



**THE URBAN ASSEMBLY SCHOOL FOR WILDLIFE
CONSERVATION**

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 12X372
ADDRESS: 2024 MOHEGAN AVE
TELEPHONE: (718) 991-2695
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X372 **SCHOOL NAME:** Urban Assembly School for Wildlife Conservation

SCHOOL ADDRESS: 2024 Mohegan Ave, Bronx NY 10460

SCHOOL TELEPHONE: (718) 991-2695 **FAX:** (718) 991-2980

SCHOOL CONTACT PERSON: Mark Ossenheimer **EMAIL ADDRESS:** Mossenheimer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mark Ossenheimer

PRINCIPAL: Mark Ossenheimer

UFT CHAPTER LEADER: Jamila Abdulrashid

PARENTS' ASSOCIATION PRESIDENT: Daneshea Palmer

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 105

NETWORK LEADER: Patrick Fagan/Jon Green

SUPERINTENDENT: Myrna Rodriguez

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
Mark Ossenheimer	*Principal or Designee	
Jamila Abdulrashid	*UFT Chapter Chairperson or Designee	
Daneshea Palmer	*PA/PTA President or Designated Co-President	
Naomi Delvalle	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Adylia Castro-Ortiz	DC 37 Representative, if applicable	
Luz Castro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angelina Lorenzo	Member/Student	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our mission is to engage students in a challenging curriculum centered on wildlife conservation and cultivate their life skills, so that every graduate is ready for success in college, has been exposed to the wonders of the natural sciences, and is an independent adult who acts respectfully with regard to his or her community. We are committed to closing the achievement gap for our students in order to prepare them for a rigorous high school curriculum and an Advanced Regents Diploma. Through the development of habits of mind and heart our students make significant academic gains and develop a clear sense of personal purpose to effect positive change in the world.

- Wildlife Conservation integrated into core subject areas
- Students take an additional science class focused on the conservation sciences
- Integrated projects engage students in hands-on learning, field studies, and real world experience
- Extended day opportunities in sports, outdoor adventures, art, science, math and ELA
- Advisory groups meet daily to ensure every child is known well by an adult who is their advocate
- Curriculum addresses the unique developmental needs of adolescents
- College awareness beginning in the 6th grade

In 2007, the Urban Assembly School for Wildlife Conservation was founded in partnership with the Wildlife Conservation Society, Phipps Community Development Corporation, and the Urban Assembly in order to address the issue of minority students choosing post-secondary study and careers within STEM fields – particularly the natural sciences. As a 6-12th grade secondary school our students take a scope and sequence of courses that accelerate their learning in order for students to qualify for an Advanced Regents Diploma and Advanced Placement courses at the high school level. While not every student will choose to become a Wildlife Biologist, our goal is for every student to have the choice to be a Wildlife Biologist. This is coupled with our desire for every student to know and care about the local and global environmental factors that threaten the natural world

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	78.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	42.5	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	5.25	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends: In developing our 6-12 scope and sequence, UASWC concentrated on developing a rigorous continuous curriculum that accelerated learning in the math and sciences focused on college readiness. In our third year, for our first 8th grade class we placed every student in Integrated Algebra and Living Environment. Of our 130 8th grade students, 51% passed Integrated Algebra and over 60% passed the Living Environment – half of all students earned 4.0 high school credit in both subjects and passed two regents examinations before entering high school. However, students did not perform well on the NYS 8th grade math exam, and the changes in proficiency standards indicated that our students were not progressing at the rate the data was telling us before. The middle school Progress Report gives NO credit for students taking Regents level classes or passing Regents exams. We must alter our scope and sequence – particularly for math and teach to the 8th grade exam since that is the focus of the city and state. It means only a select number of students will take the Integrated Algebra Regents in 8th grade and the rest will not earn high school credit. The entire school has a new focus on the state exams for middle school resulting in a shift of resources – time, effort, and budget towards achieving higher test scores.

Accomplishments: UASWC has made great strides in creating a science school for the Bronx that addressing the achievement gap in a systemic and personal manner. We have expanded into a high school for the first time and now serve 6th-9th grade. Last year over half of our 130 8th graders earned 4 credits in high school math and science as well as passing two NYS Regents exams in Integrated Algebra and Living Environment. This accomplishment is because of our accelerated curriculum in the sciences and math. Another area of accomplishment has been the implementation of Phase One special education reform – where we have accepted a broad range of IEP students, created flexible programming, and an IEP process that connects classroom teachers closer to the IEP creation and implementation. UASWC has also successfully implemented a new Teacher Portfolio that creates a learning community through teachers engaging in inquiry projects centered on our current student data. We have also implemented a sports program for the first time through the Middle School CHAMPS program.

UASWC has created significant community partnerships with the Wildlife Conservation Society, Phipps Community Development, Fordham University, EMC Corporation, Big Brothers/Big Sisters, Sierra Club, and Peer Health Exchange. These partnerships provide an array of resources to support the rigor of our academics, mentor our students, and provide access to career awareness and a college bound culture.

