



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ACADEMY OF URBAN PLANNING

DBN : 32K552

PRINCIPAL: RODNEY A. ORJI EMAIL: RORJI@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rodney Orji	Principal	
Cassandra Evans	*UFT Chapter Leader	
Janet Rose	*PA/PTA President	
Hernely Bonilla	Student Representative	
Jaynina Castro	Student Representative	
Liana JnoRose	Student Representative	
Johnny Alicea	Member/Teacher	
Rosario Vargas	Member/Parent	
Yvette Richardson	Member/Parent	
Doris Stubbs	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Increase Graduation Rate by 4% from 63% to 67% by August 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A review of school accountability data and recommendations has highlighted the need to focus on graduation rate. Based on our performance to date our progress target for graduation is ..

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- 1) *Identify subgroups within the N cohort based on credit accumulation, attendance, regents completion rate, ELL status and proficiency in ELA and mathematics.*
- 2) *Create programming structures to address the needs of each of the subgroups. Structures include but are not limited to: Saturday School, Extended Day, Winter Recess Academy, One on One Tutoring and Double period Classes to provide opportunity for remediation.*
- 3) *Mock regents exam administration and gap analysis to identify need trends*
- 4) *The 12th grade team (12 grade teachers) will identify subgroups, provide action plans for each student and monitor student progress.*
- 5) *Periodic assessments fashioned after the regents will be used to assess this cohort's progress and inform mid course adjustments.*
- 6) *Saturday School, Extended Day, Winter Recess Academy will begin between October and November of 2011*
Grade teams meet 2 x week starting in September
Moch regents December
Periodic assessments administered every 2-6 weeks depending on the unit of study

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

1) Professional Development series: Writing Workshop, Universal Design for Learning, Common Core, Project Based Learning etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a result of our SINI Status we (Improvement/Comprehensive/2nd year in English and Mathematics) we have mandated SES services. We will use these tutoring services to supplement our initiatives around increasing graduation rate.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding sources will include Title III, FSF, SINI Grant.

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

- *Students in the accountability subgroups of all students, Hispanic and Economically Disadvantaged will meet the safe harbor targets (160, 160 and 156 respectively) in ELA accountability measures. . This goal will be met or exceeded by the end of the 2011-2012 academic year.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on analysis of school data in accordance with state accountability targets our New York State Report Card (Accountability and Overview Report for 2010-2011) established these targets as an alternative means to demonstrate adequate Yearly Progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups:
 1. *Teachers will use Universal Design for Learning framework to plan lessons that allow for greater access to the curriculum.*
 2. *Teachers will share best practices in literacy instruction at department meetings so that students in all classes can become proficient/distinguished readers and writers*

3. *Teachers of classes that terminate in a regents exam will administer the Gates Macginitie and Scantron Performance Series assessment to determine reading levels of students scheduled to take the exam. The data will be used to choose more accessible text to scaffold explicit reading work in classes. We will also use these assessments to measure student's growth as readers throughout the year.*
4. *Teachers in several content areas will participate in Writing Across The Curriculum (WAC) initiative to strengthen the writing skills of students scheduled to take the regents.*

b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

1. *All English and ESL teachers*
2. *Selected Junior and Senior level teachers*

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- 1) *Periodic assessments will be administered at least twice per making period to monitor progress towards achieving state and common core standards. Teachers will select dates for the assessment that correspond with key points in their units of study. The results will be shared with the department. English supervisor will discuss results with teachers and work collaboratively to develop action plans to improve performance.*
- 2) *Teachers will be trained to use web based reading assessment (Scantron Performance Series) and given the latitude to select the assessment they feel most comfortable using.*

d) Time line

Periodic assessments (every 3-4wks) Dec 2011

Reading Assessment (3x's a year) Dec 2011

Writing Assessment (4x's a year) Dec 2011

Common Core/ WAC workshop Lehman College Writing project (every 3 wks starting in November 2011)

