



URBAN ASSEMBLY ACADEMY OF CIVIC ENGAGEMENT

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: URBAN ASSEMBLY ACADEMY OF CIVIC ENGAGEMENT
ADDRESS: 650 HOLLYWOOD AVENUE
TELEPHONE: 718-822-0126
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320800010366 **SCHOOL NAME:** Urban Assembly Academy of Civic Engagement

SCHOOL ADDRESS: 650 HOLLYWOOD AVENUE, BRONX, NY, 10465

SCHOOL TELEPHONE: 718-822-0126 **FAX:** 718-822-1049

SCHOOL CONTACT PERSON: CAMERON BERUBE **EMAIL ADDRESS:** CBerube@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: PAULA ANGI

PRINCIPAL: CAMERON BERUBE

UFT CHAPTER LEADER: GEORGE CABEZAS

PARENTS' ASSOCIATION PRESIDENT: DENISE NINIA

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: JONATHAN GREEN/PATRICK FAGAN

SUPERINTENDENT: TIM BEHR

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
Cameron Berube	Principal	
George Cabezas	UFT Chapter Leader	
Paula Angi	Teacher- ELA/ SLT Chair	
Adam Klareich	Teacher- Math	
Christine Panetta	Teacher- Humanities	
Helene Spadacini	Teacher 8+	
Contance DiPiazza	Teacher - Science	
Denise Ninia	Parent Association President	
Jamie Romano	Parent	
Yanet Hernandez	Parent	
Jessica Hernandez	Parent	
Gloria Quinonez	Parent	
Brunilda Cintron	Parent	
Jeff Garette	CFN – Urban Assembly	

* 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.

UAACE's Mission:

UAACE, a college readiness school, will prepare ACE scholars to use knowledge about political and social matters in the past to take action in the future. Our scholars will understand that their involvement in the political process is central to making substantial changes in public situations which is their obligation as community members. The UAACE holds as its five core values: Commitment, Communication, Collaboration, Civic Responsibility and Creativity. By learning through these values, ACE scholars will see the connections that exist between themselves and others. The perspective will affect the way they interact and make decisions in the world.

Distinctive Features of Our School:

Middle School – Our belief is that middle school is a place to develop both strong character development and strong academics. This allows our scholars to become more independent and secure about themselves and take ownership of their education. (Examples – look for the five core values hanging in every room and being discussed constantly; ask about portfolio presentations and/or C-PAS work).

Strong Advisory Program – Focus on character development, improving social skills, community involvement, taking ownership, community improvement through service projects and the ability to work out family circumstances for success (Examples – visit the school yard to see murals developed and painted by the students themselves).

Technology – SMARTBoards in every classroom, laptop and LCD projector for every teacher, and laptops for every scholar (Examples – evident in every classroom).

Partnerships and Project Based Learning – Both curricular and extra-curricular involvement with a wide range of partners and Civic teachers (Examples - New York Cares, City Year, Citizens Union, YUCA, and Lehman College).

Uniform – All scholars wear uniform daily with pride and passage to high school. 8th graders wear purple t-shirts and the 6th and 7th graders wear maroon color bearing the school Logo.

Data gathering and using results to plan instruction – We have an explicit method of collection of data and keeping track of scholar achievement and progress which is checked every nine weeks and implemented in the upcoming units through spiraling (Examples – School Based interim assessments and item analysis, Portfolio Presentations, Academic and Behavior Alerts, Progress Report Conferences with advisors/scholars/families, C-PAS).

FASCE Time and Portfolio Presentations – Our school follows a three semester schedule with parent teacher conferences at the mid-point of each where scholars present one piece of work from each class and then look through their progress report with their parents and advisors; portfolio presentations to the school/parents/staff/partners for three days at end of the year.

Emphasis on college – Every scholar and their family knows that their long term goal is to go to and graduate from a four year college; to this end curriculum is planned with an eye to what the seven year cycle needs to be for this preparation (Examples – C-PAS performance based assessment in ELA and math twice a year following higher order thinking skills over time, daily conversations between scholars and advisors about goals, emphasis on small pieces of character necessary to be successful through advisory and weekly community meetings).

