



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : URBAN ASSEMBLY MEDIA HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M307

PRINCIPAL: CORDELIA VEVE **EMAIL:** CVEVE@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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
Cordelia Veve	*Principal or Designee	
Andy Petranker	*UFT Chapter Leader or Designee	
Sophie Regnier	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Joseph Medina Victor Romero Francesca Regnier Jerry Cotis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Irma Garcia	Member/Elected Parent	
Deborah Delshad	Member/Elected UFT	
Ana Taxis	Member/Elected Parent	
	Member/	

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

Implement strategies to improve the attendance of students whose attendance is between 70 and 85%.

By June 2012 50% (41 of 82 students) of students with attendance between 70 and 85% attendance for the prior year, who remain enrolled in the school, will show an improvement in their attendance.

Comprehensive needs assessment

UAM's overall attendance for the 2010-11 school year was 80%. 22% (82 of 382) of our current students had attendance between 70 and 85% for the previous school year (2010-11). Students in this category accumulate fewer credits and pass fewer Regents exams than their peers with attendance of 85% or higher.

Instructional strategies/activities

Advisors select focus students (2 or 3 students in their advisory) who they will work with to improve attendance (advisors)

Maintain consistent phone calls home on a daily basis for students who are absent (attendance team)

Continue to offer a variety of extracurricular activities for students to participate in (teachers and partnerships)

Communicate extracurricular opportunities to students (advisors and partnership coordinator)

Offer incentives to students who maintain excellent and or improved attendance (attendance team)

Track student attendance individually and by advisory (attendance team and advisors)

Referrals to outside agencies for students with poor attendance that does not improve (attendance team and guidance staff)

Identify students with poor attendance (20 – 70 days absent) the previous year for participation in AIDP program (attendance team)

Strategies to increase parental involvement

Daily phone calls will be made to the parents of absent students.

Advisors and support staff will contact parents to share extra-curricular opportunities with parents

Group meetings, led by the attendance teacher and support staff, will be held with the parents of students with attendance between 70 and 85%

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will have opportunities to discuss best practices and review data with colleagues.

Staff meetings will provide teachers with information on extracurricular opportunities.

Professional development opportunities will address ways to integrate media and the arts into core classes.

For those teachers not designated Highly Qualified, funding will be made available for teachers to pursue opportunities to become Highly qualified.

Service and program coordination

Conflict mediation led by the dean and/or guidance counselors will be used to avoid student suspension and to mitigate the negative impact of student-student conflict on student attendance.

UAM maintains a partnership with The Door through an Attendance Improvement Dropout Prevention program. The Door provides counseling, academic advisement and academic tutoring.

Budget and resources alignment

UAM has a part-time attendance teacher, a community associate and school aide who provide out-reach to families in support of attendance improvement. Through the Door, UAM is provided with a part-time family outreach coordinator and part-time social worker who work directly with students and families.

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

The teaching staff will engage in structured professional learning focused on developing literacy.

All teachers will teach a stand-alone literacy class and integrate literacy instruction into their content area class.

50% of 9-11th grade students will improve their reading by one reading level.

Comprehensive needs assessment

The majority of students enter our school reading below grade level (25% of 9th and 10th graders have an independent reading level below 6th grade) by addressing this deficit students' performance in all areas will improve. Specifically, improved reading skills will lead to improved performance on the ELA Regents. While students are able to pass regents exams, very few of them pass at a mastery (85+) level. Our 2012 graduation cohort has 10% (7 of 76) mastery on the ELA Regents, 8% (6 of 76) on the Global Regents, 7% (5 of 76) on the US Regents. Review and analysis of students' tests indicates that students have deficits in their ability to read and analyze text. A two prong approach, through disciplinary literacy (content area classes) and level-specific literacy instruction (reading classes), will yield improvement in students' reading levels and their ability to read and analyze complex text.

