



URBAN SCIENCE ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X325

ADDRESS: 1000 TELLER AVENUE, BRONX, NEW YORK

10456

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09x325 **SCHOOL NAME:** Urban Science Academy

SCHOOL ADDRESS: 1000 Teller Avenue, Bronx, New York 10456

SCHOOL TELEPHONE: 718.588.8221 **FAX:** 718.588.8263

SCHOOL CONTACT PERSON: P. F. Kelly **EMAIL ADDRESS:** Pkelly6@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jessica Filion

PRINCIPAL: Patrick F. Kelly

UFT CHAPTER LEADER: Jessica Filion

PARENTS' ASSOCIATION PRESIDENT: Marisol Colberg

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/Teacher	
	Member/Teacher	
	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Urban Science Academy is a school of 430 students, one small school in a large building housing three middle schools. The parent school was restructured in September of 2004. Our mission is to create empowered and prepared citizens by developing students' social, emotional and academic intelligence. We address these goals by maintaining clear expectations and school-wide systems of student behavior and working in teacher teams to address student issues and academic curriculum. Our social work and guidance offices include partnerships with the Columbia School of Social Work and Turnaround for Children, both of whom are represented on our Pupil Personnel Team and Student Intervention Team. Positive incentives are a hallmark of our behavior system.

Our academic curriculum is highly focused around literacy across all content areas, including new emphases on expository writing using social studies content in humanities class, and sustained independent reading in ELA. Our students spend at minimum 3/5 of their day on literacy skills, and the other 2/5 on a rigorous math and science curriculum. We are working in teams of teachers and administrators to begin aligning our curriculum to the Common Core Standards ahead of the deadline. Our fully equipped science lab provides us with space to do almost daily hands-on experiments, and our science team also works closely with the math team to ensure proficiency in data analysis and critical thinking skills. We offer an Integrated Algebra Regents course, and each year between 10 and 30 students receive a passing score on the exam.

In the four years since its founding, MS 325 has scored "Progress Report Grades" of two As and two Bs from the NYC Department of Education, and earned the recognition of being a Well-Developed school on the School Quality Review.

Our large ELL population receives small class instruction in literacy skills, where students are leveled by English proficiency and curriculum is tailored to meet their instructional needs as well as state and Common Core standards. We also offer direct preparation for the NYSESLAT exam, native language math and science instruction after school, and small group (2-3 students) math and literacy instruction for SIFE students on a daily basis.

The teachers at USA integrate technology into instruction regularly, using digital and document projectors and SmartBoards to create multimedia lessons. Laptop computer carts are also assigned to each grade level, and are used regularly for research and essay writing. Each teacher is given a laptop to promote communication between staff members, facilitate planning for technology and utilize online grading and data tracking systems.

MS 325 extends the school day with classes for students who need assistance to succeed, and provides enrichment through reading programs, math enrichment, and a thorough study of the Arts. Opportunities to perform visual arts, music, spoken word and dance are provided through partnerships with the New Manhattan Music Project, Studio in a School, and Dancing Classrooms, Lincoln Center's Shakespeare program, DreamWorks Bronx Writes poetry slam program, the Girl Scouts of America.

Our sports programs feature boys' and a girls' basketball teams and a boys soccer team, as well as a running club. Softball and hardball are offered in the spring.

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.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:		Urban Science Academy					
District:	9	DBN:	09X325	School BEDS Code:	320900010325		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	√			11
K	4	8	√			12	
1	5	√	9	Ungraded		√	
2		6	√			10	
Enrollment		Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Pre-K	0	0	0	90.6	91.6		TBD
Kindergarten		0		0	0		
Grade 1	0		0	0			Student Stability - % of Enrollment:
Grade 2	0	0	0	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Grade 3	0	0	0	92.3	93.2		TBD
Grade 4		0		0		0	
Grade 5	89		91	90			Poverty Rate - % of Enrollment:
Grade 6	110	113	113	2007-08	2008-09	2009-10	<i>(As of October 31)</i>
Grade 7	154	117	130	75.4	76.8		75.8
Grade 8		131		156		131	
Grade 9	0		0	0			Students in Temporary Housing - Total Number:
Grade 10	0	0	0	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
Grade 11	0	0	0	5	49		TBD
Grade 12		0		0		0	
Ungraded	0		0	2			Recent Immigrants - Total Number:
Total	484	477	466	2007-08	2008-09	2009-10	<i>(As of October 31)</i>
13		19			9		
Special Education Enrollment:		Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	<i>(As of June 30)</i>
# in Self-Contained Classes	56	45	28	17	134	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	0	11	32	16	23	TBD	Superintendent Suspensions
Number all others		27		38		21	

These students are included in the enrollment information above.

	2007-08	2008-09	2009-10
0	0	0	0
0	0	0	0
(As of October 31) # in Transitional Bilingual Classes	102	64	64
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	98	101	180

Special High School Programs - Total Number:

2009-10	(As of October 31)	2009-10	2009-10
0	CTE Program Participants	0	Early College HS Program Participants
	English Language Learners (ELL) Enrollment: (BESIS Survey)		
2008-09	2009-10	2009-10	Number of Staff - Includes all full-time staff:
0	0		
2007-08	2008-09	2009-10	(As of October 31)
39	45	TBD	Number of Teachers

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 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 the schools 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?
-

1. Performance Trends

- Our NYS Math scores have been increasing steadily:
 - Math proficiency has quadrupled in 4 years, from 12% in 2005 to 60% in 2009.
 - The re-scaling of NYS test scores created a decrease in our math proficiency level, to 26%.
- NYS ELA exam scores have not increased as dramatically:
 - We are currently at 14% proficiency.
 - Based on previous years scaling and grading, however, we would have posted a gain from 13% in 2005 to 34% proficiency in 2009 to 38% proficiency in 2001.
 - We did not reach AYP in ELA this year because of inadequate growth.
 - We are in year 2 of SINI status in ELA
- 58% of our ELLs were in the 75th Growth Percentile in ELA and 39% in math on the 09-10 Progress Report.
- Our percentage of special education students reaching proficiency in math remains low, despite having doubled the previous two years.
- Our level 3 students tend to remain level 3s, rather than move up to level 4.
- For the first time last year, we completed 4 weeks of NYSESLAT test prep for our ELL students. Out of the approximately 200 ELLs, none passed the test, while 37 students improved a level from their 2009 score, while most improved within the same level.

2. Greatest Accomplishments

- The culture of learning in our school has increased dramatically in the past year. Every single student in the school reads for 30 minutes silently on their independent reading level every day. 60% of these students complete 30 minutes of reading at home as well, up from approximately 30% last year. We have implemented make-up sessions during lunch and after school, enforced by teachers of all subjects.
- To date, 318 students have read for at least 50 hours in school and at home since September 14th, and another 82 students have read between 25 and 50 hours.

- To date, there have been no Principal's Suspensions this school year, and in-school suspensions are down significantly.
- 20-30 students per day are seen in small groups of 3-5 for reading or math intervention, or spend time individually with administration to practice reading skills.
- Our grades 6, 7 and 8 ICT classes have succeeded in mainstreaming 30 special education students, 98% of whom are currently successful and charting growth in this setting. Inclusion has also allowed for a greater tolerance among the general education students in these classes.
- Our math and science classes have doubled their efforts to include hands-on, game-based and critical thinking activities in their classes, in line with the expectations of the new Common Core Standards. An effort is also underway to increase the amount of time students spend talking during class, in order to replace rote or 1-word answers with verbal discussion, debate and analysis skills.