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Urban Assembly Academy of Civic Engagement			
District:	8	DBN #:	08X366	School BEDS Code:

DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.9	91.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: - % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		90.4	90.51	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:					
Grade 6	93	117	79	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	111	133		60	70.6	62.9		
Grade 8	0	0	133						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					

Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	5	TBD
Grade 12	0	0	0				
Ungraded	9	20	32	Recent Immigrants: - Total Number			
Total	102	248	377	(As of October 31)	2007-08	2008-09	2009-10
					3	5	6
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	24	36	Principal Suspensions	5	62	TBD
# in Collaborative Team Teaching (CTT) Classes	0	16	19	Superintendent Suspensions	2	29	TBD
Number all others	14	29	42				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)	(As of October 31)				2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	13	24	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	1	4	17	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	20	TBD
				Number of Administrators and Other Professionals	5	10	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	4	5	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	1	1	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	1	0.4	0.3	Percent more than two years teaching in this school	0	0	TBD
Black or African American	22.6	22.6	22.8	Percent more than five years teaching anywhere	27.3	15	TBD
Hispanic or Latino	57.8	63.3	62.6				
Asian or Native Hawaiian/Other Pacific Isl.	3.9	3.2	2.4	Percent Masters Degree or higher	45	50	TBD

White	14.7	10.5	11.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	77.1	TBD
Multi-racial							
Male	41.2	46.8	50.1				
Female	58.8	53.2	49.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes		If yes, area(s) of SURR identification:					
<input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	Improvement Year 1						
<input type="checkbox"/>	Improvement Year 2						
<input type="checkbox"/>	Corrective Action (CA) - Year 1						
<input type="checkbox"/>	Corrective Action (CA) - Year 2						
<input type="checkbox"/>	Restructuring Year 1						
<input type="checkbox"/>	Restructuring Year 2						
<input type="checkbox"/>	Restructuring Advanced						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	-			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	-				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				

Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-					
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	5	5	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	82.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	42.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√/SH	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features

X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

Urban Assembly Academy of Civic Engagement Comprehensive Review Findings and Trends:

Math:

According to our midterm and final assessments that we give out every 9 weeks, students struggle with Number Sense concepts and Algebra. These content strands consistently have the lowest mastery rate when analyzing item-analysis data. The questions in these content strands require computational knowledge especially multiplication and division. The data reflects low computational accuracy. The other content strands require more conceptual knowledge. Students fare better in these content strands due to the instructional methods used in class and absence of computational barriers.

ELA:

According to our midterm and final assessments given every 9 weeks, our scholars struggle with inferences and cause and effect. Further, the scholars struggle with the elements of writing in particular expository writing. Further, according to the reading assessment given at the outset of the year, our scholars range in their reading levels from 3rd to 10th grade. In our most recent reading end of the year assessment, they range from 5th to 10th grade. Scholars tend to have a firm grasp of text to self, text to text, and text to world connections. Our recent findings on the state exam, show that a

great majority of our scholars did not improve their scale score. Our research shows that the top 10% dropped the most. However, the bottom third moved up significantly.

Science:

We assess student achievement in two ways: 1) Interim and Final Assessments 2) Portfolio Presentations.

Interim and final assessments are given every nine weeks throughout the school year. After every interim or final assessment, the science department performs an item analysis of the exam that provides data concerning student and class mastery of the Content Strands (for example: Force and Motion, Energy, Properties of Matter, and Earth for 6th grade science.)

Through this item-analysis, the department identifies Scholars of Concern whose average for the four content strands is below 60%. The item-analysis for the most recent exam indicates that there are at most 5 scholars of concern in each class at the school. We also identify Content Strands in which the Scholars of Concern are performing most poorly.

Additionally, we identify weak content strands for each class. The latest exams indicate that Energy and Properties of Matter are the weakest content strands. To determine the reason that scholars are performing more poorly in Energy and Properties of Matter, the department looks at the questions that the scholars are having the most difficulty for these content strands. Within Energy, we found that students have mastered potential and kinetic energy overall but have much more difficulty with Heat Energy (radiation, conduction and convection). In Properties of Matter, we found that students perform well on questions involving states of matter and density and perform poorly on questions concerning phase changes.

The second method of assessment is the scholar portfolio presentation. In science, scholars are expected to provide at least one piece of high-quality work from class (either a lab sheet or reading) for each of the four content strands. Students fill out a reflection on their work and why it was selected. After the collection of their work, students present their portfolio pieces to their peers. This has not taken place yet at our school and so we cannot comment on it as a measure of student achievement.

