



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : URBAN ACTION ACADEMY

DBN: 18K642

PRINCIPAL: ABE CORREA

EMAIL: ACORREA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Abe Correa	*Principal or Designee	
Ms. Frances	Parent	
Ms. Grayer	Parent	
Ms. Simmons	Parent	
Ms. Bowers	Parent	
Javier Chavez	*UFT Chapter Leader or Designee	
Sherniece Smith	*PA/PTA President or Designated Co-President	
Sandy Faiella	Teacher	
Malika Malloy	Student Representatives (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Crystal Perez	Student Representatives (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Daryl Frazier	Student Representatives (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jackie Young	CBO Representative	

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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Students will show improvement in using evidence to support arguments (in writing) by June 2012. This improvement will be measured with an average increase of .5 of a point (on a 4 point scale) on the ELA DY0 "Evidence" domain.

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.

Students displayed a poor passing rate on the June 2011 ELA Regent's exam. DY0, Regents analysis and teacher reports indicate that there are still concerns about our students' ability to use evidence to support argument in their writing.

When students improve their ability to support a thesis as indicated by a gain in the dimension of "evidence and support" on their mid-year & year-end ISA writing assessments ELA Regents scores will increase.

Instructional strategies/activities - Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Strategies/activities that encompass the needs of identified student subgroups.

1. Teachers will construct assignments that require students to support their reasoning with evidence in all content areas through extended writing assignments.
2. Teachers will ask open ended questions which elicit thoughtful responses and require evidence in all content areas so that students are provided with multiple opportunities to practice both reading and writing and thus grow in their literacy skills.

Staff and other resources used to implement these strategies/activities.

- Teachers
- ISA content area coaches
- Principal, AP, and all support staff.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- Using the "Analyzing Student Work" protocol in grade level teams to deepen teacher practice of "embedded literacy" in all content areas
- ISA Coach content area frequent visits, debriefings and consulting in unit design with "embedded literacy"

- Peer inter-visitations utilizing observation rubrics that measure “embedded literacy”
- Teacher visitations to other ISA schools that are utilizing “embedded literacy” effectively
- Teachers will create assessments that show student ability in a way that can be utilized to inform instruction to support struggling students
- Professional development that groups grade teams to focus on grade wide initiatives to improve student habits of literacy
- Professional development opportunities for teachers to attend nationwide as well as have consultants work with teachers in the school
- Common planning time mini lesson studies utilizing tuning protocols that focus on review of inquiry within Units and Lessons
- Common planning time looking at student work through lens of inquiry-based learning
- Monthly visits to ISA schools and PD for lead teachers to support “embedded literacy” skills and strategy development. Monthly PD done on “embedded literacy” while modeling methods of instruction that support development of literacy skills.

Timeline for implementation.

- September- October: Analysis of teacher plans (Units and Lesson) and assigned performance tasks to review levels of rigor and inquiry
- On-going beginning in September - Teachers will assist advisory students in developing personal goals to be used in developing inquiry-based curricula.
- November: focused walk-troughs focusing on inquiry and student performance in the classroom
- December – January and April – May: Analysis of student progress to readily identify students who are off track for graduation and provide coaching to get them back on track.
- January: Administration of DY0 for Math and ELA
- January - June: Analyzing student work using a Success Analysis protocol
- By February students will present their portfolios showing work that connects to college level inquiry skills – focus on evidence
- By March, we will use DY0 and student scholarship results to determine the students that will most benefit from the Extended Day and Saturday program
- April: Analysis of teacher plans and assigned performance tasks to review levels of rigor and inquiry
- May – June: Walkthrough focusing on changes that have occurred at UAA related to inquiry and student performance in the classroom.

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.

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;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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;

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 become highly qualified, in order to achieve this goal.

- All the staff at UAA is highly qualified
- High-quality and ongoing professional development is provided to teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) every Thursday during school-wide professional development activities.
- To attract high-quality highly qualified teachers to high-need schools we work with *Teach For America*, *Math for America*, and *The Teaching Fellows*

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.

- Translation services for our current needs are met two ways: in-house for Haitian Creole and Spanish; and through translations services from the DOE for the Arabic speaking families. Our language surveys revealed that our Spanish, Arabic, and Haitian Creole were the greatest needs in terms of translation services. Currently we have the following personnel who are providing services in these languages: one guidance counselor and one teacher who are Haitian Creole speakers; one administrator and one teacher who are Spanish speaking and provide both written and oral translation services when needed. For Arabic services, we use the translation service provided by the DOE.
- Oral interpretation services in Haitian Creole and Spanish are provided in-house as we currently have sufficient school personnel to communicate in the languages that are currently in need of translation and these are Spanish and Haitian Creole. Additionally, we also have community volunteers who serve the needs of a sub group of students who Arabic speaking. We currently have three volunteers serving a group of student that fluctuates between 5 and 9 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 that will support the actions/strategies/activities described in this action plan.

As a School-Wide Program School, Conceptual Consolidation will allow us to combine federal and local funds such as our Fair Student Funding (Tax Levy), Title-1 Funds, and Title-3 Funds to implement this action plan from September 2011 to June 2012.