Barriers: The significant barriers continue to be a declining budget over the last two fiscal years that has hurt our ability to offer after school support and programming. Our physical environment continues to inhibit our learning environment. We are placed in a building constructed in 1924. There are many physical challenges, a lack of science labs, and facilities that are dated and constructed for elementary students.

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 2008-09 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 (SINI/SRAP/SURR 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 presumably be aligned to the school's annual goals described in this section.

Goal 1: Improving learning opportunities so that students can successfully engage in high school level math and science in the 8th grade. In June 2010, UASWC 8th grade students took the Integrated Algebra and Living Environment Regents. As a school, this is our first administration of the exams. Our goal for improving students ability to be successful in these classes is a re-alignment of curriculum based on results in our 6th-8th grade spiral, and the teaching of high school level work/study habits to less socially/emotionally developed students explicitly in coursework.

Goal 2: Student achievement will rise when teachers develop clear learning targets; assessment systems tied to those targets, and use the resulting data to inform their instruction. Our goal is to establish clear curriculum and assessment systems tied to teacher reflection and inquiry – through a new teacher evaluation portfolio and inquiry project.

Goal 3: Develop our school culture as we expand into a high school program that is based on our core values. We will develop school culture among faculty, students, family, and the local community in order to increase student and family engagement.

Indicators of Interim Progress and/or Accomplishment

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

Grade 6

Math – currently 15% of current students demonstrated a year’s progress. We will increase this to 25% of this cohort. This will require 8 additional students to make a full year’s progress in math.

ELA – currently 27% of current students demonstrated a year’s progress. We will increase this to 40% of this cohort. This will require 9 additional students to make a full year’s progress in ELA.

Grade 7

Math – currently 5% of current students demonstrated a year’s progress. We will increase this to 20% of this cohort. This will require 12 additional students to make a full year’s progress in math.

ELA – currently 5% of current students demonstrated a year’s progress. We will increase this to 20% of this cohort. This will require 12 additional students to make a full year’s progress in ELA.

Grade 8

Math – currently 22% of current students demonstrated a year’s progress. We will increase this to 33% of this cohort. This will require 10 additional students to make a full year’s progress in math.

ELA – currently 9% of current students demonstrated a year’s progress. We will increase this to 22% of this cohort. This will require 10 additional students to make a full year’s progress in ELA.

he percentage of students making at least one year of progress in ELA will increase 5%. As we analyze the data we will determine the number of students needed to make this goal.

Integrated Algebra pass rates for 8th grade will increase from 45% to 50%.

Living Environment Regents pass rate for 8th graders will increase from 52% to 57%

Subject/Area (where relevant): Goal 2

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Teachers will develop clear standards based learning targets within their curriculum and corresponding assessment systems to track student progress.

<p>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></p>	<p>All teachers will be placed on supportive Inquiry teams to conduct individual inquiry projects connected to student performance.</p> <p>Teachers will present inquiry work in roundtables in January and June.</p> <p>Teachers will conference with data specialist and administration on inquiry questions, data/evidence collected, and areas of increased student achievement.</p> <p>Weekly Professional Development meetings on Wednesdays designed to collect and analyze data.</p> <p>Professional Development led by Data Specialist and Special Education Coach on clarification of learning targets and assessment systems.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers assigned inquiry and collaborative planning work during professional periods.</p> <p>Special Education Coach teaches .5 time and devotes extra time to staff development.</p> <p>Data Specialist moves to .5 teaching with focus on supporting teachers in data.</p> <p>Achievement coach from Urban Assembly works with administration on developing PD map.</p> <p>Per session for Wednesday after school professional development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Every teacher will maintain and develop a professional teaching portfolio and present to administration twice a year in conferences.</p> <p>Every teacher will implement a classroom based inquiry project using data to inform instruction.</p> <p>Teachers will publically present their work to colleagues in round-tables in January 2011 and June 2011.</p> <p>Attendance at Wednesday PD sessions will average 90% of all teachers.</p>