Humanities:

In humanities our scholars are assessed every nine weeks with midterm and final exams. The most recent data is from marking period 2, final exams. The content strands for Humanities are Civics, World History, Geography, Maps and Charts, New York and United States History and Economics. Majority of our scholars are proficient in United States content and maps and charts. The areas of struggle are Geography, specifically Latitude and Longitude, and Civics and Government. Our current educational practices are to focus on these content strands to prepare our students for future engagement in Humanities and success on their regents exams.

Summary of Overall School Accomplishments:

- Clear “rocks” (goals) set for the school for year one and implemented (Character Development, Data, and Curriculum Development)
- Activities are scholar decided and run which leads to their ownership over their school
- Strength of attendance – Our scholars love to be at school (Our current attendance rate is below 90% and we have several scholars with low attendance rates who have improved this year with us)

- Reviewing and collecting data – after each midterm and final exam, teachers input answers on a specially created spreadsheet. This informs instruction by teachers sitting as a team during department meetings comparing data, filling out data analysis sheets where next steps are determined, and implementing those next steps as a department.
- Scholar work: Commitment to reviewing scholar's work to determine individual areas of strengths and challenges and intervening to address those needs. These are analyzed by department and scholars have shown progress over time on our interim assessments which shows goal implementation reaching success. For an example of the type of work that is used to set and reach goals: our school has after school math clubs, not only for those who are struggling, but for those who excel and are able to compete against scholars from other schools.
- Whole school survey: conducted and debriefed in a staff meeting at the midpoint to check how we were doing towards reaching the three rocks we had set for the year. Adjustments were then made based upon the feedback given.
- Inquiry team: meets to review data and check on progress towards improving that data. New approaches are planned and implemented at those meetings for various populations in the school. This year we are using a new program entitled ImpactEd which allows us to center this conversation around Learning Targets and mastery of those targets.
- Scholar ownership: over goals they set for themselves at FASCE time and check in again at the follow up meetings. Each scholar will also present these goals at their portfolio presentations and provide evidence of how they have met each goal.
- Again the strength of our school is the amount of data collected and used to assist all scholars to reach high academic levels (as explained above).
- Honest dialogue within department about data results and next steps to improve results
- Scholars are celebrated as being the highest jumpers (moving the most number of points on an exam) with an emphasis upon which content strands classes improved on most
- Content strands of question are then emphasized in academic classes
- Our strength's revolve around our focus on our scholars. Since every scholar is known to every staff member with whom they interact, we are able to use their specific needs to identify concepts to target in professional development sessions.
- Professional development activities are well planned and always interactive. Staff members are always required to look back at their instruction and the scholars in their classes in order to see instruction from the scholar's perspective. Further best practices are modeled in professional development for staff to immediately take back to their classrooms
- Kid Talk is a major portion of professional development, discussions are held between all of the teachers on each interdepartmental team to identify scholars of concern and brainstorm effective strategies for those scholars. This is done weekly during house meetings and the leaders of these houses engage in professional development themselves once a week with a Youth Development Officer from Urban Assembly where they learn new kid talk protocols (some from Ramapo) and analyze best practices around character development
- Professional development is targeted around our three goals for the year
- Rigorous schedule for weekly meetings to discuss the goals and if the school is working towards achievement
- Data cycles for assessment to make changes in instruction and support services
- Departments and houses regularly meet to discuss goals and adapt goal plans
- Department Leaders engaging in a cycle of professional development once a week in their work in providing feedback to the teaching practices of members of their team

Summary of Overall School Barriers:

- Parental Involvement needs to be increased. Not too many parents attend our monthly PTA meetings. Outreach is utilized to contact and communicate with parents via telephone, e-mail, mail, fliers, etc

- Attendance needs to increase as we are struggling to maintain the required percentage of above 90.