Pilot commencing December 2011

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - 1) *We will hire a staff developer from the New York City Writing Project to work with select teachers one –on –one (class visits and feedback sessions)*
 - 2) *We will create a coaching position for a lead teacher to engage a selected group of teachers in deeper thinking about teaching and learning to refine their own practice. Prospective teachers will be made aware of this opportunity.*
 - 3) *We will make advanced training in Universal Design for Learning available to select teachers*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - 1) *As a result of our SINI Status (Improvement/Comprehensive/2nd year in English and Mathematics) we have mandated SES services at our disposal. We will use these tutoring services to supplement our initiatives around meeting safe harbor in ELA.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 1. *Our most experienced teachers will be assigned to teach classes that terminate in a regents.*
 2. *Our most experienced teacher will serve as a mentor for the new teacher that teaches N cohort students that have not passed the English Regents*
 3. *Teachers will use one period a week of their C6 time to meet as a department to discuss and refine curriculum maps. Title III funding will be used to pay teacher per session for mathematics tutoring. Title I Correct 91 funds will be used to pay per session for Regents Preparation.*
 4. *Funding sources will include Title III, FSF, SINI Grant.*

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *Students in the accountability subgroups of all students, Hispanic and Economically Disadvantaged will meet the safe harbor targets (163, 162 and 161 respectively) in the Mathematics accountability measures. This goal will be met or exceeded by the end of the 2011-2012 academic year.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on analysis of school data in accordance with state accountability targets our New York State Report Card (Accountability and Overview Report for 2010-2011) established these targets as an alternative means to demonstrate adequate Yearly Progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

*Integration of Universal Design for Learning into mathematics lessons and projects
Izone classes will use web based learning management systems (Echo and Castle Learning) to supplement the personalization of the instructional experience for each student.*

Use of Performance based tasks and competency based learning to determine levels of proficiency amongst identified subgroups

- b) staff and other resources used to implement these strategies/activities,
Math teachers will meet on a weekly basis in common core planning time to align curriculum to Common Core Standards (ccs). Curriculum maps will be refined to incorporate performance tasks for each unit.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Math teachers will case conference around student work to identify concepts and skills transferred and areas of challenge. Professional development will be provided around fostering student discourse in the classroom and creating and designing performance tasks. Each class will be administered one periodic assessment every 2-3 weeks to gauge long term retention and transference of concepts and skills. Teachers will case conference with their administrator around the results of the periodic assessment and decide next instructional steps. Students will be provided tutoring on an as needed basis on Saturday school. They will also be identified and targeted for Saturday Regents Prep.

- d) Timeline for implementation.

Periodic assessments (every 2-3 wks) Dec 2011

Professional development work shop series on Common Core Standards performance based tasks, Universal Design for Learning and fostering student discourse will begin in October 2011

Saturday School and One on one tutoring (provided by selected staff and SES providers) will begin in November 2011

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Currently, all mathematics teachers are all identified as highly qualified.

Professional development with the Institute for Student Achievement on performance based assessment

Professional development for all math teachers around Core Standards performance based tasks, Universal Design for Learning and fostering student discourse

Professional Development for Izone math teachers around Project Based Learning

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

SES providers will provide Title I students with tutoring in mathematics. Title III funding will be used to support mathematics tutoring for ELL's students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teachers will use one period a week of their C6 time to meet as a department to discuss and refine curriculum maps. Title III funding will be used to pay teacher per session for mathematics tutoring. Title I Correct 91 funds will be used to pay per session for Regents Preparation.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- *Teachers will develop and use at least two performance based tasks aligned with the chancellor's selected common core standards in ELA and Mathematics by June 2012*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Chancellor's instructional expectation around college and career readiness: Engage all students in at least one literacy task and one math task aligned to strategically selected common core standards and embedded in common core aligned curricula.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Staff professional development on understanding the Common Core Standards*
 - b) Literacy team/Math team will develop curriculum\ unit of study using the CCS and Universal Design for Learning*
 - c) Literacy team/Math team develops performance tasks to evaluate student work around the unity of study*
 - d) Literacy team/Math team conducts professional development around instructional delivery of Common Core Standards W.9. 1a-e through W.12.1 a-e (for ELA) and Constructing viable arguments/Modeling with mathematics (for mathematics)*
 - e) Grade Teams will use protocols to examine student work, evaluate student's level of proficiency, establish baseline for each student and adjust instruction if selected proficiency level is not met*
 - f) Create a digital archive where student work can be uploaded and evaluated longitudinally.*
 - g) Professional development understanding common core standards: Year Round 2011-2012*
Performance tasks development: once every 3-5 weeks starting in December 2011 through May 2012
Grade team meetings 2 x week starting in September 2011