Subject/Area (where relevant): Goal 3
 TEMPLATE - MAY 2010

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop our school culture as we expand into a high school program that is based on our core values. We will develop school culture among faculty, students, family, and the local community in order to increase student and family engagement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>College Counseling will begin in 9th grade</p> <p>Advisory curriculum will be developed to include more personal decision making units in relation to high school level adolescence</p> <p>Main office will call home the day a student is absent to speak with a parent.</p> <p>Advisors will call home of advisees if a student is absent for more than two days.</p> <p>Advisory curriculum will include units on conflict resolution and personal safety when traveling to and from school.</p> <p>School will offer an extended day of both “Early Care” before school starts and “After School” so that parents and students have access to the building and enrichment programming.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Weekly and monthly attendance data</p> <p>Tracking parent involvement at Student Conferences</p> <p>Learning Environment Survey</p> <p>Grade-level Advisory Curriculum Binders</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Yearly attendance will increase to 94.4%</p> <p>Learning Environment Survey for Safety and Respect and Engagement will increase to 7.2 for each.</p> <p>Grade level teams will develop a new 9th grade Advisory curriculum and revise 8th, 7th and 6th grade curriculum.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	36	44	14	18			6	
7	46	51	15	8			5	
8	73	60	27	31			1	
9	57	67	33	47			6	
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All students are being tracked using the Fountas and Pinnell reading Levels. Teachers at each grade level are being trained in Great Leaps and will implement small group, as well as individualized reading support. ELL students are targeted for additional small group instruction using the Performance Series to determine needed learning standards. Extra ELA block has been inserted into the weekly schedule giving students an extra 80 minutes of instruction weekly.
Mathematics:	Students are being tracked for progress through performance series exams. Attend Study Lab after school. Differentiation in heterogeneous math classes based on classroom data. Extra math block as been added to the weekly schedule to give students an extra 80 minutes of math per week. Learning standards are targeting using the Performance Series.
Science:	Students receive extra science class – Wildlife Conservation.
Social Studies:	Student Lab after school. Extra small group or individual work during lunch/recess.
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Counseling

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6-9 _____ Number of Students to be Served: _____ 30 _____ LEP _____ Non-LEP

Number of Teachers _____ 26 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

At the Urban Assembly School for Wildlife Conservation students are provided with ESL services using a push-in content-based model for advanced and intermediate students, and a pull-out model for low intermediate and beginning students. Advanced and intermediate ELL students in the 8th grade are in integrated classes with their native English speaking peers for all periods of the day. Within the Humanities and Wildlife Conservation classes a certified ESL teacher provides services by co-planning with the content teacher for differentiated instruction, providing small group instruction within the classes, modifying lessons to provide appropriate scaffolding, and providing instruction to target specific language needs. All students receive services for the amount of time required by the state for students at their proficiency level. Classes are organized into Humanities (ELA and Social Studies) and Math / Science blocks in the 6th and 7th grades, each of which are 90 minutes per day. On the days when the ESL teacher is not in the class, she provides extensive help to the content teacher

in planning differentiated lessons and addresses the additional needs of beginners in the advisory class. 6th and 7th grade students are pulled out during their Humanities classes to work in small groups on language acquisition and development.

Students are grouped heterogeneously in classes, with students from each level of proficiency present in both classes, as determined by the LAB-R and NYSESLAT. This is in accordance with our philosophy of allowing students to learn from and with all of their peers while still receiving the specialized instruction that they need in order to progress. When necessary, students are grouped homogeneously in a classroom for a short period of time to receive targeted instruction. The primary educational focus of the school is inquiry based instruction. Within this general umbrella, a variety of ESL methods are used, including communicative methods, project based instruction, Cognitive Academic Language Learning Approach (CALLA), Sheltered Instruction Observation Protocol (SIOP), and Quality Teaching for English Learners (QTEL). We believe that by drawing from a variety of approaches, students are able to receive instruction appropriate to the content and their language learning needs.

Beginning students in are grouped into a pull-out program for 72 minutes per day with the same ESL teacher planning with content area teachers in math and ELA to ensure applicability of instruction. The same umbrella of instruction offered above is implemented with the intermediate level students.

Additionally, students receive appropriate instructional materials, such as leveled texts, picture dictionaries, and bilingual dictionaries. Students are encouraged to maintain and their native language proficiency through use of native language texts, and use of the native language in group work, when appropriate. ESL students participate in the full academic program of the school, which includes a great deal of experiential learning. This includes arts instruction and frequent field trips.

Expectations for student progress are aligned with the state standards and the TESOL standards for K-12 learning. Student progress is monitored by formative assessments, ELL periodic assessment, Acuity interim assessments, and our school's Design Your Own interim assessment, which is a project based assessment task administered twice each year in cooperation with the Educational Policy Implementation Center at the University of Oregon (EPIC). These assessments are modified for ELLs, as appropriate.

In addition to our regular day instruction, ELL students receive AIS services after school when needed. These services focus more directly on areas of student need and include instruction in grammar and literacy.

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.

ESL services are primarily delivered through a push-in content-based model for advanced and intermediate students in the 6th, 7th, and 8th grade during literacy and math periods. The ESL teacher works cooperatively with content area teachers to modify existing lessons and create scaffolded support through a variety of teacher-generated materials. Beginning students are grouped into a pull-out program for 72 minutes per day with the ESL teacher targeting specific language needs.

ESL students are grouped heterogeneously in classes, with students from each level of proficiency present in both classes. ELLs have the benefit of peer support in their seating arrangements and during group activities. When necessary, students are grouped homogeneously in a classroom for a short period of time to receive targeted instruction.