3. Significant Barriers

- We have over 27.32% (115/421) overage students, most of who were retained once or twice in elementary school. Of these students 95% are still below or seriously below grade level in math and reading on top of the stigma of being overage. We have improved the intake capacity our social work office through the partnership with the Columbia School of Social Work, and increased our intervention capabilities in reading, but have not been able to bring all of these students to grade level by high school.
- The overage 8th graders (27%, or 37/137) as a subgroup pose a specific challenge, as the motivation to continue attending and excelling in a middle school setting becomes difficult as they reach 15 and 16 years of age. These students are receiving Regents preparation in Math and Science in order to give them an edge in high school.
- Data shows that we have about 25% turnover each year with kids who are discharged and admitted during the course of the school year. Students who arrive late miss the key culture and expectation building that happens early in the year, and have trouble adapting socially and catching up academically. We need to develop a protocol that is enforced for welcoming them and providing additional academic support.
- A large percentage of our ELL population are Long-Term ELLs who are capable enough in ELA to be placed in Advanced ESL sections, however have not been able to pass the NYSESLAT despite receiving a score of Advanced for years. The instrument that measures their proficiency, the NYSESLAT, is a very specific assessment. Students appear to need further interventions and focused training to pass this assessment.
- While our school met AYP in math, special education math goals were only met via safe harbor. In addition, our special education students did not make AYP in ELA. We must continue to provide an education to our special needs students that holds them to a rigorous standards based education while accommodating their specific learning needs.
- We need to identify the specific needs of students who are classified as both ELLs and Special Education. Often the requirements of the IEP are addressed while ESL needs, including NYSESLAT preparation, are not, so that our IEP students never pass that exam.
- The success of our ICT (Integrated Co-Teaching) program has left a concentration of significantly delayed or emotionally disturbed students in our self-contained 12:1:1 special education classes. Despite the smaller size of these sections than in previous years, the students in them all pose serious challenges, requiring the total reorganization of the classroom setting, personnel and curriculum to address their needs.
- We are constantly attempting to improve our service of our SIFE population, all of whom are placed in a grade level based on age but lack elementary phonics and computation skills. While their literacy classes are taught at the beginner level, they require intensive intervention in Native Language Skills, math and science.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. 75% of our students will reach our school-wide goal of 250 hours of reading during the school year. Independent reading is a crucial part of our plan to improve literacy and NYS ELA scores this year. Based on research correlating reading time with life-long learning and success, we have prioritized the scheduling of reading classes this year and provided intensive training to all reading teachers on determining reading level and conferencing.

2. 50% of our special education students will improve at least 25 points on the NYS ELA exams. Our special education population has been one of the most stagnant groups on our report card. Through a large inclusion program and improved self-contained curriculum, we hope to see significant gains in their literacy levels.

3. 50% of our advanced ELLs will pass the NYSESLAT exam. Our significant population of long-term ELLs (from 5 to 7 years in ESL) is being addressed through longer and more intensive NYSESLAT preparation as well as increased instruction in class on expository writing, the lowest scoring component of the NYSESLAT exam for these students.

4. Based on the new scaling of the NYS Math exam, in 2011 35% of our school will be proficient in mathematics. Our gains in math prior to 2010 were 8-10 percentage points per year. Due to the drop in proficiency last year, we increased the time spent in math class and have focused this year on accountable talk in math class as well as improved grade-wide assessments that address multiple learning styles and teaching strategies.

SECTION VI: ACTION PLAN

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

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. 75% of our students will reach our school-wide goal of 250 hours of reading during the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Reading teachers will have one 45-minute period per day devoted to independent reading, conferencing and sharing. • Professional development twice per month will focus on leveling training, conferencing for reading goals, aligning independent reading to ELA standards and grouping students according to need. • Principal, Assistant Principal and Reading Specialist will attend and facilitate all professional development • Students will receive incentives at each 25-hour milestone
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Approximately \$60,000 dollars of DINI grant money will be devoted to finding professional development, teacher training materials and training rate for after-school meetings and PD. • \$30,000 of DINI grant money will purchase high-interest, leveled classroom libraries and student incentives. • Per-session funds from the DINI grant will fund an after-school program run by the Dean and Assistant Principal for students who fall behind on the reading target. •

Indicators of Interim Progress and/or Accomplishment

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

- **Teachers enter student progress towards both reading time and level progress goals into an online data tracker twice weekly.**
- **Data Manager aggregates data on the 30th of every month to track progress in both areas by class**
- **During the 09-10 school year, approximately 45% of students read 250 hours. As of Jan 4, 2010, 63% of students are on track to meet the target.**

Subject/Area (where relevant): Literacy & Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. 50% of our special education students will improve at least 25 points on the NYS ELA exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Self-contained students reading within 3 levels of grade level have been integrated into Integrated Co-Teaching classes in order to expose them to higher levels of ELA instruction and • Self-contained students 4 or more reading levels below grade level have remained in self-contained classes, allowing for smaller environments and leaving the teacher and paraprofessionals more opportunity to address their severe learning needs • Self-contained ELA teachers have begun working with the beginning ESL teachers to coordinate curriculum. In the past, the special education department had planned with the general education teachers and modified the curriculum. We are hoping that a different approach with additional modifications and teaching strategies will help the self-contained students better access curriculum • The majority of our SETSS students have been placed in ICT classrooms in order to receive services throughout the day, rather than be pulled out for single periods (often resulting in them missing instruction).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Although neither of our three self-contained classes is at capacity, we chose to keep all three open and staff them with content-area special education teachers in order to keep class size low while providing high quality content.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Special education students are tracked in terms of reading volume and progress along with the rest of the school.

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. 50% of our advanced ELLs will pass the NYSESLAT exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • NYSESLAT test preparation began in December 2010 • Advanced ELLs are placed in smaller sections for ELA and humanities instruction • ESL Coordinator oversees placement of students and modification of curriculum for ELLs • ELLs also participate in test prep for the NYS ELA exam • All ELL teachers trained by ESL coordinator to implement NYSESLAT test prep • Long-term ELLs in self-contained or ICT environments trained by assistant principal to implement NYSESLAT test prep during AIS periods
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • \$2000 from DINI grant money allocated to supplement pre-existing NYSESLAT test prep materials. • Every two ESL homerooms is allocated six literacy teachers (three for ELA and three for humanities) to keep literacy class sizes small
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • ELL Interim assessments used to diagnose students levels on 4 NYSESLAT components

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. Based on the new scaling of the NYS Math exam, in 2011 35% of our school will be proficient in mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Class time for mathematics increased from 09-10 school year • Class load for math teachers decreased from 4 classes to 3
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Three teachers with less than 5 years of experience attend monthly training sessions with the network on project-based planning and learning • Monthly department meetings focus on accountable talk, writing, and discussing student work
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Improved periodic assessments (four times per year) address multiple modalities, reflecting improved teaching practices, and also include baseline assessments to provide data on growth as well as grade level proficiency