Specifically for this goal funds will be allocated to:

- Professional instructional materials to support curriculum development during the regular school day
- Teacher coverage to support use of protocols that support instructional development. (Ex. – Peer classroom observation focused on looking at best practices, Looking at student work to measure effect teaching is having on learning, Tuning protocols to improve unit and lesson planning, etc)
- Teacher per session (2 days/week) for differentiated professional development
- Supervisor per session (2 days/week) for differentiated professional development

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Students will show improvement in reasoning and proof skills in Mathematics by June 2012. This improvement will be measured with an average increase of .5 of a point (on a 4 point scale) on the Math DY0 “reasoning” domain.

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.

Students displayed a poor passing rate on the June 2011 Integrated Algebra Regent’s exam. DY0, Regents analysis and teacher reports indicate that there are still concerns about our students’ ability to use reasoning and proof in Mathematical problem solving.

When students improve their ability to “use reasoning and proof” as indicated by an improvement on their mid-year & year-end ISA Math assessments Integrated Algebra Regents scores will increase.

Instructional strategies/activities - Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Strategies/activities that encompass the needs of identified student subgroups,

1. Teachers will construct assignments that require students to support development of their mathematical reasoning in all content areas through extended assignments.
2. Teachers will design projects which elicit thoughtful responses and require mathematical reasoning and conjecture in all content areas so that students are provided with multiple opportunities to practice reasoning and thus grow in their mathematical skills.

Staff and other resources used to implement these strategies/activities,

- Teachers
- ISA content area coaches
- Principal, AP, and all support staff.

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

- Using the “Analyzing Student Work” protocol in grade level teams to deepen practice of embedded “mathematical literacy” in all content areas
- ISA Coach content area frequent visits, debriefings and consulting in unit design
- Peer inter-visitations utilizing observation rubrics
- Teacher visitations to other ISA schools that are utilizing embedded “mathematical literacy” effectively
- Teachers will create assessments that show student understanding in a way that can be utilized to inform instruction to support struggling students
- Professional development that groups grade teams to focus on grade wide initiatives to improve student habits of mathematical literacy
- Professional development focused on embedded “mathematical literacy”
- Professional development opportunities for teachers to attend nationwide as well as have consultants work with us in the school

Timeline for implementation.

- September- October: Analysis of teacher plans (Units and Lesson) and assigned performance tasks to review levels of rigor and inquiry
- On-going beginning in September - Teachers will assist advisory students in developing personal goals to be used in developing inquiry-based curricula.
- November: focused walk-troughs focusing on inquiry and student performance in the classroom
- December – January and April – May: Analysis of student progress to readily identify students who are off track for graduation and provide coaching to get them back on track.
- January: Administration of DY0 for Math and ELA
- January - June: Analyzing student work using a Success Analysis protocol
- By February students will present their portfolios showing work that connects to college level inquiry skills – focus on reasoning
- By March, we will use DY0 and student scholarship results to determine the students that will most benefit from the Extended Day and Saturday program
- April: Analysis of teacher plans and assigned performance tasks to review levels of mathematical rigor and inquiry
- May – June: Walkthrough focusing on changes that have occurred at UAA related to mathematical performance in the classroom.

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.

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;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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;

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 become highly qualified, in order to achieve this goal.

- All the staff at UAA is highly qualified
- High-quality and ongoing professional development is provided to teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) every Thursday during school-wide professional development activities.
- To attract high-quality highly qualified teachers to high-need schools we work with *Teach For America*, *Math for America*, and *The Teaching Fellows*

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.

- Translation services for our current needs are met two ways: in-house for Haitian Creole and Spanish; and through translations services from the

DOE for the Arabic speaking families. Our language surveys revealed that our Spanish, Arabic, and Haitian Creole were the greatest needs in terms of translation services. Currently we have the following personnel who are providing services in these languages: one guidance counselor and one teacher who are Haitian Creole speakers; one administrator and one teacher who are Spanish speaking and provide both written and oral translation services when needed. For Arabic services, we use the translation service provided by the DOE.

- Oral interpretation services in Haitian Creole and Spanish are provided in-house as we currently have sufficient school personnel to communicate in the languages that are currently in need of translation and these are Spanish and Haitian Creole. Additionally, we also have community volunteers who serve the needs of a sub group of students who Arabic speaking. We currently have three volunteers serving a group of student that fluctuates between 5 and 9 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 that will support the actions/strategies/activities described in this action plan.

As a School-Wide Program School, Conceptual Consolidation will allow us to combine federal and local funds such as our Fair Student Funding (Tax Levy), Title-1 Funds, and Title-3 Funds to implement this action plan from September 2011 to June 2012.

Specifically for this goal funds will be allocated to:

- Professional instructional materials to support curriculum development during the regular school day
- Teacher coverage to support use of protocols that support instructional development. (Ex. – Peer classroom observation focused on looking at best practices, Looking at student work to measure effect teaching is having on learning, Tuning protocols to improve unit and lesson planning, etc)
- Teacher per session (2 days/week) for differentiated professional development
- Supervisor per session (2 days/week) for differentiated professional development

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Using Progress Report Data we will meet:

- 10+ yearly credit targets for our 9th graders,
- ELA Regents targets for our 11th graders
- ELA Regents targets for all students in the lowest third by June 2012
- Integrated Algebra Regents targets for our 10th graders and
- Integrated Algebra Regents targets for all students in the lowest third by June 2012.

