculum incorporates multicultural approach to learning. English language learning is an integral part of our curriculum program. Our instructional program is designed to meet the needs of the English Language Learners using the most current research on ELL instruction while taking into account the school's cultural diversity.

The ESL teacher(s) act as a consultant-teacher working with content area teachers in providing adequate instruction and support. All content area classes are taught in English. Native language support is offered on an as-needed basis through teacher interaction, peer tutors, use of native language textbooks and resource materials, as well as bilingual glossaries and dictionaries. Students are also included in all Extended Day & Tutorial programs. There are presently 13 Advanced, 10 Intermediate, and 2 Beginner Level students.

Grades 9-12 receive ESL Direct instruction for a total of 920 minutes in a ten day cycle. In addition to the direct instruction certain identified groups receive both direct ESL instruction and push-in ESL services in their ELA or Social Studies classes. Additional assistance and modifications are given to students who have scored at the Proficient range, but who still need second language acquisition support. All these adaptations in scheduling & programming are provided in order to meet the NYS CR-Part 154 mandates as per student English proficiency levels.

The English as a Second Language (ESL) program focuses on a variety of research based methodologies to ensure that students make adequate yearly progress in second language acquisition. The objective is to prepare students who are English Language Learners (ELLs) in the interpersonal communication skills needed in academic, social and societal situations; along with the cognitive academic language proficiency skills needed for scholastic advancement. The overall goal being the preparation of students to exit into the general education program, as demonstrated by student scores on the New York State English as a Second Language Achievement Test (NYSESLAT), as well as to provide the support needed in successfully meeting the standards for the New York State Regents exams. The ESL program utilizes as its focal point the New York State ESL & Content Area Standards. Additionally, the New York City Performance Standards are utilized to reinforce the academic skills needed to meet Regent's preparation.

All proficiency levels focus on the listening, speaking, reading, and writing modalities in addition to the general preparation for the NYSESLAT and Regents exams. However, in order to better serve students within each level, differences in curriculum will be implemented based on individual proficiency, as well as the reinforcement of strengths and remediation of weaknesses throughout the modalities. The ESL concentration for the Advanced and High Intermediate students is in literature, language arts, and content area information and vocabulary. This allows for the optimal acquisition of cognitive academic language proficiency skills needed for academic growth and success. The ESL concentration for the Low Intermediate and Beginners is based on language arts and English language usage/literacy. This provides the support necessary for the students to take command of their basic interpersonal communication skills while being offered an introduction to cognitive academic language tasks and activities which will assist them to meet the needs of both their content area classes and Regents preparation. The ELL students receive content area support through push-in/team teaching model in specific content area classes or content area sheltered instruction (when needed). In order to adapt curriculum material for ELL student, content area teachers utilize differentiation techniques within their classes. Q-TEL Methodologies and SIOP organization is are strongly advised. Additionally, dependant on the tasks, activities, and concentrations for a particular week, an ESL push-in is scheduled for field or CTE activities.