Instructional strategies/activities

Teachers will assess students using the QRI to get a baseline measure of their reading level. (September, teachers)

Teachers will receive professional development on basic literacy strategies and disciplinary literacy. (September – November, administration and teachers)

Teachers will provide reading instruction and/or intervention based on their reading level three times a week. (September – June, teachers)

Administrators will observe literacy and content area classes, focusing on literacy strategies and providing teachers with feedback. (November, administrators)

Teachers, in content teams, will share and review effective literacy strategies (December, teachers)

Teachers will implement literacy strategies in their content area classes. (December, teachers)

Teacher teams will meet to discuss students' performance and progress and plan interventions. (January – February, administration and teachers)

Students' reading levels will be periodically assessed throughout the year using formal and informal assessments. (administration and teachers)

Students will be assessed in June using the QRI to measure growth. (teachers)

Strategies to increase parental involvement

During parent teacher conferences teachers will share students reading levels and goals.
School newsletter will showcase students' reading activities.
Parent meetings will be organized to share literacy information with parents.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will participate in monthly meetings with colleagues focused on literacy instruction.

Service and program coordination

As part of the MLK jr. Campus, UAM has a partnership with the NYPL which facilitates increased access to library resources for teachers and students.

Budget and resources alignment

Title I funds will be used to fund teacher meetings focused on the development of student literacy, FSF funds will be used to purchase books to build classroom/school library of books for students as well as a professional library for teachers.

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

ELA and Math teachers will complete curricula units and student tasks aligned to the Common Core standards.
All Math and ELA teachers will complete and score 2 common core aligned tasks with their classes.

Comprehensive needs assessment

There is currently no standardized assessment for measuring students' proficiency with the Common Core standards. It is critical to gather data on students' proficiency with the Common Core. A review of student work and student Regents scores and SAT scores indicate that students lack proficiency with skills that align to the common core namely: the interpretation, analysis and synthesis of informational text.

Instructional strategies/activities

Vertical (Content) Teams will meet to analyze student work in relation to the Common Core Standards, using an established Looking at Student Work protocol. (October-November, Teachers)
Each ELA and Math teacher will administer a baseline Common Core aligned task. (December-January, Teachers)
Vertical teams will analyze the student work from the tasks and develop action plans for improving student performance in relation to the Common Core. (January, Teachers)
Teachers will develop units aligned to the Common Core (February, Teachers)
Teachers will complete units aligned to the Common Core (March – April, Teachers)
Each ELA and Math teacher will administer a second baseline Common Core aligned task (May, Teachers)
Vertical teams will analyze the student work from the tasks and identify student performance trends in relation to the Common Core (May-June, Teachers)

Strategies to increase parental involvement

During conferences parents are given course syllabi.
The online grading system Teacherease is used to provide current grade and course information, student grades on Common Core tasks will be included.
College awareness and planning meetings are held, during which college readiness is discussed including students ability .

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will have the opportunity to participate in school, network and cluster based PD opportunities focused on the implementation of the Common Core.

Service and program coordination

Teacher leaders will participate in networkwide development sessions focused on the implementation of the Common core
1 Social Studies teacher will participate in cluster based achievement sessions with the Institute for Learning.

Budget and resources alignment

Title I funds are used to fund teacher meetings and DYO funds will be used to fund teacher development and scoring of Common core tasks.

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	83				12	1	25	
10					12	1	10	
11	5	12		8	10	2	10	
12	11			20	5	1		

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Literacy class, small group, during the school day, 3x/week Regents Review, tutoring, after school, 1x/week
Mathematics	Regents Review, tutoring, after school, 1x/week
Science	
Social Studies	Regents Review, tutoring, after school, 1x/week
At-risk Services provided by the Guidance Counselor	Individual and/or group counseling sessions, during the school day
At-risk Services provided by the School Psychologist	Individual Sessions, during the school day
At-risk Services provided by the Social Worker	Individual and/or group sessions, during the school day

At-risk Health-related Services	
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**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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 03m307 **School Name:** Urban Assembly Media High School

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

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

Category: Basic Focused Comprehensive

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

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

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

The 2008-2009 New York Stat Accountability Report indicates that UAM's Hispanic/Latino student subgroup did not make AYP in English language arts. The 2009-2010 New York State Accountability Report indicates that economically disadvantaged and African American student subgroups did not make AYP in ELA.