* Progress Report target is defined as doing equal or better than our peer group.

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.

Develop interventions that use Extended Day to support growth in academic achievement for students currently identified as the lowest third math and literacy achievement.

Instructional strategies/activities - Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Strategies/activities that encompass the needs of identified student subgroups,

1. Using our Extended Day we will design small group intervention groups that are specifically aimed at providing additional and targeted instruction to our subgroups

Staff and other resources used to implement these strategies/activities,

- Teachers
- ISA content area coaches
- Principal, AP, and all support staff.

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

- Using the “Analyzing Student Work” protocol in grade level teams to deepen practice of differentiating content and skills for extended day activities
- ISA Coach content area frequent visits, debriefings and consulting in DI design
- Peer inter-visitations utilizing observation rubrics (DI included)
- Teacher visitations to other ISA schools that are utilizing DI and extended day effectively
- Teachers will create assessments that show student understanding in a way that can be utilized to inform instruction to support struggling student
- Professional development that groups grade teams to focus on grade wide initiatives to improve student habits of inquiry and extended day support
- Continuous professional development on mission of performance based assessment that includes multiple pathways to success, honors skills as important and content as the vehicle.

Timeline for implementation.

- September- October: Analysis of teacher plans (Units and Lesson) and assigned performance tasks to review levels of differentiation and support.
- On-going beginning in September - Teachers will assist advisory students in developing personal goals to be used in developing extended day curricula
- October and then on-going - Extended Day program to better meet individual student needs for continued exploration.
- November: focused walk-troughs focusing on inquiry and student performance in the classroom
- December – January and April – May: Analysis of student progress to readily identify students who are off track for graduation and provide coaching to get them back on track.
- January - June: Analyzing student work using a Success Analysis protocol
- April: Analysis of teacher extended day plans and assigned performance tasks to review levels of rigor and inquiry
- May – June: Walkthrough focusing on changes that have occurred at UAA related to inquiry and student performance in the extended day program.

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.

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;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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;

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 become highly qualified, in order to achieve this goal.

- All the staff at UAA is highly qualified
- High-quality and ongoing professional development is provided to teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) every Thursday during school-wide professional development activities.
- To attract high-quality highly qualified teachers to high-need schools we work with *Teach For America*, *Math for America*, and *The Teaching Fellows*

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.

- Translation services for our current needs are met two ways: in-house for Haitian Creole and Spanish; and through translations services from the DOE for the Arabic speaking families. Our language surveys revealed that our Spanish, Arabic, and Haitian Creole were the greatest needs in terms of translation services. Currently we have the following personnel who are providing services in these languages: one guidance counselor and one teacher who are Haitian Creole speakers; one administrator and one teacher who are Spanish speaking and provide both written and oral translation services when needed. For Arabic services, we use the translation service provided by the DOE.
- Oral interpretation services in Haitian Creole and Spanish are provided in-house as we currently have sufficient school personnel to communicate in the languages that are currently in need of translation and these are Spanish and Haitian Creole. Additionally, we also have community volunteers who serve the needs of a sub group of students who Arabic speaking. We currently have three volunteers serving a group of student that fluctuates between 5 and 9 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 that will support the actions/strategies/activities described in this action plan.

As a School-Wide Program School, Conceptual Consolidation will allow us to combine federal and local funds such as our Fair Student Funding (Tax Levy), Title-1 Funds, and Title-3 Funds to implement this action plan from September 2011 to June 2012.

Specifically for this goal funds will be allocated to:

- Professional instructional materials to support curriculum development during the extended school day
- Consumable instructional materials for use during extended day programs
- Teacher per session (2 days/week) for after-school programs and differentiated professional development
- Supervisor per session (2 days/week) for after-school programs and differentiated professional development

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	35	40	20	28	5	0	18	2
10	40	40	22	60	15	0	22	2
11	35	35	25	25	15	0	25	2
12	30	30	5	5	15	0	25	2

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	AIS in ELA is provided in the form of PD 360 reading and writing strategies to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy.
Mathematics	AIS in Math is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of math and numeracy materials combined with PD360 strategies to increase understanding. Regents Prep is also offered.
Science	AIS in Science is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of scientific concepts combined with PD 360 strategies to increase understanding. Regents Prep is also offered.
Social Studies	AIS in Social Studies is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of social studies concepts and material using PD 360 strategies to increase understanding. Regents Prep is also offered.
At-risk Services provided by the Guidance Counselor	Mandated and non-mandated counseling that includes group counseling.
At-risk Services provided by the School Psychologist	Not applicable
At-risk Services provided by the Social Worker	Mandated and non-mandated counseling that includes conflict resolution, peer negotiations, group counseling, one-on-one counseling, attendance intervention and home visits.
At-risk Health-related Services	Campus nurse and social worker provide services.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;
- 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:

- holding an annual Title I Parent Curriculum Conference;
- 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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 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 will 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., 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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Chris Groll/Terry Byam	District 18	Borough Brooklyn	School Number 642
School Name URBAN ACTION ACADEMY			

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

Principal ABELARDO CORREA	Assistant Principal CHARLES SIMIC
Coach Keith Conrad	Coach Daniel Paradis
ESL Teacher Fernando A. Zaike	Guidance Counselor Lisa G. Ross
Teacher/Subject Area Nicholas Caruso/Living Env.	Parent Deborah Grayer
Teacher/Subject Area Daniel Paradis/Phys. Ed.	Parent Coordinator Shermiece Smith
Related Service Provider Irma Quitcon	Other Veronica Colon/Sp. Ed.
Network Leader Terry Byam	Other Xavier Chaves / Sp. Ed.

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	325	Total Number of ELLs	32	ELLs as share of total student population (%)	9.85%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

High School enrollment requires that parents complete a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for ELL instructional services, the Language Assessment Battery (LAB-R) is given to identify the student as proficient or not proficient in English within 10 days. We have staff members who can interview students and parents in their native languages. Initial screening is performed by Mr. Fernando Zaike, the licensed ESL teacher, who speaks Spanish and Portuguese, and Ms. Smith, the parent coordinator is assisted by other staff members when translation is needed. Every year, all ELLs are tested for the NYSESLAT for listening, speaking, reading, and writing. Students are given as much time as needed to take the reading, writing, and speaking tests, which are given in different days. Students are tested individually for the speaking component of the NYSESLAT by the licensed ESL teacher. For the other components, students are tested in groups. Students' eligibility to take the NYSESLAT is determined through ARIS or by checking ATS (RYOS). The admission process is done by Mr. Zaike and Ms. Smith. The testing process, including HLIS, LAB-R, LAB- for Spanish Speakers, and NYSESLAT is administered by Mr. Zaike.

Parents are informed that Urban Action Academy offers an ESL program only at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment. We collected home surveys for every student enrolled at Urban Action Academy and evaluated the results to determine translation needs. We also interview each family upon registration to determine language needs.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Urban Action Academy is proud to offer Freestanding English as a Second Language to conform to the parental choice selections.

Because URBAN ACTION Academy is a small school, parents are informed that Transitional Bilingual Education (TBE) or Dual Language programs are not available.

Thus, to insure that families are aware of the programs that we offer or do not offer, our parent coordinator, Ms. Smith, who meets individually with incoming students and their parents to review all three services that are common within the board of education (Trans B, Dual Lang and Freestanding) During this meeting, which happens within during the first three days of school or whenever new EELs are admitted,, the three programs are explained in detail; what the program entails, how similar or how different they are. In addition, we utilize the brochure that comes out of the ELL office and can be found within the high school handbook. Additionally, families and students are shown, using insideschools.org, the different ELL/ESL programs that are offered by the DOE. To finalize the meeting, a table of organization is reviewed with each family member explaining the titles and certifications of all staff members includign ELL/ESL staff. Most parents choose the free-standing ESL program once informed of the choices they have. They are also told that because we are a small school, we will most likely not offer other ESL programs besides the one we currently do.

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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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														0
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	2
SIFE	14	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	4

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	21	13		7		1	4		1	32
Total	21	13	0	7	0	1	4	0	1	32

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											3	3	1	7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	2	3	1	7
Haitian										2	6	8	1	17
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	3	12	14	3	32

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1a. Our organizational model is self-contained.

1b. Classes are ungraded and levels are divided into: beginners and low intermediate; high intermediate and advanced.

2. Depending on their proficiency level, students receive from 200 minutes to 600 minutes a week of self-contained ESL, Social Studies, AIS (Academic Intervention Services) and Advisory classes, both taught by Mr. Zaïke, our licensed ESL teacher. Beginning students receive 600 minutes of ESL instruction weekly; intermediate students receive 400 minutes weekly of ESL instruction weekly. Advanced-level students receive 200 minutes of ESL instruction weekly. Students receive mandate units for the duration of the entire 2011-12 school year. In the Freestanding ESL component, we have 32 students from three grades. They range from New Comer to Advanced Proficiency levels. They all attend English (ELA) 240 minutes per week. Push-In assistance and Pullout classes as mandated by the CR Part 154.

The languages spoken are Haitian Creole, French, Arabic, and Spanish. The ESL teacher is fully certified and conducts all of the instruction in English, but relies on his knowledge of French and Spanish to make use of both languages when deemed necessary. He also relies on the buddy system to assist students who speak other languages than Spanish, such as Haitian Creole and Arabic. Bilingual picture, regular dictionaries and Internet access both in the classroom and in the library for all of our ESL population are also available to foster instruction.

3. The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry learning and teaching; scaffolding instruction with graphic organizers across the content areas; technology in the teaching and learning of ELLs. Since the school offers a free-standing ESL program, students receive ESL support during their ESL classes as well as their Academic Intervention Services classes and Seminar, also known as Advisory Classes. Each of those classes take place four times a week.

Collaborative planning between ESL and English teachers.

Scaffolding is an essential part of the instructional delivery, such as modeling and bridging, schema building, contextualization, text representative and metacognition.