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	25	5	5	5	3	0	5	0
6	25	10	7	8	7	3	8	1
7	40	17	10	7	9	2	13	0
8	35	18	15	10	20	4	22	3
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Extended Day, Reading/Phonics Pullout, At-Risk Push-In	All students who failed the NYS 2010 ELA Exam are included in Extended Day classes 2x per week for 50 minutes before school. All special education students receive AIS one period per day for 2 out of every 3 weeks, and rotate between their math and ELA teachers. Our reading specialist has a small group for Wilson Reading of students below a 1st grade reading level, and 2 groups of Just Words (Wilson) reading for students 3-4 reading levels below grade level. Additionally, our SETSS teacher pushes into the 5th grade classrooms to work with at-risk students on ELA and math.
Mathematics:	All students who failed the NYS 2010 Math Exam are included in Extended Day classes 2x per week for 50 minutes before school. All special education students receive AIS one period per day for 2 out of every 3 weeks, and rotate between their math and ELA teachers. Additionally, our SETSS teacher pushes into the 5th grade classrooms to work with at-risk students on ELA and math.
Science:	Each science teacher has a small group of students during Extended Day (2x per week for 50 minutes before school) of students whose performance in class requires that they receive remediation in science skills in order to perform on grade level.
Social Studies:	Each social studies/humanities teacher has a small group of students during Extended Day (2x per week for 50 minutes before school) of students whose performance in class requires that they receive remediation in social studies and/or writing skills in order to perform on grade level.
At-risk Services Provided by the Guidance Counselor:	Guidance counselor sees approximately 10 students per day throughout the day as well as running a lunch group.
At-risk Services Provided by the School Psychologist:	School Psychologist meets with special education students regularly, often with their families, who are not responding to the services on their IEP.

At-risk Services Provided by the Social Worker:	Social Worker and interns see approximately 20-25 students per day on a regular schedule as well as run the PPT (Pupil Intervention Team) to set up additional at-risk counseling or academic services for students struggling behaviorally in school, often due to low academics.
At-risk Health-related Services:	The Dean and Gym Teacher see students at-risk who appear to lack the education or home support to be physically healthy.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 5-8 number of Students to be Served: 183 LEP _____ Non-LEP _____

Number of Teachers 11 Other Staff (Specify) 3 Paraprofessionals

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.

During the regular school day, LEP students in grades 5 through 8 are grouped into small classes (20 students per class) based on their English proficiency levels as per their NYSESLAT scores from the previous year or by their LAB-R scores if they are new arrival admits. Students remain in these homogenous groupings throughout the day in self-contained freestanding ESL/ELA and Humanities (social studies and writing) classes.

All ELL teachers deliver instruction using the balanced literacy approach. The following methods and programs are used within the ESL classroom:

- Reading mini-lessons to focus independent reading
- Independent reading of leveled books (100 Book challenge and Fountas and Pinnell leveling systems are used)
- One-to-one conferences to identify and target individualized reading growth
- Shared reading of grade level texts that incorporates guided questions and structured discussions for advanced and intermediate ELLs (Making meaning)
- Word work and vocabulary instruction using Exc-ELL strategies
- Writing in the content areas (Collins Writing Program)
- Differentiation of instruction within humanities (QTEL)
- Non-fiction reading strategies, phonics, and vocabulary for beginner ELLs (RIGOR)

Students receive NYS standards aligned, rigorous math instruction with ESL methodologies in classes no larger than 25 students by teachers with certifications in mathematics, ESL or bilingual education. These groupings are decided based on the scores attained by students in the previous year in math and ELA tests and NYSESLAT levels.

Instruction for ELLs follows the following unit requirements:

Beginning: ESL 360 minutes per week

Intermediate ESL 360 minutes per week

Advanced: ESL 180 minutes per week/ ELA 180 minutes per week

Additional ESL instructional minutes are provided through the content areas and delivered by ESL certified math and science teachers.

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs. All instruction is delivered using ESL teaching methods by ESL or bilingual education certified math and science teachers.

Title III LEP funds will be used for teacher per session for after school programs that will serve ELL students exclusively. These programs are targeted towards mathematics, science, ESL for newcomers and beginners, and students with interrupted education. The following is a description of these programs:

7th grade Math

Mr. Vazquez

4 days a week; one hour per day (3:10-4:10)

20 students will be served

Based on the needs of the 7th grade new arrivals as observed in daily class, they need support in addition to the regular time allotted in class. Access to the content will be facilitated through the use of visual aids and research based educational programs will be used in order to facilitate learning of level ones and twos including beginner and intermediate ELLs. Instructional activities include the use Destinations Math, a computer based instructional aide and the standards based curriculum used in class. During this program students will be split into stations: one will be teacher led and the other will work independently using Destinations Math.

8th Grade Math

Ms. De La Rosa and Ms. Anano

4 days a week; one hour per day (3:10-4:10)

25 students will be served

This program will focus on extending the learning that occurs during the day in math classes for intermediate and advanced ELLs. The focus will be on integrated algebra and math test prep strategies for the high school bound student. Standard based curriculum used during the regular school day will be used to guide sessions during this time.

8th Grade Science

Ms. Consoro-Green

3 days a week; 1 ½ hours per day (3:30-5:00)

20 students will be served

This program is intended to help students to build basic science skills and develop knowledge according to grade level. During this after school they will be able to learn how to use science instruments to perform different experiments. They will have teacher support during the lessons and at the end they will be evaluated to measure their progress through performance based assessments. Students will have the opportunity to re-visit the units from the regular class day to ensure they learned and accomplished the science goals set by their classroom teachers.

6th Grade ESL

Ms. Figueroa

4 days a week; one hour per day (3:10- 4:10)

20 students will be served

This program will serve newcomer ELLs and SIFE students. Instructional time will be dedicated to phonics and decoding, the development of basic writing skills at the beginner ESL level, and listening skills. The teacher will use Benchmark materials (RIGOR and English Explorers) that are designed for teaching reading and writing through the content areas to older ELLs. In addition to this, the IRLA, a standards based reading assessment guide from the reading program used throughout the day, will be used for ongoing assessment of reading.

5-8th grade Science and Math

Ms. Rentas

4 days a week; one hour per day (3:30-4:30)

6 Students will be served

This program is designed to develop the critical thinking skills of SIFE students through ESL based instruction through the science and mathematics content areas. During this program students will learn essential vocabulary, pre-writing strategies and writing structures, and non-fiction text reading. Assessments will be based on projects, written assignments, and discussions. Students will be grouped based on their English Proficiency and will range from 5th to 8th grade.

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.

ELL training for all staff occurs at professional development meetings in- house or offered through the office of English Language Learners. Topics include:

- Writer’s Notebook (September)
- 100 Book Challenge: Leveling Students (September & October)
- Incorporating Instructional Materials for Older ELLs or SIFE: Rigor, English, Science, & Social Studies Explorers (November)
- 100 Book Challenge: Advanced Conferencing for ELLs (November)
- Quantitative analysis of student data: NYSESLAT (November & December)
- Using effective vocabulary strategies across the content areas: ExcELL (January)
- Test Prep Strategies: Preparing ELLs for Math and Science testing (February)
- Writer’s Notebook: Building Stamina and Style in Non-fiction Writing (Once a month)
- Differentiating Instruction for ELLs: Breaking Down the New ELA Writing Standards (October – November)

Section III. Title III Budget

School: X325 BEDS Code: 09X325

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$30,981.61	161 hours of per session for 7 ESL and bilingual teachers for support in the content areas after school: 161 hours x \$49.89 = \$30,981.61
Travel		
Other		
TOTAL	\$30,981.61	

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.