The key findings from the ESCA 2010-11 included the need for the school to more effectively synthesize data across the school, improve the development of analysis and problem solving within classes and improve the content connections that teachers make from one lesson to the next.

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

The ELA teachers along with the ESL teacher meet for weekly professional development sessions. Using Looking at Student Work protocols, Lesson Study sessions and data analysis the team is identifying effective strategies and structures for developing students' analysis and problem solving skills along with additional skills and knowledge that are necessary for students' performance to rise. Along with the Social Studies team the ELA team will collaboratively grade student C-PAS (common core task) tasks and analyze the resulting data; resulting in identified areas of focus for both the SS and ELA teachers.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. Title I funds are used to fund teacher team meetings during which teachers participate in Looking at Student Work, Lesson Study and analysis of student data.

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

Each Vertical (content area) Team has a designated team leader who participates in Teacher Team Leader meetings once a week with other teacher leaders, administrators and coaches. The teacher leader for each subject area serves as a mentor to other teachers in the subject area.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Letters to parents will be backpacked home. Translated letters will be provided as needed.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jon Green	District 03	Borough Manhattan	School Number 307
School Name UAM			

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

Principal Cordelia Veve	Assistant Principal James Memola
Coach Alison Bredy	Coach
ESL Teacher Christina Morandini	Guidance Counselor Debbie Delshad
Teacher/Subject Area Marisa Tollis/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jose Camacho
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	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	390	Total Number of ELLs	47	ELLs as share of total student population (%)	12.05%
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Part II: ELL Identification Process

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

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

1. Parents and students participate in an oral interview upon entering the school with Debbie Delshad, Guidance Counselor, Joy Freeman, Director of Guidance or James Memola, Assistant Principal. During this interview the student's academic history and records are reviewed and examined and the Home Language Survey is administered, by our . Jose Camacho, Parent Coordinator and Jesenia Declet, Attendance Coordinator are both fluent in Spanish, along with a number of teachers who provide translation services as needed. When parents speak other languages we make use of translators who work in the school (Hindi, Farsi, Russian), on the campus (Chinese, French) or translation services provided by the Department of Education. The Lab-R is administered to students as needed by Christina Morandini, ESL teacher. Incoming students are either identified upon entry or from the report run weekly on ATS, to ensure that the LAB-R is administered within 10 days of entry. LAB-R eligible students are referred to the ESL teacher who administers the test. Prior to administration of the assessment, the ESL teacher evaluates whether the Spanish LAB-R should be administered. Annually, all ELLs are assessed using the NYSESLAT. The RLAT, RMNR, RYOS (ATS) are run and reviewed by the LAP Team to develop a schedule for testing that ensures that all students are assessed. The schedule is developed so that there is adequate time for students to complete all four components with minimal disruption to their regular schedule. Students are schedule individually to complete the speaking portion and in groups to complete the Listening, Reading and Writing. Students and teachers are informed of the assessment schedule so that they can make necessary plans.

2. Parents new to the school participate in an orientation over the summer or in September, during these orientation sessions the school's academic programs and expectations are introduced. Joy Freeman, director of Guidance, Debbie Delshad, Guidance Counselor and/or James Memola, Assistant Principal along with teachers present the school along with a description of ESL vs Transitional Bilingual vs Dual Language. Translation to Spanish is provided by Jose Camacho, Parent Coordinator or one of our Spanish speaking teachers. Students who enter the school later in the year meet with the Director of Guidance or guidance counselor who provide parents and students with the information presented during the orientation sessions. Parents who do not attend orientation or individual meetings are contacted by phone by the student's advisor or by the Parent Coordinator and are invited for a meeting with a guidance counselor. During these sessions and meetings parents are given information about the ESL program at the school.

3. Entitlement letters and program selection forms are distributed by students' advisors and return is followed up by calls home by advisors, the Parent Coordinator and Attendance Coordinator. All documents are maintained in a file.