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - 1) Deliver professional development to assist the literacy team in creating performance tasks aligned with the common core standards.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Literacy team and math team will use the inquiry model to implement initiatives in Both ELA and Mathematics

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The ARRA RTTT Citywide Instructional Expectations Allocation will be used to fund activities related to our common core standards initiative

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	X	X	N/A	N/A	X	X	X	X
1	X	X	N/A	N/A	X	X	X	X
2	X	X	N/A	N/A	X	X	X	X
3	X	X	N/A	N/A	X	X	X	X
4	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X
8	X	X	X	X	X	X	X	X
9	49	44	35		96			
10	5	2	2	2	114	2		
11	12	5	17	9	113			
12	24	10	23	21	93			1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<i>AIS students in 9th grade and 10th graders that are identified as needing extra support receive five additional periods of ELA instruction every week. AIS students in 11th and 12th grade receive additional small group instruction during Saturday Academy. Some of the AIS students in 11th and 12th grade receive additional small group and individual instruction through Supplemental Educational Services. Tutoring through SES providers happens two to three times a week after school (depending on the provider).</i>
Mathematics	<i>AIS students in 9th grade that are identified as needing extra support receive five additional periods of mathematics instruction every week. AIS students in 11th and 12th grade receive additional small group instruction during Saturday Academy. Some of the AIS students in 11th and 12th grade receive additional small group and individual instruction through Supplemental Educational Services. Tutoring through SES providers happens two to three times a week after school and on Saturday.</i>
Science	<i>AIS for science is delivered in small group instruction on Saturday and after school. Tutoring is offered at least once a week.</i>
Social Studies	<i>AIS for Social studies is delivered in small group on Saturday and after school. Tutoring is offered at least once a week.</i>
At-risk Services provided by the Guidance Counselor	<i>Counselors push into classrooms to provide academic and social counseling regularly for all students. They provide one-on-one intervention services throughout the school day for those students in need. Counselors are critical in maintaining relationships with parents as to the student's progress and needs. They also facilitate mediation services when the situation requires, and work with students and teachers to set goals and periodically update goals. All students participate in small group Advisory classes at least twice per week, where social, emotional and academic issues are addressed. Counselors meet with all teachers on the grade level twice per week to both support and provide support for students in need.</i>
At-risk Services provided by the School Psychologist	<i>The psychologist updates and maintains students' IEPs. Psychologist also provides one-on-one counseling for students in need. Psychologist also serves as a liaison between guidance department, teachers, and parents. Psychologist has met and trained guidance department as well as Instructional Support Specialists in school-related issues and concerns.</i>

At-risk Services provided by the Social Worker	<i>Social worker provides similar services as the guidance counselors including goal setting, one-on one counseling, and mediation services. The social worker places a stronger emphasis on parental outreach a serving as a liaison between classroom teachers and parents. Social Worker has met and trained teachers and counselors in school-related issues and concerns.</i>
At-risk Health-related Services	<i>Our health services include clinic referrals to those in need. Counselors will also help students and parents access the Department of Health to ensure they receive necessary services.</i>

PARENT INVOLVEMENT POLICY (PIP)

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

- Providing opportunities for parents to monitor their child's progress in school, e.g. *TeacherEase*
- *Providing parents* with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; AUP monthly newspaper (*Hard copy and Electronic copy*)
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 32K552 **School Name:** Academy of Urban Planning

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Finding One

Develop and implement a set of concise positive expectations for classroom behavior with clearly articulated consequences for misbehavior and recognitions for adherence.

Action Steps:

The school conducted several meetings to solicit input on common expectations and logical consequences to student behavior. A SAVE room was instituted aligned to Chancellor's Regulations policy. All disciplinary referrals are entered into a Dean's Referral form identifying students, classes, teachers, and times of day. Data will be analyzed by the school deans on a monthly basis and shared with administrators identifying themes and trends. To develop the socio-emotional needs of students, an advisory program was instituted school-wide using the NYC advisory curriculum Overcoming Obstacles. Teachers attended a Restorative Justice workshop this summer and a student peer mediation group was formed to resolve student conflicts. Student celebrations of academic and adherence to positive social behavior will occur on a six week basis.