The school ensures that all ELLs receive services for the amount of time required by the state for students at their proficiency level. Classes are organized into Humanities (ELA and Social Studies) and Math/Science blocks for the 6th and 7th grades, each of which are 90 minutes per day. The ESL instructor supports the content area teachers during these periods. In the 8th and 9th grade, ESL instruction is delivered explicitly during literacy and math periods where both the ESL teacher and the content teachers work as a team to ensure comprehension and assess ELLs formally and informally during these class periods.

The primary focus of the school is inquiry-based instruction. Within this general umbrella, a variety of ESL methods are used including communicative methods, project-based instruction, Cognitive Academic Language Learning Approach (CALLA), Sheltered Instruction Observation Protocol (SIOP), and Quality Teaching For English Language Learners (QTEL). We believe that by drawing from a variety of approaches, ELLs are able to receive instruction appropriate to the content and their learning needs.

Currently, we don't have any SIFE in the school. If ever there will be, these students will receive the mandated units of study during the regular school hours. The ESL instructor will supplement ESL strategies for these students through extended day or after school program. To bridge gap in their skill base, the ESL teacher can give individualized or small group instruction to these students in addition to content area instruction.

Newcomers receive the state mandated number of ESL services in the form of push-in and pull out classes. They are given instruction that focuses on developing their literacy and math skills in both English and their native language. Instruction is consistent with New York State and New York City performance standards and are supported with supplementary materials such as leveled books, bilingual dictionaries, visual aids, and audio-video materials. During a push-in class, the ESL teacher sits with newcomers and beginning students during instructional delivery and provides additional support to assist them with comprehension. The ESL instructor reteaches content when needed and supports it with first language or translation when needed.

For ELLs receiving 4 to 6 years of services, they continue to receive scaffolded instruction from both ESL and content area teachers with focus on building comprehension and test taking skills. They are provided with appropriate level instructional materials such as leveled books and bilingual dictionaries.

Long term ELLs receive additional instruction during lunch hour and extended day program. Instruction is focused on comprehension and test taking strategies.

The ESL instructor does a push in class during literacy and math periods providing extra support to Special Ed students. The ESL instructor coordinates scaffolding strategies and differentiation plans with the general ed and the special ed staff during planning sessions throughout the school year.

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.

Full faculty professional development every Wednesday throughout the school year – full faculty PD from 3:45-4:45 on Inquiry Projects, Teaching Portfolios, Differentiation and Data-Driven Instruction.

NYSESLAT Staff Development

ELL Workshops at Fordham University

Section III. Title III Budget

School: 12X372 BEDS Code: 321200010372

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

School utilized the LAB-R, NYSESLAT exam history report to identify the limited-English proficient families that are in immediate need of written translation and interpretation services. Data was also gathered from language forms that parents are given in the beginning of the year to help determine the household's primary language. All of the gathered information helps staff to easily identify those families that need immediate interpretation and translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

UASWC's Department of Education website gives parents access to the CEP School Demographics and Snapshot--This report is an overview of the school's demographics, including enrollment, attendance, and special education and ELL programs. It also provides a snapshot of the school's NCLB/SED accountability status, Progress Report grade, and Quality Review score. This is public information and readily available. DOE covers the eight primary languages in order to help parents navigate the site easily. UASWC provides parents with information in English and Spanish and requests flyers, notices, etc. be translated using the services of the Translation and Interpretation Office to inform all limited-English proficient families.

Part B: Strategies and Activities

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

The school utilizes the services of the Translation and Interpretation Unit to translate all documents, flyers, notices, etc. The Department of Education has set-up this important department in order to communicate more effectively with the growing number of immigrant families. We are also able to provide on-site Spanish translation services and have set aside per session dollars to compensate bi-lingual employees such as office staff and teachers to provide support during family conferences.

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.

UASWC provides in-house oral and written translations. The school has a very diverse staff that is fluent in many foreign languages including Spanish and Russian/Ukrainian. The Translation and Interpretation Office (DOE) also sends schools translated posters in the eight primary languages in the Department of Education indicating the parent coordinator and district family advocate's name and contact number. School safety is also given a language identification card to use with visiting parents in the building. This card facilitates the language identification process by instructing limited-English-proficient parents to identify their native language from a list of translated instructions. Once the language needed has been identified school staff is able to contact Over-the-phone Interpretation Services at (718) 752-7373 x4 from 8:00 a.m.-5:00 p.m. Monday thru Friday.

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>.

UASWC will provide translation or interpretation for every parent in their primary language. Once the foreign language is identified, the school will maintain records of verbal and translated documents that have been provided to the parents.

- a. There will be a list of school staff members who are able to translate verbal or written documents into a foreign language.
- b. School personnel to utilize the services of the Translation and Interpretation Unit for all oral and written translations and/or interpretation.
- c. The language identification card to be readily available in the main office to help limited-English-proficient parents. The language will be identified and school staff to contact Over-the-phone Interpretation Services at (718) 752-7373 x 4 from 8:00 a.m.-4:00 p.m.
- d. Parents can also use the Department of Education's website which covers all information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access these services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	225,755	176,020	401,775
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,258.00	1,763.00	4021.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,288	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,576	*	

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

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

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

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

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

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

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. UASWC supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Orientation Night, Parent Teacher Conferences, and all school events.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

Holding monthly PTA meetings, SLT and all sub-committees of all these bodies Parent Teacher conferences, cultural night, and orientation meeting for incoming families. Hold monthly workshops and other parent meetings that will offer pertinent information regarding school activities.

Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following:

In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. The parent coordinator will provide parents with a monthly parent packet that will include, but is not limited to, parent newsletter, PTA flyers, monthly calendar and workshop flyers. Parent Coordinator will also use emails to distribute information to parents. Full school mailings may be conducted at least four times a year. UASWC also posts an online calendar of events and information on the school website www.uawildlife.org

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

UASWC conducted PTA and SLT elections in June 2010 and elected a new board for both the PTA and the SLT. The PTA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA

President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies. Principal will hold quarterly-meetings with the PTA Executive Board to solidify information in the Comprehensive Educational Plan (CEP) and any other pertinent school information.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. Parent Coordinator will send information to OFEA regarding parent contact and contact with the District Family Advocate. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. During the elections held in June 2010 parents and the parent members of the School Leadership Team were elected and CEP to be signed off my new members.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meetings wherein the parents' voices are heard.

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

Urban Assembly School for Wildlife Conservation, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

Urban Assembly School for Wildlife Conservation will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follow: See Goals on pages 10 and 11.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 16 and 17, 2009 and February 24 and 25, 2010.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress reports will be distributed at the middle of every quarter. Progress reports will be delivered by mail to parents to ensure that parents receive them. Copies of progress reports and report cards will be kept in the child's cumulative file—along with copies that the principal will hold for every student.
 - Advisors are available to speak with parents regarding their child's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Advisors develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.
 - Parent coordinator is situated in the main office on the 5th floor in room 513 to help parents with any immediate questions and/or concerns.
 - Main office staff is composed of a bilingual staff readily available to assist with parent questions and/or concerns.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.
 - Parents can arrange classroom visits with their child's advisor and subject teacher.
 - Parent coordinator is available to accept requests from parents regarding volunteer opportunities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

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

Optional Additional Provisions

Student Responsibilities

As students, we understand that the school's goal is to develop the Habits of Mind and Heart that will enable the students to be active democratic citizens, lifelong learners, and to enjoy successful and fulfilling adult lives. We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards and adhere to the school's core values which are:

- **Perspective**
Addressing questions from multiple viewpoints and using a variety of ways to solve problems.
- **Evidence**
Gathering together relevant information, judging the credibility of sources, and finding out for one's self.
- **Connection**
Looking for patterns and for ways in which things fit together in order to bring together diverse material and form solutions.
- **Convention**
Meeting accepted standards in any academic area in order to be understood and to understand others, adhering to appropriate guidelines for the different environments one is in such as school, field studies, internship sites, etc.
- **Exploration**
Seeking and being open to new experiences and ideas; taking risks and meeting challenges with perseverance.
- **Respect and Integrity**
Taking initiative in the service of the common good, doing the right thing even when no one is looking; acting ethically, with honesty and respect for self and others.

In addition, we will:

- Wear school uniform on a daily basis—No Exceptions.
- Do all homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Be respectful of all the adults in the school building including adults from the elementary school where we share space.
- Not use vulgar and inappropriate language in/or around the school building and outside the school building i.e. Bronx Zoo, Central Park Zoo, etc.
- Not vandalize private property this includes on school property and property outside the school building i.e. Bronx Zoo, Central Park Zoo, etc.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from the school every day.

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.
100% of all staff members are highly qualified.
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.

Weekly faculty meetings every Wednesday after-school provides on-going professional development, data driven instruction and differentiation based on Schools Attuned.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

UA Network hiring fairs are used to recruit highly qualified teachers. UASC also has student teachers from Bard College and Fordham University as a conduit for new teachers.

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

UASWC parent coordinator works to increase parent outreach and move forward resources provided by our partners. For example, Phipps Community Development Corporation offers free GED classes in both English and Spanish to any parent/guardian of the UA School for Wildlife Conservation. ESL classes are also available along with Bridge to College program for any interested UASWC parent.

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

Not Applicable

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

Teacher Inquiry projects centered on using data to make instructional decisions and implement new strategies. School has provided release time for Data Specialist to assist in professional development and grade team meetings in accessing, analyzing data – as well as the implementation of strategies to address learning gaps.

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.

Based on class performance data, students are mandated in after-school support in reading and math (tutoring).