Upon registering their child, parents complete a survey where they indicate their need for translation services.

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.

Many families do not speak English as a first language, and have requested translation of documents. Spanish translation has been provided at meetings using wireless headsets, and all DOE notifications and letters to be sent home are available in the translations the DOE provides. Staff members are available for translation to Spanish in parent teacher meetings and other school functions. Translation services during parent workshops are provided by teachers and the parent coordinator in French and Spanish. Where translation services cannot be conducted by our school community, outside vendors will be requested to provide such services.

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.

Document translation services are provided by the Department of Education Translation Department and are available for distribution within a week. Teacher notices and workshop announcements are translated either by teachers or the parent coordinator.

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.

Translation equipment is used during parent meetings. As information is presented in English, our parent coordinator will translate simultaneously to Spanish. Translation and interpretation to French is provided by our teachers when necessary. Where interpretation services in a language other than Spanish or French are required, we may contract outside vendors such as interpreters from the Board of Education translation services.

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>.

Based on the needs expressed in family surveys, families will receive translated copies of the Bill of Parent Rights and Responsibilities. Information in those languages will be posted at the entrance to the Main Office (Room 323), as well as hung in the Parent Coordinator's office and kept on hand with our guidance counselors. The information on display in these rooms will include instructions for obtaining/requesting translation services.

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:	\$444,420	\$57,087	\$501,507
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,444	\$571	\$5,015
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,221	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$44,442	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

1. PARENT INVOLVEMENT POLICY

I. General Expectations

MS 325: The Urban Science Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Urban Science Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: A survey of parental needs and ideas for improvement of instruction will be designed by each grade level team in June, 2008 and disseminated to parents at registration for the 08-09 school year. An electronic survey will also be sent to parents that provide an email address at registration. After the results of the survey are compiled, the academic cabinet and school leadership teams will analyze them, identify patterns of need. A professional development meeting will be held for staff members and members of the parent association to devise an action plan with 2-4 goals for increasing parental involvement. As soon as it has been created this action plan will be communicated to staff and parents in a letter from the principal. A second survey will then be conducted in April or May to evaluate the effectiveness of the parental involvement policy. Again, results will be compiled and analyzed by the academic cabinet and school leadership team, and an action plan for next year will be developed. This action plan will be posted publicly and sent to all staff and parents.
2. The Urban Science Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: parents will be nominated for and elected to the School Leadership Team, and parents will be involved in the school review and improvement process through the parent surveys described above, in section II.1.
3. The Urban Science Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: teachers and staff members will be trained in effective parent-involvement strategies, and parent letters and homework logs will be developed by grade-level teams in June, 2008, so they will be uniform in the 08-09 school-year. Teachers and the parent coordinator will also be provided with sample templates for developing new parent letters as they become necessary. All communication between MS 325 and parents will be translated into Spanish and French.
4. The Urban Science Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Balanced Literacy, Everyday Math and Impact Math, READ 180, the 100 Book Challenge, the Children’s Aid Society, the Wilson Reading System, and the RAMPS behavior management system by: holding a pot-luck and/or parent night to describe these programs to parents in September, 2008, sending home daily log sheets to track students’ reading progress, and requiring a parent signature on daily homework and/or behavior sheets. In addition, the chairperson of the School Leadership Team will send a monthly parent bulletin with important dates, examples of student work, and highlights from upcoming units of study.
5. The Urban Science Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation

by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. The Urban Science Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Minutes of SLT meeting. This policy was adopted by the Urban Science Academy on 1/31/2011 and will be in effect for the period of 1 year. The school will electronically distribute this policy to all parents of participating Title I, Part A children on or before 2/1/2011.

2. School-Parent Compact

Urban Science Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

1. right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
2. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
3. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

5. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
6. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions Urban Science Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences twice each year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November 2008 and March 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See page 9.

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:
 - 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.

At USA, we provide a wide range of intellectually challenging academic experiences designed to promote the development of students who are well prepared and highly motivated to pursue positions of leadership. The goals of our program are:

- To address the academic, physical and emotional needs of our students, so they are able to develop a sense of well-being, self discovery, and a respect for and appreciation of their own culture and those of their classmates
- To cultivate a culture of inquiry, reflection and collaboration, where students think critically and communicate clearly
- To create a nurturing child-centered environment where students learn through relevant, real-world experiences
- To recognize the interconnections of subject matter across academic disciplines
- To cultivate a technology-rich environment that effectively integrates educational technology into classroom instruction
- To build a connected community of learners composed of parents, student, teachers and the community at large

To meet the needs of our diverse learners, we have designed our school program to decrease the student to teacher ratio.

3. Instruction by highly qualified staff.

Whenever possible, all recruited teachers will be appropriately certified. Our staff is highly educated and highly motivated. All teachers either have a Masters' degree (or beyond) or are enrolled in programs to get a Masters' degree

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.

Professional development at Urban Science is highlighted by a three-week August program, individually tailored to the needs and status of teachers. In collaboration with our partners at Turnaround for Children, new and self-selecting teachers receive four days of training in the Comprehensive Organization and Management Program (COMP), a program out of Vanderbilt University, which highlights best practices for creating an environment which supports student learning. Other subgroups of teachers (special education, collaborative team, literacy,

math, science and humanities) meet at various times supplemental to the COMP training, in order to review long-term goals, review data and programmatic expectations.

Teachers also enjoy intensive support through professional development provided through the American Reading Company, and we have, for three years, employed the Collins Writing Program to support literacy work.

In addition, the entire school participates in the Department's *Teacher Effectiveness Research Project*, a new initiative which will be rolled out to the entire city in the next several years. Using the Danielson Framework for Teaching, the program commands a great attention to the skills and practices which lead to increased student achievement.

Finally, the school, joined with six Network schools, is a participant in the practice of Instructional Rounds. This initiative began with four days of training of the principal and a teacher at Harvard University as part of a cohort of 11 professionals. Our Instructional Rounds Team completed their first set of Rounds at Urban Science within two weeks of returning from training.

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

Principal in collaboration with our CFN 103 Human Resource Director and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

Throughout the year, various workshops are offered during Parent Teacher Association meetings and School Leadership Team meetings. Parents are actively recruited through personal phone calls and mailings and back-packed reminders. Throughout the year, family events are organized to strengthen our partnership with parents. For example, in winter and early summer, parents and guardians are invited to a school-wide Arts Festivals, and the ELL department holds Fall and Spring exhibitions of student work, accompanied by dinner.

During School Open House Week, all parents and guardians are invited to visit the school, and through monthly newsletters, phone reminders and calendars, are invited to all school events. Our seasonal sports programs (baseball, basketball and soccer) to provide a venue for parents and guardians to participate in the life of the school.

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

Not applicable

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

Teachers at Urban Science operate in vertical teams according to subject and in horizontal grade level groups. Teachers meet multiple times each week and review the elements of curriculum, assessment and data to understand and act upon areas of academic success and struggle. Teachers are intimately involved in the design of Do-Your-Own assessments, which permits them to tailor examinations to the specific needs of their students.

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.