Finding Two

Develop and implement clear policies, regulations, and feedback loops within the school to determine how students are identified for interventions and supports and measure student progress.

Action Steps:

Struggling students are identified through a variety of means. On a weekly basis, teachers provide a list of students to be targeted for Saturday school. Students will receive additional instruction, tutoring, and support to address content below proficiency level. Progress reports are generated every three weeks and mailed home to parents, providing updates to parents. At the end of a marking period, students with incompletes are identified and required to attend Saturday school. There, students will receive support in making up missed assignments. Students and parents have access to an online grading system Teacherease to track progress throughout the marking period. Castlelearning, an online assessment program, provides immediate feedback on learning standards.

Finding Three

Apply strategies and best practices for monitoring the implementation of what is learned in professional development.

Action Steps:

Monitoring implementation will occur through several means. Teachers will receive feedback on a weekly basis. This feedback will be aligned to their instructional goals. Common core planning time will be used to develop and implement performance assessment tasks and develop lessons around universal design for learning. Formal observations will require teachers to implement task and develop scaffolds to provide access to all students.

Finding Four

Continue to work to implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding.

Weekly Common core meetings will focus on curriculum mapping and performance assessment tasks. Units will be evaluated for a variety of thinking levels based off of Bloom's taxonomy. Performance tasks will be created by teachers to assess students' ability to think at the application, analysis, synthesis, or evaluation level. Student work will be analyzed for strengths and areas of growth. Tasks will be revised to increase the rigor while still providing students with access. In addition, teachers will work on implementing a three part instructional objective comprised of thinking level, content, and proving behavior.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In addition to the interventions described above, teachers will participate in periodic assessments. State standards will be identified by teachers to assess transference of concepts and skills. Teachers will be provided information and make instructional decisions to either reteach, abandon, move on in the unit, or provide more practice.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Instruction that pushes students to engage in higher-level thinking leads to deeper learning for students (Marzano, Pickering, & Pollock, 2001; Newmann, Bryk, & Nagaoka, 2001; Pashler et al., 2007). Professional development will be provided on incorporating and designing writing tasks across the content areas. English teachers will turn key training to other content areas to develop or deepen writing across the curriculum. The focus of the writing tasks will be to increase the academic rigor of the tasks in classes. Greater opportunities to engage and be successful in higher-level thinking in performance assessment tasks will give students the greatest chance to succeed in state assessments. Mathematics instruction will focus on classroom discourse. Through conversation and debate, students will deepen their understanding and knowledge through defending explanations and providing clarity around strategies and solutions. Finally, teachers will be assigned professional development to deepen their practice around the Danielson framework. Teachers will log into a video library and compare and contrast teacher practice in the various levels of Danielson.

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

Grade team leaders will be used as lead teachers. They will provide coaching support to colleagues across grade levels and content areas. Their classrooms will be used as model classrooms to demonstrate new instructional practice and classroom environments conducive to learning. They will provide feedback to their peers as well as meet with them to provide specific instructional support based on teachers' areas of needs. In addition, one teacher is designated as a mentor. She will provide support to new teachers requiring mentoring.

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.

Mailings, phone messages, and emails in a variety of different languages will be sent. In addition, the school status will be shared in PTA meetings.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Terry Byam	District 32	Borough Brooklyn	School Number 552
School Name Academy of Urban Planning			

B. Language Allocation Policy Team Composition [?](#)

Principal Rodney Orji	Assistant Principal Avery Beauford
Coach type here	Coach type here
ESL Teacher Madeline Hackett/ESL	Guidance Counselor Milena Uribe
Teacher/Subject Area Irving Estella/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Dale Donaldson
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	387	Total Number of ELLs	82	ELLs as share of total student population (%)	21.19%
------------------------------------	------------	----------------------	-----------	---	---------------

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. 