We will address these needs in the following ways:

- Continuation of instructional strategies that will focus on the areas identified to ensure improvement in student achievement, including the implementation of our 86-minute English Language Arts block, using the Reading and Writing workshop model.
- The implementation of a balanced literacy approach with parallel instruction in all classes, including self-contained special education classes.
- Continued provision of academic intervention to all students, e.g. SOS periods, SETTS, CTT classes, and Speech, and our ESL students are pulled out and push in for intervention.
- Classroom libraries will be increasingly utilized. There will be a variety of class sets of books as well as additional leveled books will be supplied.
- The school library has been renovated and updated as a result of a grant from Councilman James Vacca. The library is going to be utilized by all schools in the building formerly known as X192.
- Teachers will use the data acquired from various forms of assessments to drive instruction, particularly in our grouping and other literacy activities.
- Curriculum maps and pacing calendars have been developed to strengthen language skills; opportunities are provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet standards.
- Teachers will reinforce literacy strategies during content area instruction.
- Staff's best practices to be identified, applied, and celebrated, such as grouping strategies for increased accountable talk, vocabulary learning/enrichment, and independent reading.
- Students' acquisition of noticeable self-esteem and sense of worth from their school experiences that affect student achievement.
- Students' access to specialized learning resources, e.g. library, audio-visual aids, trips, and access to their own computer for acquiring web based information.
- Application of school learning to real-life situations.

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.

Annual Goal	Short Description
By June 2011, Civic scholars will demonstrate progress towards achieving a 10% increase in student scoring at high level 2 and high level 3 on both the ELA and math state assessments	Through implementing a Saturday Academy and targeted AIS explorations, we are hoping to increase the average score of the student by 10%
By June 2011, teacher support and decision making will increase evidenced by a 4.3 to 6.0 out of 15 for the school environment score on the progress report	“School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school” and there will be a 5% increase in teachers who respond strongly agree to this specific question on the learning environment survey.
By June 2011, there will be an increased teacher perception of safety, order, and discipline in the school and the progress report will increase from 4.3 to 6.0 on the school environment score.	There will be a 15% increase on questions who put agree or strongly agree to getting help for student behavior and discipline problems and safety in the hallways.

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) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, Civic scholars will demonstrate progress towards achieving a 10% increase in student scoring at high level 2 and high level 3 on both the ELA and math state assessments</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1) Improving our nine week interim assessment data cycle by creating special interim assessment week schedules that allow for immediate feedback, analysis, and reteaching planning for each department 2) Enrolling ALL students in four intervention periods a week, one per subject area, in which they work on targeted skills needed as evidenced by the data 3) Create a Saturday Academy from February until the beginning of May for ELA and math. Scholars selected will be based upon a variety of data streams. 4) The bottom third in the city scholars will attend AIS courses during explorations twice a week.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>1) Hiring an additional math teacher to allow Ms. Carmela Leone to take on the role of Data Specialist as a full time position using Fair Student Funding 2) Hiring additional special education teachers so that there is one CTT teacher per department - Additional support and decreased class size during intervention periods using Fair Student funding 3) Title One Funds placed in persession to provide Saturday Academy for scholars not making adequate progress 4) Purchase of a scanner to increase timeliness of data turnaround using Fair Student Funding</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Every nine weeks scholars will take an interim assessment aligned to the state exams and state standards. Teachers will analyze both the overall average on the exam and averages for specific content strands/performance indicators for classes. We look for a 2% increase for every teacher each cycle.
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Subject Area

(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, teacher support and decision making will increase evidenced by a 4.3 to 6.0 out of 15 for the school environment score on the progress report
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	1) Creation of a Teacher Leader Committee comprised of the Department Head from each of the core subject areas to develop a system for setting teacher goals, observing progress towards goals, providing feedback, and professional development as needed 2) Developing a schedule and feedback cycle for intervisitation 3) Establishing a more robust, differentiated, teacher created Professional Development cycle that involves differentiated content, and developed based out of observations
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	1) Hiring an additional math teacher so that we have a full time data specialist 2) Use of per session funds to provide professional development for teacher leaders 3) PCard to purchase professional texts

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

Subject Area

(where relevant) : _____

Annual Goal	
<i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, there will be an increased teacher perception of safety, order, and discipline in the school and the progress report will increase from 4.3 to 6.0 on the school environment score.
Action Plan	
<i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	1) Creation of a School Tone and Culture Committee comprised of the AP of Character Development, Counselors, and teachers to develop a venue for discussing and resolving teacher, student and parent concerns. 2) Schoolwide use of ImpactEd to efficiently and effectively communicate scholar character comments to appropriate personnel for timely resolution. 3) Redesign of school classrooms and administrative office locations in order to best monitor and maintain scholar movement. 4) Youth Development Officer from Urban Assembly meets with scholars with highest incidents in the school monthly and establishes a tracking program with them to assist them in learning character development learning targets 4) Being a part of the Urban Assembly Lost in Schools initiative and grant 5) Partnership with FECS which provides on site professional counseling to parents and scholars
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	
<i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	1) AP for character development 2) 2 School Counselors, an additional community associate, and parent coordinator - all focused on supporting this initiative