There is a multi-tiered approach to students who are experiencing difficulty in achieving proficiency and mastery of academic achievement standards. Students requiring additional work are encouraged to take advantage of Supplemental Educational Services provided on-site or at home. In addition, we have on staff a full-time SETSS teacher who is responsible for providing emergency at-risk interventions for struggling students. Further interventions are provided through in-house afterschool programs, provided by Urban Science teachers.

Students can be presented to our "Pupil Personnel Team," (PPT) an organization of teachers and our social work and guidance team, in cases where a child is struggling. A teacher (or teachers) is expected to present their student's difficulties as a case study, describing the skills, content and the context which leads to areas of academic distress. The PPT discusses the case, and with the presenting teacher seeks to make recommendations to advance the child's success.

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.

The funding will be coordinated to allow us to supplement the schools SWP focus on instruction, reducing class size and improving the teacher to student ratio. This will enable the school to support all students with services in all subject areas, counseling and parent involvement.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal	<i>R</i>			444,420	<i>R</i>	9-16, 27
Title I, Part A (ARRA)	Federal	<i>R</i>			57,087	<i>R</i>	9-16, 27
Title II, Part A	Federal						
Title III, Part A	Federal	<i>R</i>			31,100	<i>R</i>	9-16, 23-27
Title IV	Federal						
IDEA	Federal	<i>R</i>			208,176	<i>R</i>	10, 11, 14

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

Tax Levy	Local	R		2,447,970	R	9-16, 23-27
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: Restructuring Comprehensive
Year 1 ELA **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.

Our school serves a significant subgroup of students with IEPs (25%) and students who are ELLs (43%). Our location in the poorest Congressional District in the nation also contributes to conditions which do not often sustain academic accomplishment. Our students struggle with English Language Arts, and this is the area which caused the school to be identified.

Our identified subgroups who did not meet Adequate Yearly Progress (AYP) last year are students identified as:

- Black or African American
- Limited English Proficiency
- Economically Disadvantaged

Additionally, the following groups made “Safe Harbor” and so remain on the cusp of success:

- Hispanic or Latino
- Students with Disabilities

School Under Registration Review (SURR)

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.

- Our commitment to independent reading continues with expansion of the 100 Book Challenge program into Action 100. Teachers were trained in August 2010 to implement the program, which includes components of phonics/comprehension/fluency assessment, individual conferencing, independent reading, self-leveling, targeted reading strategies and a rewards and motivation system. In addition, the class schedule was rearranged to accommodate a separate 100 Book Challenge period every day, allowing more time to be devoted to implementing the program and increasing the time our students spend reading independently. As of January 1, 2011, our goal is to have every student log in 88.5 hours of reading at school and at home. Reading activity is recorded daily. Teachers also engage students in weekly or bi-weekly Conferencing, where individual or small groups of students work on specific literacy skills. Teachers maintain electronic records on a website called SchoolPace, and also record progress on the shared and public data wall.
- The school is in year two of developing “Making Meaning,” a scripted reading comprehension program that covers the range of reading skills, from self-identifying as readers to the genre of poetry to expository writing, in an organized manner with high-interest readings provided. This allowed us to ensure each teacher was addressing the scope of reading standards.
- Our online curriculum mapping program, TechPaths, continues to serve as a shared repository of curricular materials. It continues to be updated from individual teacher’s maps to a consistent, standardized, common curriculum developed by teams of teachers in common planning teams. The maps include essential questions, vocabulary, skills, assessments, and workshop model lesson plans.
- In order to address the needs of our ELLs and Special Education students, we employ Read 180 and System 44, a computer programs from Scholastic that use listening, speaking and vocabulary to improve the reading skills of students operating 2-3 levels below grade level.
- Additional investment was made on listening center materials (headsets, CD players, jacks for use by multiple students) as well as books on CD for use in classroom centers, extended day groups and literature circles.
- We also implemented a new curricular element to address our students’ deficits in writing. Many ELA teachers expressed frustration that our focus on reading left them inadequate time and training to properly teach writing. Therefore we altered our Social Studies curriculum to be a Humanities curriculum, where content is taught using writing as a vehicle for understanding and assessment. Humanities teachers, not ELA teachers, are now responsible for teaching grammar, elements of quality writing and the writing process through both daily assignments and long-term pieces.

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.

The \$44,442 of Title I money set aside for Professional Development will be spent on:

- Action 100 professional developers and teacher materials
- Teacher team meetings to monitor student progress in Literacy

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have one first year teacher. Her instruction is seen twice monthly. Every second year teacher has been assigned a mentor in the administration. Classes are visited 2x per month and meetings take place afterwards.

Each of these teachers also has a peer mentor, to observe classes and provide assistance on as as-needed basis. Every teacher in the school belongs to a common planning team which meets 1-2 times weekly. Teachers are sent on two inter-visitations per year.

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.

The mandated NCLB notification is distributed to all families in English and families through backpacking. Monthly newsletters are sent out by the principal detailing the educational goals and challenges for the school community with an over-riding emphasis on reading and literacy. year. These are accompanied by monthly calendars detailing specific events and milestones in the curriculum. During our twice-a-year-parent-teacher night, the Parent Coordinator is available to answer questions. All material are translated into available in English and Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Presently, 48 students are identified as STH. This includes children living in hotels, in shelters, in temporary housing, or doubled-up with extended family members.

2. Please describe the services you are planning to provide to the STH population.
 - STH are immediately referred to the School Social Worker for an intake survey
 - STH identified as at risk then join a counseling group with the SSW or guidance counselor
 - Guidance Counselor runs an after-school program from at-risk students to spend additional time in school and receive additional instructional time and homework support.
 - Students enrolled in the school during the year with NYS scores below a 2.5 proficiency level are enrolled in Extended Day.
 - In cases where students are in need of material assistance for school supplies, these are provided discreetly.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Science Academy					
District:	9	DBN:	09X325	School		320900010325

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6	91.6	90.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	91	90	62				
Grade 6	113	113	113				
Grade 7	117	130	110				
Grade 8	156	131	139				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	2	1				
Total	477	466	425				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	92.3	93.2	89.0

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	75.4	75.8	75.8

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	5	49	56

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	13	19	9

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	28	23	Principal Suspensions	17	134	162
# in Collaborative Team Teaching (CTT) Classes	11	32	30	Superintendent Suspensions	16	23	27
Number all others	38	21	7				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	64	0	TBD	Number of Teachers	39	45	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	101	180	TBD				
# ELLs with IEPs	16	33	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	3	3	4

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
	11	9	41	% fully licensed & permanently assigned to this school	100.0	100.0	82.5
				% more than 2 years teaching in this school	20.5	28.9	41.3
				% more than 5 years teaching anywhere	12.8	15.6	21.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	54.0	51.0	67.4
American Indian or Alaska Native	0.2	0.6	0.7	% core classes taught by "highly qualified" teachers	80.2	84.8	66.4
Black or African American	29.4	31.8	29.9				
Hispanic or Latino	68.6	66.1	68.2				
Asian or Native Hawaiian/Other Pacific	1.7	1.3	0.9				
White	0.2	0.2	0.2				
Male	51.6	54.5	54.8				
Female	48.4	45.5	45.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/Differentiated 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				v	
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-			
Black or African American	X	v				
Hispanic or Latino	vsh	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	vsh	vsh	-			
Limited English Proficient	X	v				
Economically Disadvantaged	X	v				
Student groups making	3	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	47.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	5.2	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	4	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	35.7	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	2.3	Quality Statement 5: Monitor and Revise				

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 1	District 09	School Number 325	School Name Urban Science Academ
Principal Patrick Kelly		Assistant Principal Marcos DeCastro/Kerin Hoffman	
Coach Kerin Hoffman		Coach	
Teacher/Subject Area Wandaly Rentas		Guidance Counselor Mr. Summerville	
Teacher/Subject Area Alexandra Orozco		Parent	
Teacher/Subject Area Izabella Bardi		Parent Coordinator Luis Gratereaux	
Related Service Provider		Other Anna Marowitz	
Network Leader Yuet Chu		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	425	Total Number of ELLs	166	ELLs as Share of Total Student Population (%)	39.06%
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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.