The Academy of Urban Planning follows these procedures for identifying potential ELLs. The HLIS is given to all students who are entering for the first time a New York City public school. If the home language is other than English or student's native language is other than English a formal interview is conducted by our counselors Ms. Lebron or Ms. Uribe in the student's native language. During the interview the parent is informed of the three programming options for ELL's. After learning of the three choices the parents complete the Parent Survey and program selection form. Every year a letter is sent out to all ELL's parents informing them that the school will offer an TBE or DL program when the parents of 15 students in two consecutive grades request the program. Out of our 82 ELLs, seventy eight speak Spanish and one student speaks Nepalese, two students speak Arabic and one student speaks Mandarin. At registration, the parent of the student that speaks Nealease came with a translator. At this point, we do not have a staff member that speaks Nepalese. The parent coordinator will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting the formal interviews and for the translation of documents in languages other than spanish and English. After a formal interview with the student and parent, and a review of the HLIS, if student is identified as a speaker of a language other than English, the Language Assessment Battery-Revised (LAB-R) is administered in the first 10 days of attendance at the school. One of our ESL teachers locates the students within the first 10 days of school and begins administering the LAB-R during the child's ESL class. Of additional time is needed the students is given the remaining parts of the exam during their lunch or before school. A student scoring at Beginning, Intermediate or Advanced level is identified as Limited English Proficient (LEP). The student is then placed in the appropriate program. Students will then receive the NYSESLAT at the end of every year. We utilize the RLAT report from ATS to determine which students are eligible for the test. Once the students are identified we reorganize the school schedule so these students can take all parts of the exam in a controlled environment. We utilize the ESL teachers and several other pedagogues to make sure all parts of the exam are administered. if a student misses one or more parts of the exam, outreach is conducted so that the student can complete all sections. If the student scores at the Beginning, Intermediate or Advanced level the student continues services. Students scoring at the proficient level are no longer considered LEP and are then placed in a general education program.

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										20	21	29	12	82
Push-In									0					0
Total	0	0	0	0	0	0	0	0	0	20	21	29	12	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	21
SIFE	14	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	17

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	53	2	3	12		4	17	1	14	82
Total	53	2	3	12	0	4	17	1	14	82

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

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
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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18	20	28	12	78
Chinese										0	1	0	0	1
Russian														0
Bengali														0
Urdu														0
Arabic										2	0	0	0	2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	20	21	29	12	82								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

Students receive English as a Second Language instruction based on the student's proficiency level as mandated by CR Part 154. Students receive instruction in the four language modalities of listening, speaking, reading and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Regents examinations.

The Academy of Urban Planning provides a Free Standing ESL program and a Push-In model During the 2010-2011 school year, instruction will be provided by three certified ESL teachers. The ESL program is based on student's level on the NYSESLAT and LAB-R. The ESL teachers will provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition, 360 minutes a week for intermediate students and 180 minutes a week of ESL instruction and 180 minutes of ELA instruction for the advanced students as per the Language Allocation Policy and as mandated by CR Part 154. Our school will provide flexibility in the movement of ELLs through the levels of language proficiency. We will schedule the Beginner and Intermediate classes during parallel periods. Each ESL teacher may move a student to either class depending on the performance of the student. In addition to flexible daily programming we will also offer a Saturday ESL Academy. We also offer a Summer ESL Academy to support current students that need the help and newcomers that will attend our school the following year.

Once ELL's become proficient they are put into mainstream classes. However, we allow them the option of coming to school during period 1 to brush up on their language skills if necessary. They can also meet with an ESL teacher during their lunch period to get the help they need. If we find they still need additional support we will program them into content area classes taught by teachers who speak Spanish.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