Indicators of Interim Progress and/or Accomplishment

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

Diagnostics exams every nine weeks in all subject areas, C-PASS, Interim Assessments and Portfolio development and presentations.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	13	13			15			
7	10	10			16			
8	10	10			20			
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Great Leaps as well as small group instruction and one to one support to students at risk and with IEP Support Opportunity Success (SOS) to supplement the students' academic needs based on individual performance levels. Explorations activities where students engage in investigations of various topics of interest as well as performance levels.</p>
<p>Mathematics:</p>	<p>Great Leaps as well as small group instruction and one to one support to students at risk and with IEP Support Opportunity Success (SOS) to supplement the students' academic needs based on individual performance levels. Explorations activities where students engage in investigations of various topics of interest as well as performance levels.</p>
<p>Science:</p>	<p>Great Leaps as well as small group instruction and one to one support to students at risk and with IEP Support Opportunity Success (SOS) to supplement the students' academic needs based on individual performance levels. Explorations activities where students engage in investigations of various topics of interest as well as performance levels.</p>
<p>Social Studies:</p>	<p>Great Leaps as well as small group instruction and one to one support to students at risk and with IEP Support Opportunity Success (SOS) to supplement the students' academic needs based on individual performance levels. Explorations activities where students engage in investigations of various topics of interest as well as performance levels.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling services provided to mandated and at risk students by two certified counselors and one social worker intern, parental outreach, as well as mental health services once a week on Thursdays provided by Esther Santiago from the Federation Employment Guidance Services (FEGS).</p>

At-risk Services Provided by the School Psychologist:	Evaluate students who have been referred for special education services.
At-risk Services Provided by the Social Worker:	Support to students and parents as it pertains to Special Education assessment, placement and compliance of services.
At-risk Health-related Services:	Mental Health Services provided by Esther Santiago from the Federation Employment Guidance Services (FEGS) once a week on Thursdays.

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

NCLB/SED requirement for all schools

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

See attachment.

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

See attachment.

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

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

Section I. Student and School Information.

Grade Level(s): 6th, 7th, and 8th grades

Number of Students to be Served:

LEP 48

Non-LEP 0

Number of Teachers 1
Other Staff (Specify)
School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

Professional Development Program

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

Section III. Title III Budget

—
School:
BEDS Code: 320800010366

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	N/A	
Purchased services - High quality staff and curriculum development contracts	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	0	

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.

Student's home language surveys provide information as to the language needs of the parents. Staff members utilize a variety of ways to communicate with parents ie., e-mail, correspondence, handouts, phone calls, face to face meetings, conferences, etc. All parents have access to grades online through SnapGrades. Charts informing parents of the availability of translation services are posted on the first floor's lobby, as well as, in the main office. Mail to the parents is translated into Spanish and English as a great majority of the students are of hispanic origin. In addition, the DOE provides language interpretation services that we arrange as the need arises.

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.

Surveys are given out to parents to assess their needs in the areas of language, programs, housing, child care, etc. Correspondence via e-mail and regular mail is sent out to parents during the summer months to inform the parents about guidelines, regulations and expectations. Telephone calls and meetings are regularly scheduled as a means to communicate with parents in their native language if English is not spoken by classroom teachers, advisors, counselors and/or other school personnel. Our Parent Coordinator holds meetings throughout the school year to inform, exchange ideas about needs and to empower parents to be an active voice in the school. The Leadership committee, as well as, the PTA hold monthly meetings for the purpose of maintaining home-school connections as it relates to student' achievement, school's progress reports, attendance, behavior, facilities issues and school safety.

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.

Parents are encouraged to contact the DOE parent translation and interpretation unit to request services as needed. The hotline number 718-752-7373 is made available to them. At the school level, staff members are utilized to provide interpretation when meetings take place. Many of our staff members and/or students speak other languages such as Italian, French, Armenian, Albanian, Greek, Arabic. They are called to support in school if a parent needs interpretation in any of those languages. Other languages are referred to the hotline number.