Upon enrollment guardians complete the Home Language Identification Survey (HLIS) in English or their native language. The initial student screening is conducted by the ESL coordinator, Ms. Rentas, which includes an informal interview of parent and student. Students who are first time admits to the system are administered the LAB-R and initial reading assessment. Students identified as LEP and enrolled in an English Language Learner program will be evaluated annually to determine their continuance of services using the New York State English as a Second Language Achievement Test (NYSESLAT).

Parents of all new admits to the ELL program will participate in an orientation in the month of October, where all three program choices will be explained. They will receive information about bilingual/ESL services and have the opportunity to ask questions so that they can make an informed selection. They will receive information about the core curriculum, learning standards, expectations for students, and assessment.

Parents will be invited to attend the ELL Parent Orientation, which will be conducted by the ESL coordinator, with the support of the principal and the parent coordinator. It will be held in the evening to accommodate the schedules of working parents and will take place within the school building. In the orientation parents will view the Orientation Video for Parents of English Language Learners. They will be provided with translated materials and interpreters when necessary.

Entitlement letters are mailed to parents once their child has been identified as an ELL as per their LAB-R scores. Additional copies of individual student entitlement letters will available during the orientation. During the orientation parents will receive a packet with the Parent Survey, Program Selection Form, and Parent Brochure. Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the Transitional Bilingual Education programs. If fewer than 42 parents of ELL students select TBE in their parent selection form, students will be placed in an ESL class and receive native language support through our after school programs.

At the start of the school year we sent out a mailing with information on program selection and the orientation date to all students on register at the time. Several forms were returned. A second mailing was done in late September for parents of all students who were articulated from other schools where they had been previously coded as ELLs. A third mailing was done in October. All Selection Forms have been counted. 17 parents selected TBE model and 64 selected ESL. Over half of the forms were never returned and ESL was selected as the default program for those students. Placement Letters have been sent to all parents and an additional selection form was sent out as a final attempt to offer parents a choice in the program. Where parents wish additional information they may contact the ESL coordinator or the parent coordinator at any time throughout the school day to set up a meeting.

Over the past few years it has been a trend for parents to request a program model instruction in English, with over 80% of parents selecting ESL. In response to the increased preference for freestanding ESL model, our curriculum includes the use of English only instruction with native language supports through push-in, pull-out, and extended day instruction. However, where changes in this trend of program selection occur, our administration will respond with the required programmatic changes mandated by NYS laws. Decisions to make programmatic changes are to be made no later than October after the majority of program selection forms have been returned by parents and are assessed by our ESL coordinator.

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained						16	43	38	51					148
Push-In							2	5	11					18
Total	0	0	0	0	0	16	45	43	62	0	0	0	0	166

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	166	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	12
SIFE	23	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	25

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 90	<input type="checkbox"/> 21	<input type="checkbox"/> 3	<input type="checkbox"/> 47	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 29	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/> 166
Total	<input type="checkbox"/> 90	<input type="checkbox"/> 21	<input type="checkbox"/> 3	<input type="checkbox"/> 47	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 29	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/> 166

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	0	0					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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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						16	39	34	47					136
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						2	4	3	3					12
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						4	2	6	6					18
TOTAL	0	0	0	0	0	22	45	43	56	0	0	0	0	166

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.

We currently have eight English Language Learners classes from 5th to 8th grade. In response to the number of newly arrived Spanish speaking registrants this year, we have grouped students into one of the two cohorts of 25 students available in each grade based on their need for native language support. Newcomers and students in our ELL program for less than two years have been placed in mathematics and social studies content classes with a teacher certified in the content area they teach.

During our daily ESL block, students meet in classes of 15 to 20 students based on English proficiency level. Per grade there are currently three groupings- beginning, intermediate, and advanced. Placement of students was based on a combination of NYSELAT and ELA scores, in house reading assessments, and individual writing and curriculum diagnostics. More specifically, at the end of each school year teachers meet to determine the placement of the students based on English proficiency levels. Returning students are initially placed in a leveled class based on their measured performance data from the previous year. Students articulated from other schools are placed based on their NYSELAT and ELA scores. Two weeks into the new school year, teachers meet to discuss the composition of their class and decide to move students who are incorrectly placed based on their baseline reading and writing assessments. Students generally remain in this leveled class until the end of the year. However, a follow up meeting is held in January to discuss student progress. At this time students in beginner and intermediate classes who have demonstrated significant progress in ELA and reading may be moved into more advanced classes based on teacher recommendation.

For the past three years we have implemented a Humanities course for ELLs that focuses on language acquisition through history, literature, and the arts. The curriculum seeks to incorporate QTEL strategies and real life context and experiences so students can access both content and practice reading, writing, listening, and speaking in English. During the regular school day, LEP students in grades 5 through 8 are grouped into small classes (20 students per class) based on their English proficiency levels as per their NYSELAT scores from the previous year or by their LAB-R scores if they are new arrival admits.

Students remain in these homogenous groupings throughout the day in self-contained freestanding ESL/ELA classes. Intermediate and advanced ELLs follow the scope and sequence developed collaboratively by teachers in general education and ESL teachers. Differentiation is determined in teacher meetings where groups of educators review the standards to be met in each grade and break them down into scaffolded levels and map out how they will be taught and assessed throughout the school year. This "map" is then used to differentiate units for advanced and intermediate ELL classes.

All ELL teachers deliver instruction using the balanced literacy approach. The following methods and programs are used within the ESL classroom:

- Reading mini-lessons to focus independent reading
- Independent reading of leveled books (100 Book challenge and Fountas and Pinnell leveling systems are used)
- One-to-one conferences to identify and target individualized reading growth
- Shared reading of grade level texts that incorporates guided questions and structured discussions for advanced and intermediate ELLs (Making meaning)
- Word work and vocabulary instruction using Exc-ELL strategies
- Writing in the content areas (Collins Writing Program)
- Differentiation of instruction within humanities (QTEL)
- Non-fiction reading strategies, phonics, and vocabulary for beginner ELLs (RIGOR)

All students follow a grade appropriate scope and sequence based on state-standards and modified from previous curriculum maps provided by the NYCDOE Region 1 Support Center. Students are given math and science instruction for a block of 45-90 minutes. Students who are performing two levels or below are provided with academic intervention services during extended day. Students receive NYS standards aligned, rigorous math instruction with ESL methodologies in classes no larger than 25 students by teachers with certifications in mathematics, ESL or bilingual certification. These groupings are decided based on the scores attained by students in the previous year in math and ELA tests and NYSELAT levels.