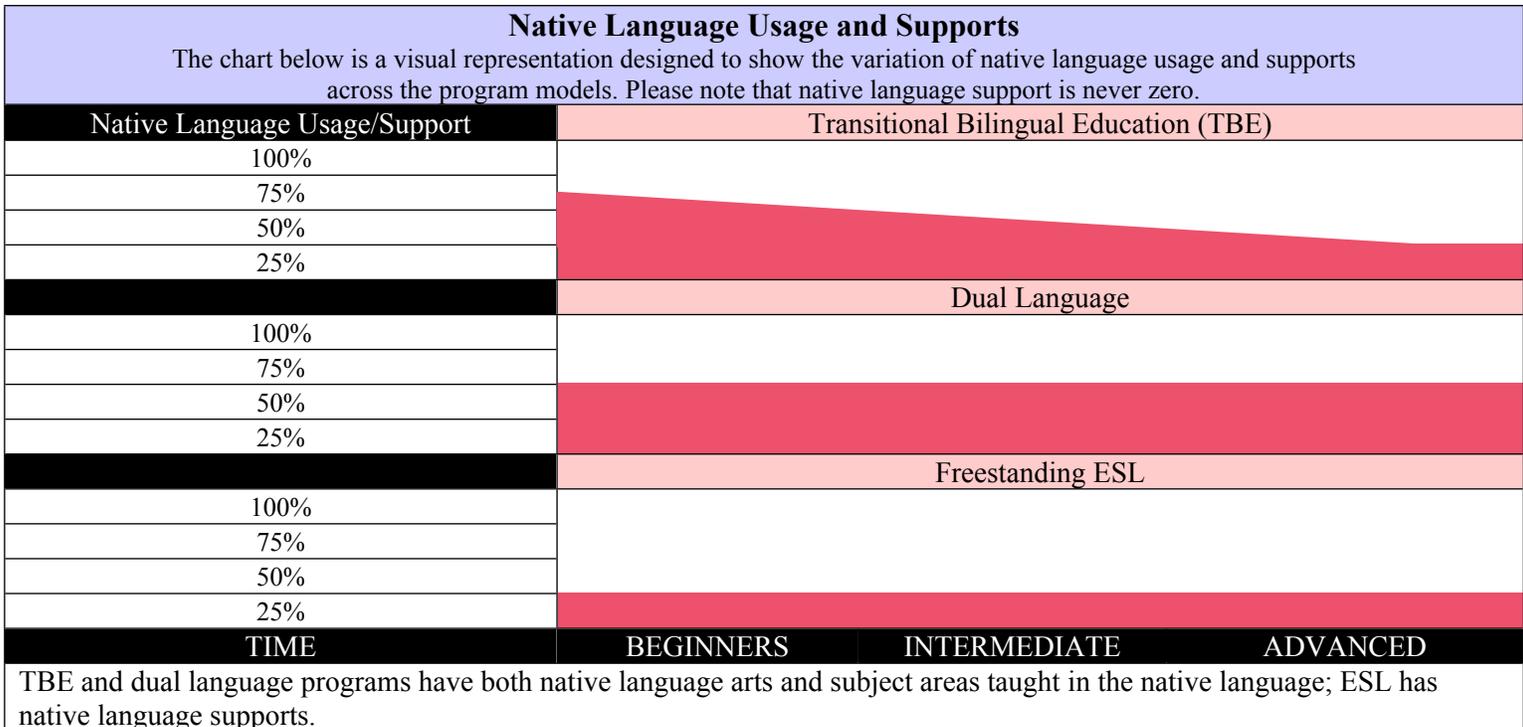
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

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



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

Our ESL students will receive instruction in English using ESL scaffolding strategies (modeling, bridging, contextualization, schema building, text representation, and metacognitive development) throughout the content areas which are closely related to the Zone of Proximal Development (Vygotsky). Students will be assisted by others so that they are able to achieve more than he / she would be able to achieve alone. Of particular note, students in the Advanced level class, participate in Project Based Learning and Blended Learning.

B. Programming and Scheduling Information--Continued

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

Our ESL students will receive instruction in English using ESL scaffolding strategies (modeling, bridging, contextualization, schema building, text representation, and metacognitive development) throughout the content areas which are closely related to the Zone of Proximal Development (Vygotsky). Students will be assisted by others so that they are able to achieve more than he / she would be able to achieve alone. Of particular note, students in the Advanced level class, participate in Project Based Learning and Blended Learning. Students are provided with standards-based assessment projects, and provided with opportunities to learn in a self directed manner. Students in the advanced class are provided with laptops during class time.

Recently we re-programmed an ESL teacher to push into a US History class for extra support. We also program ESL students inot classes taught by teachers who speak Spanish. In addition, we utilize bilingual paraprofessionals to support students in classes when an ESL or Spanish speaking teacher is not available.