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Assembly School for Wildlife Conservation					
District:	12	DBN:	12X372	School		321200010372

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				92.3
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				91.7
Grade 4		0	0				
Grade 5		0	0				
Grade 6		61	71				
Grade 7		85	70				79.2
Grade 8		136	91				73.8
Grade 9		0	83				
Grade 10		0	0				
Grade 11		0	0				14
Grade 12		0	0				
Ungraded		0	2				
Total		282	317				3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			89
# in Collaborative Team Teaching (CTT) Classes		33	48	Superintendent Suspensions			19
Number all others		6	8				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only		30	TBD	Number of Teachers			27
# ELLs with IEPs		5	TBD	Number of Administrators and Other Professionals			4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			11	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			22.2
				% more than 5 years teaching anywhere			29.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			92.6
American Indian or Alaska Native		0.0	0.3	% core classes taught by "highly qualified" teachers			90.5
Black or African American		19.1	23.0				
Hispanic or Latino		67.0	66.6				
Asian or Native Hawaiian/Other Pacific		6.0	6.3				
White		6.0	3.8				
Male		50.7	50.5				
Female		49.3	49.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	19.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Urban Assembly CFN 105	District 12	School Number 372	School Name UASWC
Principal Mark Ossenheimer		Assistant Principal Caridad Caro	
Coach type here		Coach type here	
Teacher/Subject Area Jocelyn Napiza/ESL		Guidance Counselor type here	
Teacher/Subject Area Matthew Varnon/Humanities		Parent Daneshea Palmer	
Teacher/Subject Area Doug Geogerian/Humanities		Parent Coordinator Adylia Castro-Ortiz	
Related Service Provider type here		Other Ray Godwin - Social Worker	
Network Leader Jon Green/Patrick Fagan		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	325	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	8.92%
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Part II: ELL Identification Process

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

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

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

1. Students with limited English language skills who have recently arrived in the United States or are newly enrolled in the school are formally screened to help determine whether or not the student is in need of ESL services. Initial assessment includes the completion of the Home Language Identification Survey form during enrollment by Jocelyn Napiza/ESL Teacher. Ms. Napiza, ESL teacher also conducts an informal interview to both parents and students in English, Spanish or in their native language using the DOE phone translation service during the enrollment process. Then the LAB-R and the Spanish LAB will be administered within 10 days of registration to determine their language proficiency level. The LAB-R is administered and scored by Jocelyn Napiza, ESL teacher. ESL students take the NYSESLAT every year to determine how well they are learning English. The ESL teacher, Ms Napiza administers the NYSELAT. Students will continue to receive direct and indirect ESL services until their scores show that they have learned enough to participate in an English only class.

2. The school sends out an invitation letter to parents to attend the Parent Orientation held during the first week of school in September. During the orientation, parents are shown a video to give them a better understanding of the three program options (bilingual, dual, ESL) they have for their child. They attend a presentation led by Jocelyn Napiza the ESL teacher and Caridad Caro, the Assistant Principal to receive a description of services offered through the DOE and at UASWC. Then, they complete a parent survey for their program choice and are offered a transfer option. Translators and translation services are provided to parents who speak a different language. Assigned school staff assist the parents for student placement if they have a different choice of program by calling the Office of Student Placement. All parent choice forms are stored in the main office in a locked file cabinet. The forms are used to develop program for the academic year within the ELL team of teachers and administrators.

3. Program selection forms are distributed to parents during the orientation. To ensure that all forms are returned, parents are called by the ESL teacher and the parent coordinator. Letters of entitlement/non-entitlement for ESL and Title III are sent out to parents once the results of their child's LAB-R come out. Translations are provided.

4. Scores from the students initial fromal assessment (LAB-R) and the data from the Home Language identification Survey form are used to determine the English language learners placement in the ESL program of the school. The forms are used in September and in May/June to develop program. The preference forms are used in conjunction with NYSESLAT results.

5. The parent choice of the program is reviewed periodically by the ESL teacher. The trend of the program choice shows that parents have consistently chosen to support the push-in model offered by the school. ELLs continue to avail of ESL services until the time they test out in the NYSESLAT.

6. The ESL Program in the school is aligned with parents request by analyzing trends and academic needs of students as demonstrated on the LAB-R and NYSESLAT.

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							7	8	13	1					29
Total	0	0	0	0	0	0	7	8	13	1	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	6

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	14	0	2	9	0	1	6	0	2	29	
Total	14	0	2	9	0	1	6	0	2	29	

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:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	6	9	1				23
Chinese														0
Russian														0
Bengali								2	1					3
Urdu														0
Arabic									2					2
Haitian														0
French														0
Korean														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
Punjabi														0
Polish														0
Albanian									1					1
Other														0
TOTAL	0	0	0	0	0	0	7	8	13	1	0	0	0	29

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.