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.

Parents are encouraged to contact the DOE parent translation and interpretation unit to request services as needed. The hotline number 718-752-7373 is made available to them. At the school level, staff members are utilized to provide interpretation when meetings take place. Many of our staff members and/or students speak other languages such as Italian, French, Armenian, Albanian, Greek, Arabic. They are called to support in school if a parent needs interpretation in any of those languages. Other languages are referred to the hotline number.

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>.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	193000	214000	0
2. Enter the anticipated 1% set-aside for Parent Involvement:			1934
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	9670
4. Enter the anticipated 10% set-aside for Professional Development:		*	19000

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

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 AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

See Attached Parent-Student Handbook

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically 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.</i> , Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) 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 goal number references where a related program
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					activity has been described in this plan.	
					Check(x)	Page#(s)
		Yes	No	N/A		

1Reminder: 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.

2Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Assembly Academy of Civic Engagement					
District:	8	DBN:	08X366	School		320800010366

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.9	91.1	87.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.4	90.5	86.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	117	79	65	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	111	133	96		60.0	62.9	76.1
Grade 8	0	133	162				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	5	16
Grade 12	0	0	0				
Ungraded	20	32	29	Recent Immigrants - Total Number:			
Total	248	377	352	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	5	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	36	42	Principal Suspensions	5	62	17
# in Collaborative Team Teaching (CTT) Classes	16	19	33	Superintendent Suspensions	2	29	27
Number all others	29	42	29				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	20	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	10	5
# receiving ESL services only	13	24	TBD				
# ELLs with IEPs	4	17	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	5	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	20	% fully licensed & permanently assigned to this school	100.0	100.0	86.2
				% more than 2 years teaching in this school	0.0	0.0	8.1
				% more than 5 years teaching anywhere	27.3	15.0	37.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	45.0	50.0	81.1
American Indian or Alaska Native	0.4	0.3	0.0	% core classes taught by "highly qualified" teachers	88.5	77.1	90.2
Black or African American	22.6	22.8	21.9				
Hispanic or Latino	63.3	62.6	65.9				
Asian or Native Hawaiian/Other Pacific	3.2	2.4	2.3				
White	10.5	11.9	9.9				
Male	46.8	50.1	52.3				
Female	53.2	49.9	47.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v	-				
Student groups making	5	5	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	7.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	0						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

Title I Parent Involvement Policy and Parent-School Compact for MS366

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS 366, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS 366's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, and Parent Teacher Association, as trained volunteers and welcomed members of our school community. MS 366 will support parents and families of Title I students by:

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

MS 366's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation

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

In developing the MS 366 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS 366 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels,

Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

MS 366 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Curriculum Night and the entire school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association
- supporting or hosting OFEA District Family Day events;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

MS 366, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS 366 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to

implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Cameron Berube, Principal, on September 20th, 2010.

This Parent Involvement Policy was updated on Septmeber 21st, 2010.

The final version of this document will be distributed to the school community on 10/31/10, and will be available on file in the Parent Coordinator's office.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Urban Assembly	District 08	School Number 366	School Name UAACE
Principal Berube Cameron		Assistant Principal type here	
Coach type here		Coach type here	
Teacher/Subject Area M. Giancarli - ESL		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	355	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	12.68%
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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.

Paste response to questions 1-6 here

1. At registration, parents receive and complete the home language survey. There is an informal interview with the ESL teacher to verify the home language. The ESL teacher administers the LAB-R if necessary within ten days of registration. Students are then evaluated and placed according to their proficiency levels and grouped for instruction.
2. In early October, the parents of newly admitted ELLs are invited to a parent orientation. Letters are sent home in their native language. At the orientation, which is conducted by the ESL teacher, parents have the opportunity to view the video in their language which explains the different programs offered. They are encouraged to ask questions and complete the Parent Survey and Program Selection.
3. Entitlement letters are distributed to students in their native language. If parents do not attend the first orientation, they are invited to a second one in order to complete the Program Selection.
4. It is explained at the orientation that if we have 15 or more students who choose the Bilingual Program, a Bilingual class will be formed. They will also be notified that they have the option to transfer to another school with a Bilingual Program if we don't have enough students.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, one out of 20 parents has chosen the Bilingual Program. The rest have chosen ESL.
6. The program of ESL offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