Assisting student during work periods, conferencing with student in and out of class, informal assessments, and running records.

Additional small group AIS sessions for students and Regents review with a focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations

A. Programming and Scheduling Information

of the problems they work on.

- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4. Students are evaluated by taking the LAB-B when they are first admitted. Since the LAB-R is offered in English and Spanish, speakers of other languages take the LAB-R in English.

5 - Differentiated instruction to subgroups

- Plan for Newcomers

When a new student registers at Urban Action Academy, we provide the following resources to facilitate the transition: an informal student orientation; encourage buddy system; offer Academic Intervention Services during school day; assign students to Seminar (Advisory) class with the ESL teacher; encourage student to stay for after school activities; establish home to school communication and conference.

- Plan for SIFE

The SIFE population has increased in the school year 11-12. In order to provide the services they need, SIFE students see Mr. Zaika during his AIS classes and/or advisory in addition to their ESL and Social Studies classes, which they also take with the ESL teacher. Each SIFE has an individualized AIS plan based on a needs assessment that focuses on literacy and numeracy. Teachers will continue to be developed in differentiation methods and strategies.

- Plan for ELLs receiving service 4 to 6 years

The plan for our ELLs receiving service four to six years is to target reading and writing instruction during their Seminar, AIS sessions as well as their ESL and/or Social Studies classes, which they also take with the ESL teacher.; continue to provide an advisor for each student; monitor the progress of students in all content areas

- Plan for Long Term ELLs

The plan for our four long term ELLs is to target reading and writing instruction; provide Saturday Academy and other AIS opportunities; continue to provide an advisor for each student; monitor the progress of students in all content areas; provide professional development on teaching and learning strategies for long term ELLs.

6. At Urban Action Academy, we have two students who are both ELLs and have IEPs. We will ensure that teachers are familiar with the student's IEP goals and objectives; we will continue to have collaboration between the ELA teacher and the teacher for students with disabilities; we will provide AIS after school services.

The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry learning and teaching; scaffolding instruction with graphic organizers across the content areas; technology in the teaching and learning of ELLs; QTEL (Quality Teaching for Language Learners) strategies; inquiry-based teaching based on PD360 strategies as per PD sessions conducted by Mr. Steve Olsen. Different strategies are selected based upon the various students' needs.

7. ELLs and SWDs interact with other general education students in various settings such as in seminar classes, AIS, gym, lunch, general content areas, and after-school activities such as tutoring, sports, and choir.

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:

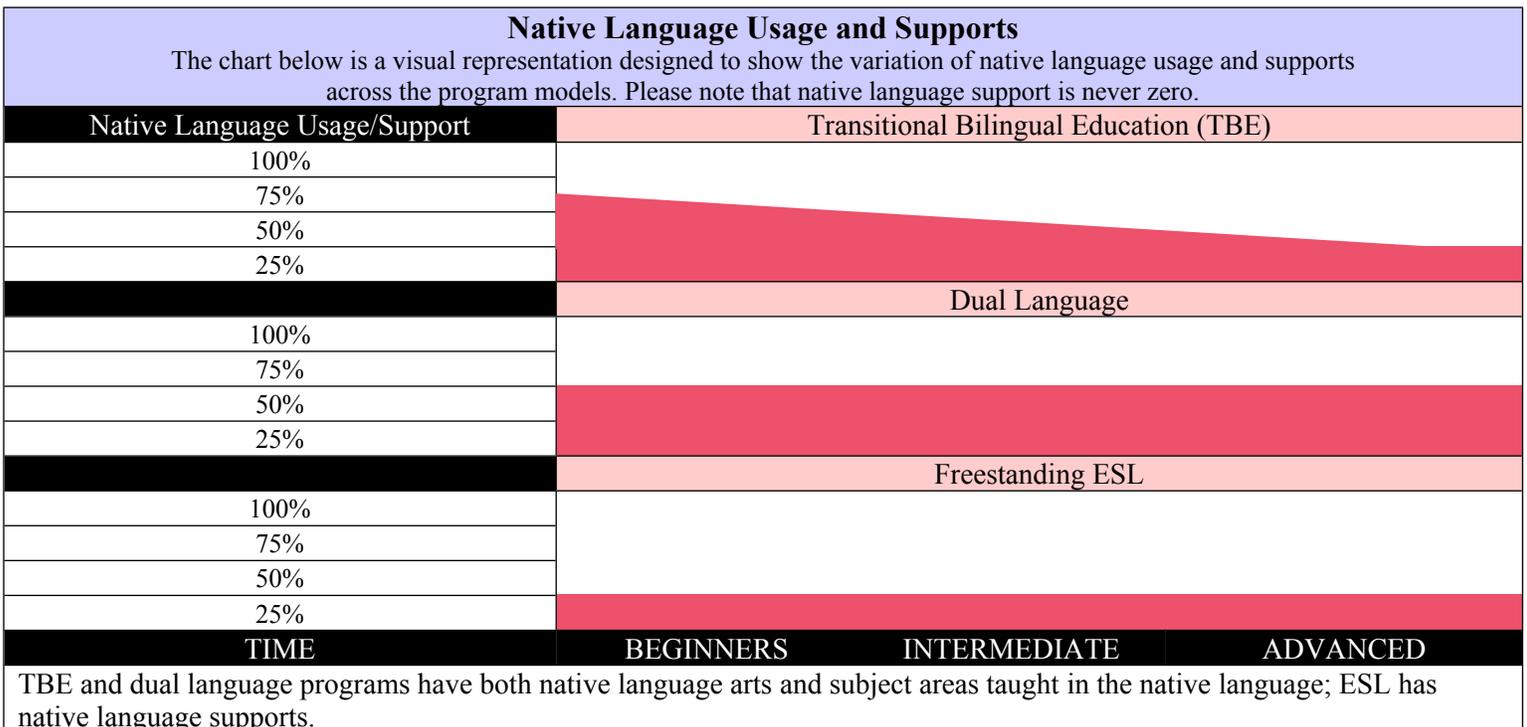
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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?