Instruction for ELLs follows the following unit requirements:

Beginning: ESL 360 minutes per week

Intermediate ESL 360 minutes per week

Advanced: ESL 180 minutes per week/ ELA 180 minutes per week

ELL students receive 360 minutes of directed, leveled instruction of English Language Learners and English Language Arts. Classes during this instructional time are limited to 20 students across grade 5-8. Beginner and intermediate ELLs receive 360 minutes of ESL and advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA. Additional ESL minutes are provided through content classes taught by math and science ESL certified teachers using ESL strategies.

Differentiating Instruction

Describe your instructional plan for SIFE.

- SIFE students are provided with multiple interventions throughout the school day. The kind of intervention and the breadth is determined based on their individual needs as these are identified by school personnel. At registration, the ELL coordinator reviews the Home Language Identification Survey for information on previous schooling. During this time an initial parent and student interview is conducted. If a gap in formal schooling is identified, the student is scheduled for formal assessment. This assessment consists of the ALLD created by the office of ELLs for English and Spanish speaking SIFE. Three teachers are trained to administer the assessment in our school. School-based assessments are used to assess SIFE who speak French and several other low incidence languages. While all SIFE are in differentiated ESL and Humanities classes according to their literacy levels, those who have overcome their educational gap move into intermediate and advanced classes where they are able to perform at proficiency levels similar to our students in monolingual classes. Struggling SIFE are in Beginner classes where they can receive rigorous targeted literacy instruction to improve their English language abilities with a full class. Students that demonstrate literacy limitations that impede them from participating in a whole classroom setting (legible writing in print or cursive, copying skills, phonemic awareness, other reading readiness skills) receive intervention within a group of 4-6 students with a pull out teacher. These students are pulled out of their regular ESL classes and participate in a special program created by our Newcomer instruction curriculum specialists. Additionally, Spanish-speaking SIFE are offered native language support in Math and Science after school. Low incidence language speaking SIFE participate in tutoring sessions during extended day in groups no larger than 5.

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.

- Beginner ELLs in our school are in Beginner ESL and Beginner Humanities classes that provide targeted language instruction in reading, writing, speaking and listening. All beginner classes follow the same curriculum map. This curriculum is designed to include exposure to English content used in daily activities inside and outside of the classroom. In the Beginner ESL classes, students are taught the basics of literacy (phonics, decoding, sight words, fluency, etc.). Beginner Humanities classes focus on beginner writing strategies taught through social studies content. Since students are in classes that are specifically for beginners, instruction and content are differentiated to make content accessible. Newcomers are also offered native language support in Math and Science after school. In order to help prepare our beginners for the ELA test, all beginner ELLs who are taking the ELA test are in Extended Day programs that provide test prep strategies and extra support for students.

Describe your plan for ELLs receiving service 4 to 6 years.

- Our goal for ELLs who have been receiving services for 4 to 6 years is proficiency and for them to pass the NYSESLAT and move to General Education classes. These students are in Intermediate or Advanced ESL and Humanities classes, where the work is strenuous to prepare them for GenEd classes.
- Long term ELLs will participate in a number of academic intervention and support programs that will take place throughout the school day and during our extended day program hours. Our long term ELLs are predominantly students that have yet to receive a P in the NYSESLAT but are demonstrating growth as measured by their teacher's assessments and state examinations. In recognizing that these students perform at an advanced level for their ELLs status, we have put supports in place that will allow them to make the academic gains that will lead them to becoming proficient. One of these supports will be offered by our AIS specialist with scheduled small group reading sessions for our long term ELLs. During these bi-weekly 30 minute sessions, students will receive targeted reading instruction based on their level of proficiency. The groups will be no larger than 5-8 students across grade levels. After their initial baseline at the beginning of the year, our AIS specialist will use 100 Book Challenge Benchmark Assessments to track student growth and determine where their focus should be.

- Another large portion of our long term ELLs were initially admitted with gaps in their formal education. These SIFE will be serviced by certified ESL teachers trained on the use of the Wilson reading program designed to facilitate the delivery of phonics and basic reading instruction. Wilson groups will meet during extended day for forty-five minutes between 8:00-8:45 a.m. and will be no larger than groups of 3 students. We will also offer an after school program that offers support in the native language arts in Math and Science. Long-term ELLs who have been identified as SIFE need additional support to comprehend content areas concepts. Without this additional support, these students' achievement gap will continue to grow throughout the years. Providing additional hour of small group instructions in literacy and content areas has been proven to be beneficial in the past. The after school program will serve 30 students. Two teachers will run the program. An ESL certified teacher and a bilingual teacher will co-teach the after school program. Benchmark curriculum materials will be used. These materials are high interest materials with low readability and provide instructional strategies for SIFE students.

Describe your plan for Long-Term ELLs (completed 6 years).

- The majority of our Long- Term ELLs are in Special Education or CTT classes. Our intention for Long Term ELLs is to move them from ELL classes to General Education classes. To this end, we have created a special TU program to help our Long-Term ELLs pass the NYSESLAT.

Describe your plan for ELLs identified as having special needs.

- Our ELL students who have been identified as having special needs are in CTT classes. Their IEPs do not specify that they receive ELL services, but they will be receiving Extended Day support for the NYSESLAT test, since they are still mandated to take the test. These programs are offered two days a week for one hour sessions at a time.

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

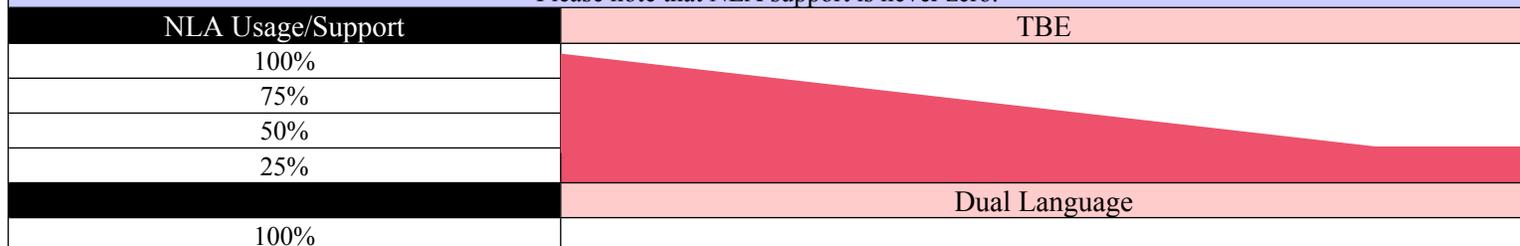
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

B. Programming and Scheduling Information--Continued

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

Students who demonstrate limited growth in reading receive additional pull out services, which include phonics instruction and small group or individual conferencing with our reading coach throughout the day. After school content and native language support, as well as remediation for SIFE is provided through afterschool programs AIS such as pullout groups.

- Structured listening opportunities are provided by the classroom teacher through partner sharing, group work, listening stations, and whole class discussions. These activities promote reasoning skills, enhance critical thinking skills, and develop active listening. In addition to this, intermediate and advanced ELL students are assigned to use Read 180, a computer program that incorporate listening modules to test for comprehension, during their ESL block. Beginner and SIFE ELLs use System 44, a program that targets the phonics instruction for emergent readers.