An eclectic use of strategies is helpful towards meeting the needs of ELL-SWD. Teachers use a communicative approach that integrates academic content through literature. A curriculum resource I use is Hampton-Brown/National Geographic's Edge: Reading, Writing & Language (2009). Covering every level from Fundamental (Beginner) through Advanced, this curriculum relies on the latest research in TESOL and integrates communicative English with grammar, literacy, and literature. The approach always teaches language and academic skills through literary content. Added to these classroom strategies, In addition to these classroom strategies teachers use a Sheltered Instruction approach to lesson planning where scaffolding, modeling, and cooperative learning are also employed. This year, a group license for Rosetta Stone© has been obtained to enhance the instruction of ELL students. This web based program gives students targeted support to develop language prociency. Students access the Rosetta Stone using IMAC computers purchased with an IZone grant. The ESL teachers also use SMARTBOARD technology to enhance the learning experience.

We use a variety of materials to meet the needs of our ELL students. In addition to the aforementioned materials, we have ESL classroom libraries in each of our English and content area classrooms. We have also purchased Native Language textbooks as a support in the content area classrooms. The Academy of Urban Planning has supplementary books provided by the New York City Department of Education and independent reading books purchased by our school.

Once ELL's become proficient they are put into mainstream classes. However, we allow them the option of coming to school during period 1 to brush up on their language skills if necessary. They can also meet with an ESL teacher during their lunch period to get the help they need. If we find they still need additional support we will program them into content area classes taught by teachers who speak Spanish.

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)?

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.

Professional development topics for staff will include writing strategies across the content area, differentiated grouping, and word content strategies. In addition, ELLs teachers will deepen their work around academic vocabulary and preparing students for the English Regents. We are currently developing a professional development calendar that will include training for the staff in QTEL strategies.

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?

The Academy of Urban Planning includes a parent coordinator that works with all parents, including parents of our English Language Learners and our Special Needs students. In this capacity, ELL parents are invited to all Parent Association meetings, as well as receiving workshops geared towards ELL issues. In selecting an appropriate placement, the parent coordinator facilitates the parent orientation session during the fall or as needed, where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the new reorganization of the Department of Education and right to chose educational options for their child, an explanation of the state and city standards, the core curriculum, assessments, student expectation and school program requirements. Parents are also provided with a brochure in their home language that explains the three program models that are provided in New York city public schools: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs. All written communication to parents such as notices to attend meetings, progress reports, brochures, and flyers are sent home in English and translated to the students' native language.

Members of the school learning community will translate written communications and serve as oral interpreters as needed. The parent coordinator will contact the NYC Department of Education Translation and Interpretation Unit for assistance in conducting formal interviews and for the translation of documents for parents who need language assistance in other than the languages that are not spoken at the school.

A parent orientation will be conducted during the 2011-2012 school year. Additionally, parents will be offered Saturday workshops and monthly Saturday trips with students to the Statue of Liberty, Ellis Island, El Barrio Museum and trips based on their units of instruction. Through this we expect parents to become better involved in the school community. Workshops in the native language will also be provided on topics such as: regents' examinations; school procedures; rights and responsibilities of parents and students; the school grading policy; citizenship and immigrant services available to parents in the community.

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
													L

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)										4	4	10	2	20
Intermediate(I)										8	11	11	4	34
Advanced (A)										5	5	4	6	20
Total	0	0	0	0	0	0	0	0	0	17	20	25	12	74

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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	18	0	0	5
Integrated Algebra	0	61	0	33
Geometry	0	13	0	2
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	26	0	3
Living Environment	0	41	0	7
Physics	0	0	0	0
Global History and Geography	0	16	0	6
US History and Government	0	35	0	17
Foreign Language	0	49	0	46
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

School Name: Academy Of Urban Planning		School DBN: 32K552	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rodney Orji	Principal		11/8/11
Avery Beauford	Assistant Principal		11/8/11
	Parent Coordinator		1/1/01
Madeline Hackett	ESL Teacher		11/8/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Milena Uribe	Guidance Counselor		11/8/11
	Network Leader		1/1/01
Irving Estella	Other <u>ESL Teacher</u>		11/8/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32 **School Name: Academy Of Urban Planning**

Cluster: 4 **Network: Terry Byam CFN 404**

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.