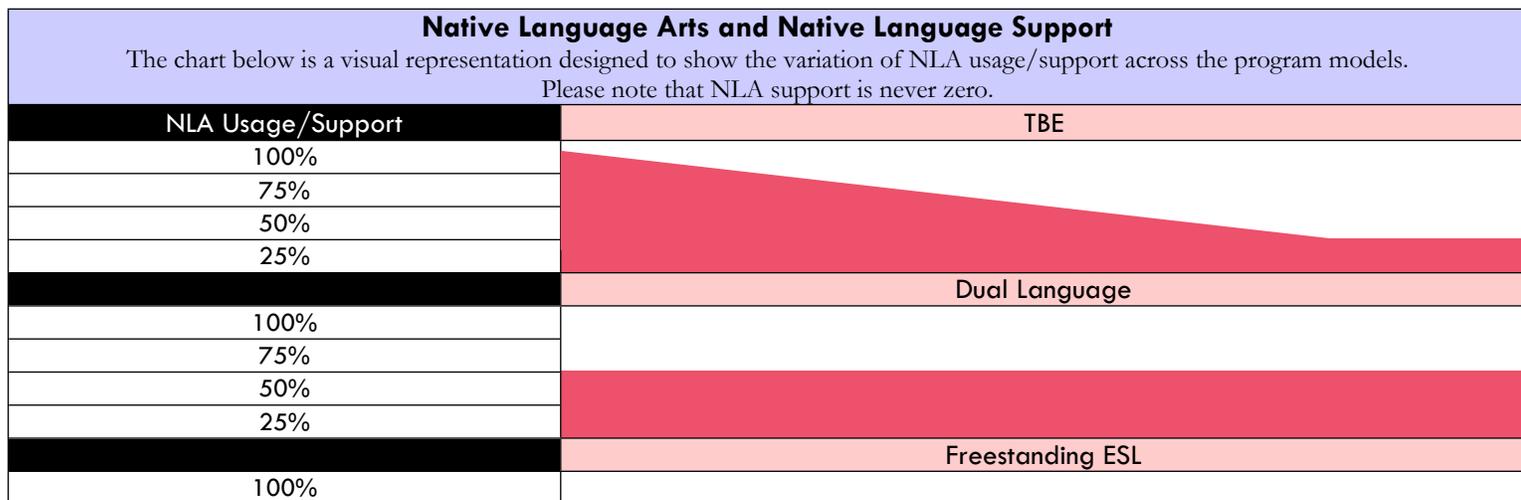
1.
 - a. ESL services are mostly delivered through a push-in content-based model for advanced and intermediate students in the 6th, 7th, and 8th grade during literacy and math periods. The ESL teacher works cooperatively with content area teachers to modify existing lessons and create scaffolded support through a variety of teacher-generated materials. Beginning students are grouped into a pull-out program for 72 minutes per day with the ESL teacher targeting specific language needs.
 - b. ESL students are grouped heterogenously in classes, with students from each level of proficiency present in both classes. ELLs have the benefit of peer support in their seating arrangements and during group activities. When necessary, students are grouped homogeneously in a classroom for a short period of time to receive targeted instruction.
2.

The school ensures that all ELLs receive services for the amount of time required by the state for students at their proficiency level. Classes are organized into Humanities (ELA and Social Studies) and Math/Science blocks for the 6th and 7th grades, each of which are 90 minutes per day. The ESL instructor supports the content area teachers during these periods. In the 8th and 9th grade, ESL instruction is delivered explicitly during literacy and math periods where both the ESL teacher and the content teachers work as a team to ensure comprehension and assess ELLs formally and informally during these class periods.
3. The primary focus of the school is inquiry-based instruction. Within this general umbrella, a variety of ESL methods are used including communicative methods, project-based instruction, Cognitive Academic Language Learning Approach (CALLA), Sheltered Instruction Observation Protocol (SIOP), and Quality Teaching For English Language Learners (QTEL). We believe that by drawing from a variety of approaches, ELLs are able to receive instruction appropriate to the content and their learning needs.
- 4.

- a. Currently, we don't have any SIFE in the school. If ever there will be, these students will receive the mandated units of study during the regular school hours. The ESL instructor will supplement ESL strategies for these students through extended day or after school program. To bridge gap in their skill base, the ESL teacher can give individualized or small group instruction to these students in addition to content area instruction.
- b. Newcomers receive the state mandated number of ESL services in the form of push-in and pull out classes. They are given instruction that focuses on developing their literacy and math skills in both English and their native language. Instruction is consistent with New York State and New York City performance standards and are supported with supplementary materials such as leveled books, bilingual dictionaries, visual aids, and audio-video materials. During a push-in class, the ESL teacher sits with newcomers and beginning students during instructional delivery and provides additional support to assist them with comprehension. The ESL instructor reteaches content when needed and supports it with first language or translation when needed.
- c. For ELLs receiving 4 to 6 years of services, they continue to receive scaffolded instruction from both ESL and content area teachers with focus on building comprehension and test taking skills. They are provided with appropriate level instructional materials such as leveled books and bilingual dictionaries.
- d. Long term ELLs receive additional instruction during lunch hour and extended day program. Instruction is focused on comprehension and test taking strategies.
- e. ESL instructor does a push in class during literacy and math periods providing extra support to Special Ed students. The ESL instructor coordinates scaffolding strategies and differentiation plans with the general ed and the special ed staff during planning sessions throughout the school year.