8.

- AIS in ELA is provided in the form of scaffolded reading and writing strategies to increase understanding to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy.

- AIS in Math is provided to in students one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of math and numeracy material and scaffolding math material to increase understanding.

- AIS in Science is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of science concepts and material by scaffolding science material to increase understanding.

- AIS in Social Studies is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of social studies concepts and material by scaffolding social studies material to increase understanding.

Services are provided in English with additional materials translated into students' native language.

9. Transitional support for ELLs is provided during AIS sessions, when they meet with their ESL teacher so that possible deficiencies are addressed.

10. ELLs have been grouped together for their Seminar Classes and AIS so that they can receive additional language acquisition support.

11. No programs will be discontinued.

12. ELLs are offered Academic Intervention Services (AIS) within the school day four times a week. Beginners receive additional support during Seminar, or Advisory sessions, which are also taught four times a week. During those sessions, students participate in activities that foster their speaking, listening, reading, and writing skills. For example, students listen to songs, fill in the blanks for the missing words, and eventually discuss the song themes, which are appropriate for the age level. Students also read magazines and newspaper articles of interest. In addition, they participate in the football and soccer teams, as well as in the choir classes and community services. Students are notified by teachers, the parent coordinator, and social workers about such activities, just like all the other general education students, and once they show interest they are invited to participate in a/m activities if they are not already part of their regular schedule. Once students are signed in, they fully participate in the activities that are offered.

13. The Freestanding ESL program uses a variety of textbooks, such as Northstar Reading and Writing, Be a Better Reader, abridged novels, bilingual and picture dictionaries, authentic materials such as newspaper articles, Regents prep questions, and the Internet. When studying for the NYSESLAT, students will work from the text: Getting Ready for the New NYESLAT. Our ELL's also participate in the Lincoln Center LEAD Program. <http://www.lct.org/educationLeadProject.htm>. The program main focus is to engage students in various types of hands-on exercises in order to enhance their listening and speaking skills. The teaching artist spends nine sessions per semester. In addition, the theme of the program is expanded into the reading and writing ESL classes so that students can connect their learning in a meaningful and cognitively relevant fashion.

14. The ESL teacher provides vocabulary lists, regular and picture dictionaries in students' native languages, level-appropriate novels and short stories, and Internet access.

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?

8.

- AIS in ELA is provided in the form of scaffolded reading and writing strategies to increase understanding to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy.
 - AIS in Math is provided to in students one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of math and numeracy material and scaffolding math material to increase understanding.
 - AIS in Science is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of science concepts and material by scaffolding science material to increase understanding.
 - AIS in Social Studies is provided to students in one-on-one, small group and whole group settings. AIS is provided during the school day, after school and at Saturday Academy. Teachers provide review of social studies concepts and material by scaffolding social studies material to increase understanding.
- Services are provided in English with additional materials translated into students' native language.

9. Transitional support for ELLs is provided during AIS sessions, when they meet with their ESL teacher so that possible deficiencies are addressed.

10. ELLs have been grouped together for their Seminar Classes and AIS so that they can receive additional language acquisition support.

11. No programs will be discontinued.

12. ELLs are offered Academic Intervention Services (AIS) within the school day four times a week. Beginners receive additional support during Seminar, or Advisory sessions, which are also taught four times a week. During those sessions, students participate in activities that foster their speaking, listening, reading, and writing skills. For example, students listen to songs, fill in the blanks for the missing words, and eventually discuss the song themes, which are appropriate for the age level. Students also read magazines and newspaper articles of interest. In addition, they participate in the football and soccer teams, as well as in the choir classes and community services. Students are notified by teachers, the parent coordinator, and social workers about such activities, just like all the other general education students, and once they show interest they are invited to participate in a/m activities if they are not already part of their regular schedule. Once students are signed in, they fully participate in the activities that are offered.