- In addition to the regular reading period, 2 ELL teachers facilitate literature circles, guided reading groups, and conduct individual conferencing for a 45 minute intervention period. This intervention takes place daily. During this time students practice comprehension

and fluency with the assistance of 2 teachers and a bilingual paraprofessional. Students that are reading below a second grade reading level participate in paired reading with readers above their grade level. These daily sessions are 45 minutes long and take place in the library. During this time teachers set a reading focus and provide a scaffolded way to share. This may involve a graphic organizer or a series of sentence starters that can help them express their comprehension in a structured way. After the focus has been set the entire class engages in independent reading. Teachers then pull aside a group of 3 to 5 students for targeted reading instruction based on their reading levels as assessed by the IRLA, a reading assessment tool aligned with our independent reading program and leveled libraries from Benchmark (100 Book Challenge). These daily sessions are instrumental in them achieving reading proficiency by the end of the year.

- Students who are struggling with writing participate in NYSESLAT test prep after school. At the beginning of the school year, students are assessed to determine a baseline. The instrument used to establish the baseline is a prompt provided by Collins Writing consultant who coaches our teachers in implementing effective instructions for our ELLs. Teachers then analyze the baseline using a writing rubric which helps in developing individualized writing goals for each student. Instruction is tailored to meet these goals by targeting focus correction areas which a guide for the development of specific writing skills. We provide an after school writing program which emphasizes in preparing students for the writing part of the NYSESLAT using Getting Ready for the NYSESLAT and Beyond books.

- Teachers provide academic intervention services for SIFE through small group instruction in reading from phonics with the use of programs like Rigor and Wilson. Students are pulled out of the classroom to receive these services.

Describe your plan for continuing support (2 years) for ELLs reaching proficiency on the NYSESLAT.

- Students who reach proficiency in the NYSESLAT will receive continued ELL supports through our extended day program. During this one hour period they receive focus instruction from reading and writing specialists who are certified in delivering instruction for ELLs. In addition, they will receive time and a half during state ELA testing for two years after they have received a P in the NYSESLAT. Generally, high performing ELLs in transition are assessed in the beginning of the year and placed in general education classes. ELLs in transition who demonstrate some difficulty in reading or writing are placed in general education CTT classes where they can receive a higher level of support than in general education classes with one teacher.

No programs or services will be discontinued this school year.

Access to Texts.

A large volume of individual reading books at targeted reading levels were purchased, in addition to 100 Book Challenge. This reading program is used in ELL classrooms during their independent reading block and for conferencing (45 minutes). Guided reading groups are set up to provide further differentiation. Additionally, a bilingual parent library was added this year to every beginner classroom. Students are encouraged to read and share literature strategies with their parents at home.

Experiential Learning.

Trips will be aligned to curriculum units for ELLs so that they can experience first hand many of the things they read about (city landmarks, museums, plays, etc.). Follow up activities include writing responses and journal entries and art projects.

Technology

The addition of more computer technology in the ELL classrooms to provide training on and access to the Internet so that ELL students can have equal access to information. There are currently three ELL teachers in the technology team. Additionally, teachers are trained in the use of SmartBoards, which are used to present visual aids, interactive learning opportunities, and student presentation opportunities in the classroom.

New Student Orientation

Newly enrolled students participate in an orientation where they are presented with information about academic and behavioral expectations. The largest part of this group is made up of 5th graders. During the ELL orientation, parents and students are presented with this information once again in English, Spanish, and French through an information session.

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.

ELL training for all staff occurs at professional development meetings in-house or offered through the office of English Language Learners.

Topics include:

- Writer's Notebook (September)
- 100 Book Challenge: Leveling Students (September & October)
- Incorporating Instructional Materials for Older ELLs or SIFE: Rigor, English, Science, & Social Studies Explorers (November)
- 100 Book Challenge: Advanced Conferencing for ELLs (November)
- Quantitative analysis of student data: NYSESLAT (November & December)
- Using effective vocabulary strategies across the content areas: ExcELL (January)
- Test Prep Strategies: Preparing ELLs for Math and Science testing (February)
- Writer's Notebook: Building Stamina and Style in Non-fiction Writing (Once a month)
- Differentiating Instruction for ELLs: Breaking Down the New ELA Writing Standards (October – November)

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?

Parental Involvement

- Parents of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2010-11. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our ELL Learning Team, guidance counselor, assistant principal of instruction, and dean of instruction to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked.
- We formally reach out to parents to join parent workshops through and memos and phone calls. Parents' participation in monthly presentations and ELL Family Dinners/ Student work showcase are planned and designed to give parents a clearer picture of what their students experience with their teachers.
- Parents are also invited and encouraged to be part of planning committees and to take on leadership responsibilities.

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)						7	12	11	23					53
Intermediate(I)						4	13	10	15					42
Advanced (A)						12	20	21	18					71
Total	0	0	0	0	0	23	45	42	56	0	0	0	0	166

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						2	6	5	3				
	I						0	6	4	12				
	A						3	20	16	20				
	P						12	11	9	14				
READING/ WRITING	B						1	9	6	19				
	I						4	13	8	15				
	A						11	18	21	15				
	P						1	3	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3	8	3	0	14
6	16	16	0	0	32
7	14	14	2	0	30
8	20	14	0	0	34
NYSAA Bilingual Spe Ed	0	0	0	0	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	2	2	11	0	1	0	0	0	16

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	11	9	19	1	2	1	0	0	43
7	17	5	13	0	0	0	1	0	36
8	4	7	21	3	1	3	0	0	39
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		16		12		0		34
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	20		8		8		0		36
8	21		6		6		0		33
NYSAA Bilingual Spe Ed	0		0		0		0		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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.

Newly admitted ELLs are initially assessed by the ESL Coordinator who administers a reading assessment using an assessment tool called the IRLA, part of 100 Book challenge which is our selected reading program. Additionally, they are administered a writing baseline in English and/or their native language. ELLs that transistioned from a previous grade in our school or those who come to us from other schools are assessed by their ESL teachers using the same methods and tools. Data for these assessments is stored electronically and collected periodically to track student progress and teacher effectiveness.

Overall NYSESLAT scores show that a third of our ELLs are beginners. Our largest class this year, and in previous years as well, is the 8th grade beginner class, with ove 20 students on average. 71 of our 166 ELLs scored Intermediate and 42 scored Advanced. Our 6 and 7 grade have ELLs scoring Intermediate and Advanced, generally. However, our 5th grade class tends to be the highest performing based on these scores and in the different modalities.

support services, extended day, and after school content area support in the native language. Due to their low scores, large class size, and SIFE status for many, they are at significant need of multiple conferencing in reading and small group targeted instruction in writing. This is also suggest that they will require test prep for math and science state tests in their native language if they are expected to score proficient or above.

The 5th and 7th grade classes are structured to be small to be small for beginners and largest for advanced ELLs who are high performing and require less one to one guidance to complete independent work. For these classes multiple opportunities for reading and writing conferencing throughout the week are incorporated into the schoolday and provided by ESL teachers across 3 subjects. The 5th grade class also tends to be high performing and small. This year the intermediate and advanced studnets have been merge after data analysis and writing baselines revealed that they are few enough and similar enough academically to receive instruction as a homogenous group.

Part VI: LAP Assurances

Spanish LAB scores reveal that students this year are arriving with high literacy skills in their native language. These skills will

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		