The school uses the results of home language surveys to determine which languages oral and written communication needs to be translated into. Based on this data we use staff and translating softwares (i.e. google translator) to ensure families receive information in a timely manner.

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.

We determined that three languages other than English are spoken in the homes of our students. Most of our ESL families speak Spanish at home. Three of our families speak Arabic. One family speaks Mandarine and one other family speaks Nepalese. We will share this information with the staff by making the Language Allocation Policy available to the school community and emailing the staff a condensed version of the RLAB. The condensed RLAB indicates the student's home language.

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 majority of our ELL families speak Spanish. Paraprofessionals and pedagogues that are bilingual will translate many of the documents we send out into Spanish. We will use DOE Translation and Interpretation Unit document service to translate documents into languages other than Spanish.

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

Most of the oral translation needs will be met in house. Bilingual staff members will assist Spanish speaking parents. We will utilize the Translation and Interpretation Unit over the phone service to provide oral translation for the other languages. If the communication is not sensitive in nature, we may also use a minor student to translate for us. We even allow parents to bring someone they know to translate for us.

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>.

We will fulfill the requirements of regulation A-663 by administering the Home Language Survey to every new student that enrolls in our school. Our school aides will make certain that the families' primary language is documented in ATS and on the students "Blue Card." Guidance staff in conjunction with our Parent Coordinator will use the information to determine the languages we need oral and written communication translated into. We will continue to translate signage throughout our building into Spanish and English. We will distribute individual copies of posters, flyers, etc.. to students that speak languages other than English and Spanish. When translation services needed are not within the capacity of our staff, we will contact the translation and interpretation for assistance.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Academy of Urban Planning	DBN: 32K552
Cluster Leader: Chris Groll	Network Leader: Terry Byam
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

ELL students will receive additional direct instructional time in core content areas of social studies and English through a Saturday ELL Academy. Students need additional time reading, writing, and most importantly, speaking with academic vocabulary. Our ELL's students do not pass their state exams at the same rate and degree as their non-ELL counterparts. The ELL students to be targeted are beginner, immediate, and advance level and from grades 9 to 12 that need preparation for the ELA and Social Studies Regents. We will employ three teachers whose licenses are ESL, English, and Social Studies. The language of instruction will be primarily in English. There will be two groups of 20-25 students programmed to each content area for one and half hour. The ESL teacher will push into each class to support the content area teacher differentiate instruction for the ELLs. All students will be serviced by the Saturday Academy will run from December 3rd, 2011 until June 2nd, 2012 for three hours a day for 20 weeks. Materials and resources will be provided by teachers and aligned to New York State and Common Core Standards. Title III funds will be used to purchase supplementary books, paper and paper.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Teachers will receive professional development through a study group of the text Content-Area Conversations by Fisher, Frey and Rothenberg. All teachers will meet once a week during common prep, faculty conferences and/or department meetings to discuss the various topics focused in the book. The rationale is that students need more opportunities to discuss, argue, and clarify ideas, concepts, and skills. This provides deeper learning as students are actively engaged in rigorous thinking. Through this text, teachers will deepen their practice in fostering classroom discourse. Topics to be covered will be fostering academic discourse, planning for purposeful discourse, creating an environment for talk, and assessments of classroom discourse. All teachers will receive this training to deepen their repertoire of instructional strategies. All PD activities are at no cost to Title III.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parent involvement will include a variety of events. A parent mixer will be held to acclimate the parents to the school. There, information will be provided for them to get to know school, socio-emotional supports, graduation pathway, and college articulation. This will be held in the evening from 6- 7:30 pm on November 30th, 2011. There will also be a college financial aid night to support parents in negotiating the financial aid process, maximize financial aid award, and scholarship opportunities. This will take place on January 18th, 2012 from 5pm to 7 pm. A final parent engagement activity will take place May 30th to share opportunities for post high school career and college for students transitioning to their next year. Parents will be notified through email, mailings, phone calls, and global connect phone messaging. All activities will be organized by the Administration, Guidance Counselor, Parent Coordinator and PTA. These activities will be at at no cost to Title III.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		