13. The Freestanding ESL program uses a variety of textbooks, such as Northstar Reading and Writing, Be a Better Reader, abridged novels, bilingual and picture dictionaries, authentic materials such as newspaper articles, Regents prep questions, and the Internet. When studying for the NYSESLAT, students will work from the text: Getting Ready for the New NYESLAT. Our ELL's also participate in the Lincoln Center LEAD Program. <http://www.lct.org/educationLeadProject.htm>. The program main focus is to engage students in various types of hands-on exercises in order to enhance their listening and speaking skills. The teaching artist spends nine sessions per semester. In addition, the theme of the program is expanded into the reading and writing ESL classes so that students can connect their learning in a meaningful and cognitively relevant fashion.

14. The ESL teacher provides vocabulary lists, regular and picture dictionaries in students' native languages, level-appropriate novels and short stories, and Internet access.

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 school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Translation and Interpretation Services: These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

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)?

1. The target language with both EPs and ELLs is used practically 100% of the time, except when ELLs need some scaffolding.
2. Except when ELLs are in the self-contained ESL classes, they are integrated with EP students in the common subject areas.
3. Language is not separated by instruction.
4. The model is self-contained.
5. Emergent literacy is not taught.

D. Professional Development and Support for School Staff

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

1. Professional development at Urban Action Academy is provided by:

- The Principal
- The Assistant Principal
- The content area coaches
- The social workers

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development at Urban Action Academy is provided by:

- The Principal
- The Assistant Principal
- The content area coaches
- The social workers
- Subject area teachers

2. Middle school students participate in two introductory sessions into high school: one at the end of June and the other one at the beginning of September. Staff members meet every year in August on a three-day retreat when they receive workshops addressing the transitioning of middle school students into high school.

3. ELL Training

PD360: a comprehensive, research-based framework strictly modeled on best practices for school improvement and educator professional development through teacher education. For schools failing to make AYP, already in restructuring, or simply looking for a way to make dramatic and sustainable improvements, the Learning 360 Framework is a proven system for ensuring positive growth and increased student achievement.

The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry learning and teaching; scaffolding instruction with graphic organizers across the content areas; technology in the teaching and learning of ELLs.

PD sessions take place every Thursday, when kids are dismissed after lunch and staff meet from 1 p.m. to 3:20 p.m.

Beyond ESL teaching strategies, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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 school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic

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 school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Translation and Interpretation Services: These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT

The NYSESLAT data shows that the ELLs are making incremental gains on the assessment by moving to the next proficiency level to

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	3	2	1	7
Intermediate(I)										1	8	7	2	18
Advanced (A)											1	6		7
Total	0	0	0	0	0	0	0	0	0	2	12	15	3	32

NYSESLAT Modality Analysis

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

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	

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	3		3	
Integrated Algebra	20		8	
Geometry				
Algebra 2/Trigonometry				
Math <u>B</u>				
Biology				
Chemistry				
Earth Science				
Living Environment	16		3	
Physics				
Global History and Geography	10		2	
US History and Government	1		1	
Foreign Language				
Other <u>French</u>	8		8	
Other <u>Spanish</u>	6		6	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

NYSESLAT

The NYSESLAT data shows that the ELLs are making incremental gains on the assessment by moving to the next proficiency level to become English language proficient. ELLs who are in the beginning level are, with the exception of two, new comers. Of the two who are not, one is a SIFE student, and one is a beginner because he refused to complete the written section of the NYSESLAT in 2008-09.

After reviewing the NYSESLAT data, the patterns revealed are:

- Speaking and Listening are in-line with the general abilities for the majority of the students. It is the Reading and Writing sections that are inhibiting the students from performing at the level of proficiency.
- The Intermediate students move rapidly to Advanced; however, once they are Advanced, they do not test as proficient for multiple years. However, four students, who were not long-term ELLs, tested out of ESL this past year.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT. Based on the NYSESLAT we will continue to target language development across the content areas, creating opportunities for active meaningful engagement; and provide instruction during the extended day sessions to meet students' needs at their academic level.

The implications for the LAP in English are to continue to have highly qualified teachers providing instruction; continued collaboration between the ELA and ESL teachers; analyzing English language data to become well informed about each ELL; provide professional development for all teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in the content. ELL students who are performing below grade level will attend after school and Saturday Academy.

The implications for the LAP in math are to continue to have highly qualified teachers providing instruction; continued collaboration between the math teacher and ESL teacher; analyze the math data to become well informed about each ELL; provide professional development for math teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in the content area. ELL students who are performing below grade level will attend after school and Saturday Academy.

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: Urban Action Academy

School DBN: 18K642

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
ABELARDO CORREA	Principal		10/26/11
CHARLES SIMIC	Assistant Principal		10/26/11
SHERNIECE SMITH JOHNSON	Parent Coordinator		10/26/11
FERNANDO A. ZAIKE	ESL Teacher		10/26/11
DEBORAH GRAYER	Parent		10/26/11
NICOLAS CARUSO	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
KEITH CONRAD	Coach		10/26/11
DANIEL PARADIS	Coach		10/26/11
LISA G. ROSS	Guidance Counselor		10/26/11
TERRY BYAM	Network Leader		10/26/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K642 **School Name:** URBAN ACTION ACADEMY

Cluster: ISA **Network:** ISA

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

Part A: Needs Assessment Findings

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

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at Urban Action Academy. Then we evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. Once that has taken place, we keep the collected information in binders, which are kept by the ESL instructor.