Dual Language (50%/50%)															0
Freestanding ESL															
Self-Contained															0
Push-In							1	1	1						3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	15
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	12

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	1	1	16	0	9	12	0	5	45
Total	17	1	1	16	0	9	12	0	5	45

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	13	15					36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French								1	1					2
Korean														0
Punjabi							1							1
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian									2					2
Other							1	1						2
TOTAL	0	0	0	0	0	0	10	17	18	0	0	0	0	45

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. The students are grouped by proficiency level. The beginners are in a Pull- Out program 4 periods a week and the ESL teacher Pushes In the other 4 periods a week. The Intermediate and Advanced students are part of a Push-In Program. Our school has a Block Program model where the students are grouped heterogeneously. The ESL teacher plans with the content area teachers involved.

2. The ELL students have been placed in certain sections to ensure that they are receiving the mandated instructional time. The beginners and intermediate get 360 minutes of ESL. The advanced get 180 minutes of ESL and 180 minutes of ELA. The ESL minutes are delivered by a certified ESL teacher and the ELA by a certified ELA teacher.

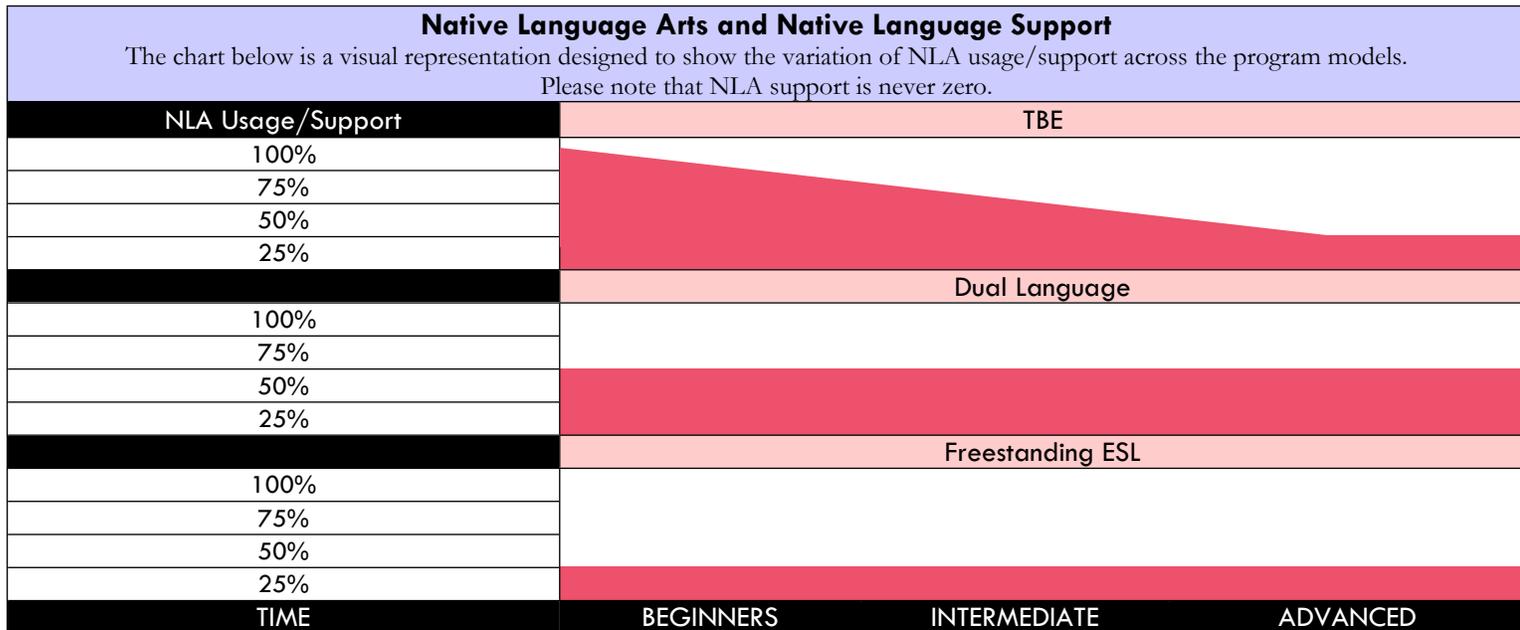
3. The content areas are delivered in English. The teachers use internet resources, dictionaries, glossaries and translations to develop academic language. They also use tradebooks and classroom libraries. Newly admitted ELLs are paired with buddies and at times are allowed to complete tasks in their native language and the work is reviewed by staff members that speak the language.