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Intervention programs for ELLs in ELA, Math, and other content areas include tutoring opportunities before school, at lunch, and extended day. Content teachers and ESL staff assist ELLs with skill building activities and specific comprehension issues. Content is retaught when needed and supported through L1 support and translations.
6. ELLs who have reached proficiency in the NYSESLAT will continue to receive the needed support across content area. The ESL instructor helps these ELLs review their learning goals and gives them opportunities to help them build better language skills. The instructor also confers with content area teachers to monitor their academic progress throughout the school year.
7. Purchase of more computers and software programs and audio-video materials to enhance literacy and English language skills will be considered for the upcoming school year. We have added the Performance Series to our assessment system from the DOE. We are testing the model of inter-grouping student level into groups based on needed skills as identified with the Performance Series data. Students are then taught those specific learning strategies between assessments, and then re-grouped based on needs at three points in the year.
8. Currently, there are no programs or services for ELLs that will be discontinued
9. All ELLs are given the opportunity to participate in the full academic program of the school, which includes a great deal of experiential learning. This includes arts instruction and frequent field trips. Supplemental services are offered to all ELLs in the form of after school tutoring and Saturday school. During these periods, ELLs are exposed to more skill-building activities.
10. Instructional materials used to support all ELLs in content areas include leveled books, books translated in languages, visuals, smartboard, audio-video materials. ESL materials include newcomer textbook and workbooks, bilingual dictionaries and glossaries, language manipulatives, instructional games, graphic novels, and flash cards.
11. Native language is delivered through content-specific scaffolding strategies and bilingual worksheets, content-specific bilingual

materials. Students are encouraged to maintain and develop their native language proficiency through the use of native language texts when necessary. It is additionally supported by the explicit native language efforts of content teachers and bilingual staff during tutoring periods.

12.. The school ensures that service support and resources correspond to ELLs ages and grade levels by following the state-mandated number of minutes for instruction and by using age appropriate materials and activities that will promote cognitive and linguistic development.

13. To assist newly enrolled ELL students, the school holds an orientation for parents and students before the school year begins. A parents' conference is held in the fall and in the spring to inform parents of their child's progress in school.

14. Currently, Chinese language class is offered to all 8th grade ELLs. There is no language elective offered to the 6th and 7th grade ELLs.

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. The ESL instructor and humanities teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars.

2. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas. For ELLs who transition from middle to high school, the Parent Coordinator, the Guidance Counselor, and the ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals.

3. Content area staff will be exposed to a minimum of 7.5 hours of ESL strategy training during the 2010-2011 school year during Wednesday PD session and Chancellor Day workshops

E. Parental Involvement

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

1. The UASWC ESL program and larger school community create consistent opportunities for parental involvement through family conferences conferences in October, February, and June; formal and informal advisory calls and meetings, and an open school policy in relation to parental visits. The PTA holds monthly meetings in which two are devoted to literacy strategies for the home in a workshop format. These are led by humanities teachers and supported by ESL teacher.

2. The school has currently partnered with PHIPPS Community Development (PCD). PCD attends Back to School night in September to inform and describe all of their programs available to parents that includes English Language classes, computer classes, and GED programs.

3. The school evaluates parents' need from the data they supplied in questionnaires and interviews.

4. Parents of ELLs also need to be proficient enough in the English language to be able to help their child improve their own literacy skills. The ESL evening classes offered by PHIPPS is a great tool to overcome the problem on language barrier. Attending the parent conferences also help them keep track of their child's academic progress in school. Translators are offered in Spanish and Russian for the family

conferences, or arrangements are made for DOE phone-based translation services.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						1	2	5	1				9
Intermediate(I)							2	3	6					11
Advanced (A)							4	4	2					10
Total	0	0	0	0	0	0	7	9	13	1	0	0	0	30

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		6						7
7	2		3		2				7
8	10		3						13
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	5		4						9
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science		0		

Native Language Tests

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

- The school uses Fountas and Pinnel Benchmark Assessment to assess reading skills of all students including ELLs. With this assessment, ESL and content teachers are able to identify the reading level, fluency, and comprehension skill of every student. The results guide teachers in choosing the right kind of reading materials for students and help them identify the group of students who need a more rigorous instruction when it comes to fluency and comprehension.
- ELL students show consistent gains in Listening and Speaking skill performance throughout grade and proficiency levels. Reading and Writing skills are the educational focus for most ELL students. They are given extensive support from their ESL and literacy teachers through regular reading and writing challenges.
- As shown in the NYSESLAT modalities pattern, there is a need for all teachers of ELLs to structure their goals and design their plans

- c. From the results of the predictive assessment, teachers found out that ELLs need more opportunities to become familiar with the academic language in all content areas. Teachers also need to put a high emphasis on test taking skills and strategies.
- 5. Not applicable
- 6. The school mainly uses the data from the NYSESLAT to evaluate ELLs progress. Evaluations are also done by looking at the academic performance of ELLs, whether they have acquired sufficient language proficiency to attain academic success.

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		