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.

Our findings revealed that the three languages for which we needed translation services are Spanish, Arabic, and French / Haitian Creole. Our school community was informed in the following manner:

The makeup of our parent population is:

11 Arabic
7 Spanish
18 French/Creole

Number of parents who need translation services

2 Arabic
5 Spanish
4 French/Creole

BY the way, when the need to communicate with some of those parents arises, often times they rely on the help of older children, cousins, or

other relatives who are fluent in English and are available to help whenever necessary.

- a) all school personnel were informed of language needs during our staff meetings
- b) school personnel receives a weekly newsletter for substantial school updates and language needs are communicated in this manner
- c) updates are also conducted during grade-level or department level meetings

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 written translation services offered at Urban Action Academy are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. In order to ensure timely provision of translated documents to parents in need of language assistance services, we make sure that deadlines are taken into consideration so that information can be delivered in a timely fashion. As to oral translation should a parent visit us, we also rely on the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

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.

Oral interpretation is provided by one of the Haitian security staff members in our building, who has been helping us whenever the need arises. Spanish services are provided by the principal and Mr. Zaïke, the ESL teacher, and Ms. Del Gaudio, one of the math teachers. Arabic translation is relied upon DOE phone service a/m when on-site translation is not available, and also on children age 18 or older or another relative or family member.

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>.

The written translation services offered at Urban Action Academy are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. Regarding oral translation, we also rely on Spanish and French Creole speakers on-site, as well as the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

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: Urban Action Academy	DBN: 18K642
Cluster Leader: Groll	Network Leader: 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 type="checkbox"/> *Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other: Push-in/small class
Total # of ELLs to be served: 32 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

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:

Our supplemental program takes place before and after school and during the last six Saturdays of the Fall and Spring semesters.

The program is run by our certified ESL teacher and when appropriate (certified) content specialty teachers who assist in the development of specific content and skills associated with various state Regents exams. Note that when content teachers are working with students in the supplemental program that it is done as a co-teaching class with our certified ESL teacher.

Our Supplemental Program objectives are to:

Increase reading fluency

Teach specific comprehension strategies such as K-W-L and SQ3R

Build testing stamina

Teach test taking strategies

Teach notetaking strategies

Teach study techniques

Before and after school programs run Monday to Friday (not Thursdays) 4 days a week from 8:45 am to 9:35 am and 3:20 pm to 4:00 pm. Begin date: 9/26/2012. End date: 6/8/2012. The instructional focus is to increase reading comprehension and fluency. There are 28 sessions and one group of 22 students in the program. We have three teachers that run the program; one teacher with ESL certification, one teacher with Social Studies certification and one teacher with ELA certification.

Saturday Regents Program- Dates for Fall begin 12/10/2011 and end 1/14/2012. Spring dates begin 5/5/2012 and end 6/9/2012. ELA and Social Studies content areas are offered to ELLs. The focus of the program is Regents Prep. There are 22 students in the program. All in the same group. There are 12 sessions; 6 sessions in each term. Three teachers run the program; one teacher is ESL certified, one teacher is ELA certified and one teacher is social studies certified.

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: PROFESSIONAL DEVELOPMENT FOR TEACHERS

1. Professional development at Urban Action Academy is provided by:

- The Principal
- The Assistant Principal
- The Content Area Coaches
- The Social Workers
- Subject Area teachers

2. Middle school students participate in two introductory sessions into high school: one at the end of June and the other one at the beginning of September. Staff members meet every year in August on a three-day retreat when they receive workshops addressing the transitioning of middle school students into high school.

3. ELL Training

PD360: a comprehensive, research-based framework strictly modeled on best practices for school improvement and educator professional development through teacher education. For schools failing to make AYP, already in restructuring, or simply looking for a way to make dramatic and sustainable improvements, the Learning 360 Framework is a proven system for ensuring positive growth and increased student achievement.

The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry learning and teaching; scaffolding instruction with graphic organizers across the content areas; technology in the teaching and learning of ELLs. QTEL (Quality Teaching for Language Learners) strategies; inquiry-based teaching based on PD360 strategies as per PD sessions conducted by Mr. Steve Olsen. Different strategies are selected based upon the various students' needs.

PD sessions take place every Thursday, when kids are dismissed after lunch and staff meet from 1 p.m. to 3:20 p.m

Beyond ESL teaching strategies, collaboration between teachers means that there is a consideration for

Part C: Professional Development

the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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: PARENTAL INVOLVEMENT

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will

Part D: Parental Engagement Activities

carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Translation and Interpretation Services: These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

The Parent Coordinator, Administration and the PTA conduct various workshops throughout the school year focusing on the needs of the students and parents based on surveys conducted at the beginning of the year. Workshops are offered on a monthly basis and the Parent Coordinator send translated flyers, letters and announcement home to inform parents. Some of these work shops are:

- 1- Helping your prepare for college
- 2- Regents State Assessments
- 3- What is NYSESLAST?
- 4- Understanding ARIS
- 5- Understanding FASFA
- 6- Graduation Requirements
- 7- Promotional Policy
- 8- Supplementary Program Available

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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 listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		