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

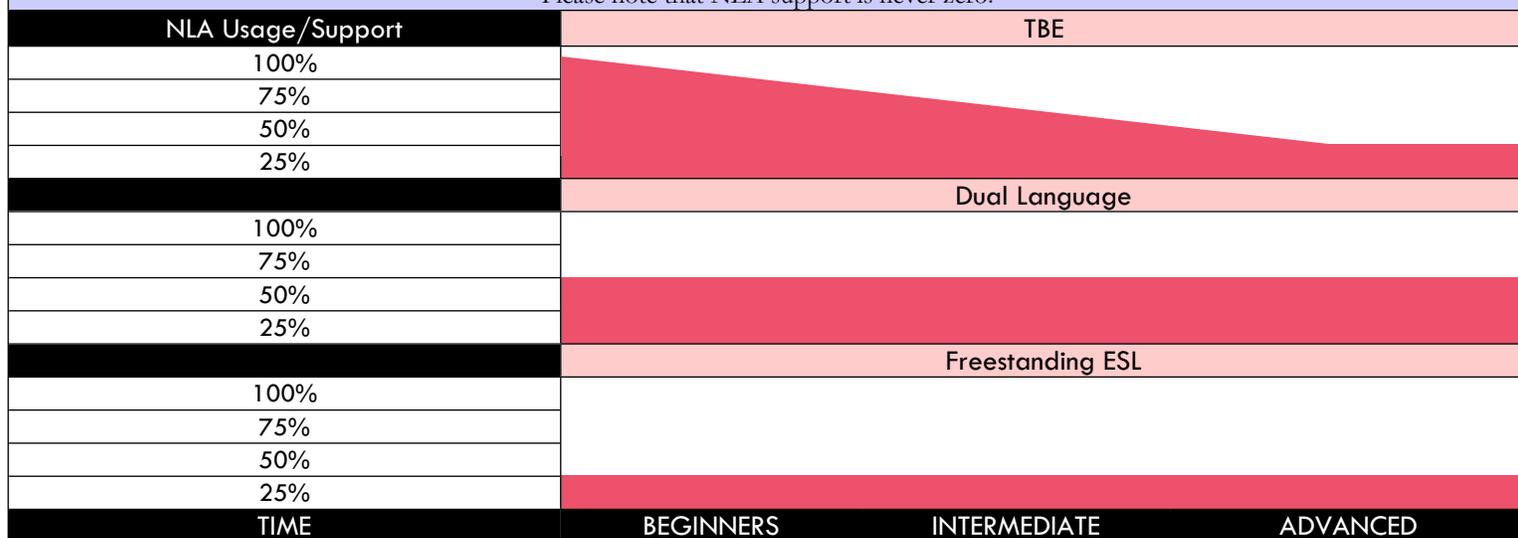
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. ELL students are targeted for intervention based on pre-assessments and performance in the classroom and on report cards. We offer tutoring programs before and after school during our 37.5 minutes, specifically targeting SIFE students. In addition there is counseling available when necessary.
6. Students who achieve proficiency on the NYSESLAT are still grouped together whenever possible in order to receive push in services in their various subject areas. We focus the push in teachers in Regents classes as well as classes that are graduation requirements in the upper grades (such as civics and economics).
7. As our population has diminished this year we must be much more targeted in our grouping of students for push in and ESL support, which is always a challenge in a small school.
8. Since our population has diminished we have had to cut back our city trips orientation program for newcomers, which exposed new students to the city, and taught them vocabulary along the way.
9. ELLs have and are an integral part of every aspect of the Harbor School, both academically and on our extracurricular teams and programs. 3 of our 4 valedictorians have been ELLs or former ELLs.
10. We say at the Harbor School that if you can build a boat you can build anything. We sail, row, swim, build boats, scuba, grow fish and oysters, and all of this requires the use of a vocabulary that most students, both English Learners and English speakers, must learn. So the materials that we use are the materials of the Harbor.
11. We have many teachers fluent in Spanish and they provide support as necessary, but usually during one on one tutoring sessions.
12. Yes, we are very conscious of student grade levels and ages, in terms of assigning support and resources.
13. We have a summer program that includes ESL and outdoor physical activities on Governors Island, as a means to introduce new students and new ESL students to our school.
14. ESL students can take Spanish, and usually do. We hope to develop our foreign language program further in the future.

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.

The UANYHS Professional Development program will focus on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within the content areas. Some of the topics that will be addressed during these professional development sessions are:

1. Differentiated Instruction Utilizing Q-Tel & Sheltered Instruction Strategies
2. Development & utilization of Learning Targets as part of the students language and academic programs
3. Push-in & Team Teaching Strategies Implementation (multi-session study group)
4. Integration & adaptation of Regents vocabulary building techniques.