4.
 - a. At the present we have one SIFE student. This student is given extra periods of ESL instruction.
 - b. The Newcomers take part in an intensive Pull-Out Program as well as a Push-In Program of ESL instruction.
 - c. ELLs that have been receiving services 4 to 6 years as well as Long-Term ELLs receive Academic Interventions in small group instruction, and counselling. They also take part in exploration programs to help them improve.
 - d. ELLs with special needs are given test modifications. The staff is made aware of their skills and performance levels. The ESL teacher collaborates with the Special Education teacher to improve the skills of these students.



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



B. Programming and Scheduling Information--Continued

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

5. In the content areas, especially with the ELLs that are beginners, teachers use textbooks in the native language. Dictionaries and glossaries are used for all ELL subgroups. When tradebooks are not available teachers use internet resources. Some ELLs are also receiving Academic Intervention Services in English for reading and math.

6. The ELLs that reach proficiency on the NYSESLAT are identified by all content area teachers. They continue to receive test modifications and small group instruction. They also take part in explorations and after school programs.

7. We are considering more Push-In programs for the upcoming year.

8. We will discontinue some of the Pull-Out programs to prevent students from falling behind in the content areas.

9. ELLs are afforded equal access to all school programs. They are part of the advisory groups. They choose exploration classes that they are interested in with the rest of the school. They also have open access to the library.

10. ELLs receive native language support and the use of laptops daily.

11. In the ESL program students receive native language support through the use of dictionaries and glossaries. Newcomers are also assigned a buddy that speaks the same language.

12. ELLs are placed in age appropriate grades and the resources used are age appropriate.

13. To assist newly enrolled ELLs there is an orientation in August. They are invited with the parents to visit the school.

14. There are no language electives offered to ELLs at the present time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teachers are encouraged to attend conferences on ELLS. Consultants come in and offer Professional Development to the staff. Content area teachers also meet with the ESL teacher to discuss strategies.

2. Students receive a power point presentation about high school choices and registration. They receive a high school guide for NYC schools. The guidance counselor and advisors speak to the students about the different programs offered and how to complete the application. There is also communication between the guidance counselor of feeder schools.

3. Staff members attend conferences offered by the Office of English Language Learners and BETAC.

E. Parental Involvement

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

1. Parents are invited to an orientation in August before the beginning of school. The orientation for newly admitted ELLS is in October. There is a parent coordinator who reaches out to parents during the year. She sets up workshops according to the needs of the parents. There are parent teacher meetings monthly and SLT meetings monthly which include parents. Twice a year there are parent teacher conferences to discuss the goals for the students.

2. We do not partner with other agencies or Community Based Organization right now but may consider it in the future.

3. The needs of the parents are evaluated through surveys and conversations.

4. All the materials sent home are translated in the parents' language.

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)							3	6	7					16
Intermediate(I)							2	8	7					17
Advanced (A)							5	3	4					12
Total	0	0	0	0	0	0	10	17	18	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	1			5
7	10	2			12
8	5	4			9
NYSAA Bilingual Spe Ed		1		8	9

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	1		4						5
7	4		6		1				11
8	8		2		1				11
NYSAA Bilingual Spe Ed	2		4		1		8		15

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		8		1				11
8									0
NYSAA Bilingual Spe Ed	1						2		3

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8		4		2				14
8									0
NYSAA Bilingual Spe Ed							4		4

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				

New York State Regents Exam

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

Native Language Tests

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

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

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

- We use diagnostic tests at the beginning of the year to recall prior knowledge for the current curriculum. Every 8 weeks there are interim assessments for cumulative curriculum year to date. The information from ARIS shows that ELLs are scoring low in reading and math. The majority of ELLs are either level 1 or 2. This informational guides our intructional plan for these students.
- We have more advanced students in the sixth grade. In the seventh and eighth, the majority are at the intermediate level.
- Almost all of our ELLs scored higher in listening and speaking than reading and writing. This affects the intructional decisions. As a result writing has become a large component of all content areas.
- We have 16 beginners, 17 intermediate, and 12 advanced ELLs. There are almost evenly distributed across the grades. Last year we

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		