Professional development in Regents preparation for ELL students will be provided through various conferences and workshops sponsored by the New York City Department of Education, the New York State BETAC, and various colleges and universities. Q-Tel Professional Development, provided by West-Ed Corporation, will be offered for content area teachers to be trained in the implementation of ESL methodology for the subject area classroom. Additionally, the 7-hour (10 hour for teachers of ELL Special Education) training will be offered to new faculty members, and to those who have been teaching 3 or fewer years as per NYC/NYS mandates.

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?

To encourage continuing community involvement, ELL parents are very much involved in the life of our school. In order to enable parents to make sound educational decisions as to which type of academic program best meets the needs of their sons/daughters, parents participate in several activities before they make a decision. Parents participate in an ELL Orientation that describes various programs for ELL students and visit classrooms with the various programs (whenever possible). These orientations are offered twice a year. During the school year, UANYHS provides meetings and workshops for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. The ELL Coordinator meets with parents individually regarding student issues and areas of concern; she, along with the Parent Coordinator, acts as an intermediary between the school and the parent.

ELL Parents are involved in various extended day activities and are offered opportunities to be involved in school leadership. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual (Spanish/English; Haitian-Creole-English; Portuguese-English) and ensure communication between the school and the home. For those language groups not represented in our faculty, the PTA has reached out to parents to act as intermediaries and interpreters to those parents who may not speak English well (i.e. Albanian-English translation), also an association with the Asian BETAC (Bilingual Education Technical Assistance Center) has been established to assist with interpretation.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1	0	0	2
Intermediate(I)										0	3	3	4	10
Advanced (A)										3	3	2	5	13

Total	0	0	0	0	0	0	0	0	0	0	4	7	5	9	25
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										0	1	3	2
	A										1	1	0	3
	P										2	5	2	4
READING/ WRITING	B										0	1	0	0
	I										1	3	3	4
	A										1	3	2	5
	P										1	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	11	0	5	0	
Math <u>Algebra</u>	12	3	3	2	
Math <u>Geometry</u>	13	0	4	0	
Biology	0	0	0	0	
Chemistry	3	0	1	0	
Earth Science	13	3	2	2	
Living Environment	13	3	8	3	
Physics	0	0	0	0	
Global History and Geography	14	4	8	3	
US History and Government	9	3	5	2	
Foreign Language	0	14	0	14	
Other <u>Trig/Alg 3</u>	1	0	0	0	
Other <u>Math A</u>	10	1	5	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

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

ASSESSMENT ANALYSIS

The UANYHS' ESL program utilizes data from various sources to determine students' strengths and areas of concern. Through careful analysis of the NYSESLAT scores, Regent's scores, alternative school-based assessments, classroom grades, baselines set by the 8th grade ELA & Mathematics exams, and teacher assessments and observations, cohorts are being developed for additional support.

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers or students who have basic literacy or learning difficulties that affect their ability to acquire a second language.

After reviewing the NYSESLAT & Regents data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediate and advanced students. In recent years this the Speaking & Listening skill areas were of major concern, however with the focus given in ESL & Content area classes, the students have progressed at a large degree. In fact, thirteen out of the twenty-five students (48%) scored at the Proficient Level for the Speaking & Listening portions. It is the Reading and Writing skills that are holding our students back from the proficiency level. Only one student out of the 25 (4%) scored at the Proficient level. This is especially the case in the ELLs who are on the intermediate level.
- After looking at the Long Term ELLs scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing students to remain on the advanced level, rather than testing out. .
- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Due to the limited time in this country and as active members of the NYC school system, ELL students have great difficulty with the essay portions of the Regents exams. Listening and multiple choice areas are also of major concern, especially when vocabulary is becoming a

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in reading skills for Newcomers and Beginner level students, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive differentiated instruction and native language support to strengthen their literacy skills.
- Small group Academic Intervention classes that include ELL to target language modalities according to their needs
- Academic Intervention Services include SIFE students and those performing below grade level during the school day as well as extended hours.

- After School and Early morning classes offered to target Regents preparation and English Language Standards.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		