4. once students are placed in a program, parents are provided with their schedules. Phone calls are made by advisors to families regularly to discuss students' academic progress and effectiveness of current program. Translators are used, when necessary. During Open School night and during scheduled meetings with advisors, parents have the opportunity to discuss their child's progress. Parents are welcome at UAM throughout the school year to visit classes, talk with teachers and learn about the educational opportunities available to students. There is regular outreach to parents through through advisory phone calls (supported by translators when needed) and written communication, which is always translated into Spanish, in the form of regular newsletters. Parents are encouraged to contact advisors with questions and concerns about their child's progress. Phone contact with non-English speaking parents if facilitated by a translator whenever available. In addition to regular phone calls home, important documents are mailed home in English and Spanish and support staff follows up with families who do not respond to mailings.

5. The majority of parents select ESL.

6. The school program is aligned to this choice to ensure that we can provide adequate ESL services to a range of learners.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In														0
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	47	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE	9	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)
				15

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	17	2	2	15	1	7	15	6	6	47
Total	17	2	2	15	1	7	15	6	6	47

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	14	13	5	40
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian													1	1
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian													2	2
Other														0
TOTAL	0	10	16	13	8	47								

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?

1. Students receive ESL services through heterogeneous, self-contained classes for 9th – 12th grade, as well as additional instruction through advisory and literacy classes as needed.
2. All ELL students are programmed for ESL based on their proficiency level and receive the required number of minutes through their ESL class which meets daily, their literacy class and advisory which meet 3 and 2 days a week.
3. Through their ESL classes, students receive ELA instruction that prepares them for success in grade-appropriate ELA classes and on the English regents. Using a SIOP model the ESL teacher designs instruction with ELA content goals and supporting language objectives. The ESL teacher makes use of a variety of best practices including but not limited to modeling (specifically: teacher “think alouds” while completing an example task, working to do a task together and sharing examples of student work to show what a completed piece should look like and to collaboratively develop rubrics), Bridging (specifically: activating prior knowledge through the use of anticipation guides, KWL charts, class discussion, etc.) Contextualization of concepts and vocabulary and Schema Building (specifically using content area relevant graphic organizers for class lectures and note-taking). Additionally, students are provided with small group instruction based on their needs.
4. When students' performance on assessments doesn't meet expectations or their understanding they may be offered assessments in their native language.
5. Newcomers and Long Term ELLs are provided with instruction based on their needs ranging from smaller class size for content area classes to additional Regents Review co-taught by an ESL and content area teacher. All classes are taught in English. Our ESL teacher conducts professional development sessions with teachers beginning in September, working with them to ensure their familiarity with ESL methodologies and support their implementation.
6. Content area teachers develop content and language objectives for their lessons based on the SIOP model. In all content areas the development of academic vocabulary is a focus for both ELLs and native English speakers. This development is furthered in students' literacy classes through their independent reading, written response and conferencing with teachers. Formative assessment is used throughout the content areas to ascertain students' comprehension of both content and language objective. Instruction is differentiated for the ELL subgroups through their placement in their ESL class and their placement in content area classes. Newcomers and SIFE students are placed in small advisories and receive support in acclimating to the school culture. Whenever possible they are placed in smaller class sizes for their content area classes and provided with supplementary texts that support their access to the content. Across the content areas, teachers focus on the development of vocabulary through the identification of critical content vocabulary. As needed, students might receive tutoring for specified content areas. Those ELL students preparing to take the ELA exam are provided with testing support in their ESL class. Practice test scores are reviewed and analyzed by the ELA team to identify student instructional needs and additional supplemental courses and tutoring are provided as need. ELLs receiving 4-6 years of service and long term ELLs continue to get ESL

A. Programming and Scheduling Information

services as mandated by their proficiency level. Students in this group, who are not meeting standards may be placed in smaller class size or receive pull-out tutoring. Additional supportive services for these students include but are not limited to: tutoring on test-taking strategies, smaller class size and literacy classes. Depending on individual student need, students are provided with these additional supportive services. UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive information through a variety of mediums.

7. All ELLs are fully integrated into classes and have access to after school clubs, tutoring and regents review. All students with disabilities, including ELL-SWDs, are programmed in the least restrictive environment. This is accomplished through flexible programming allowing students to move up and down in core content courses, be programmed for classes with a smaller class size, be programmed for team teaching classes and be programmed for supplemental literacy classes at their reading level.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

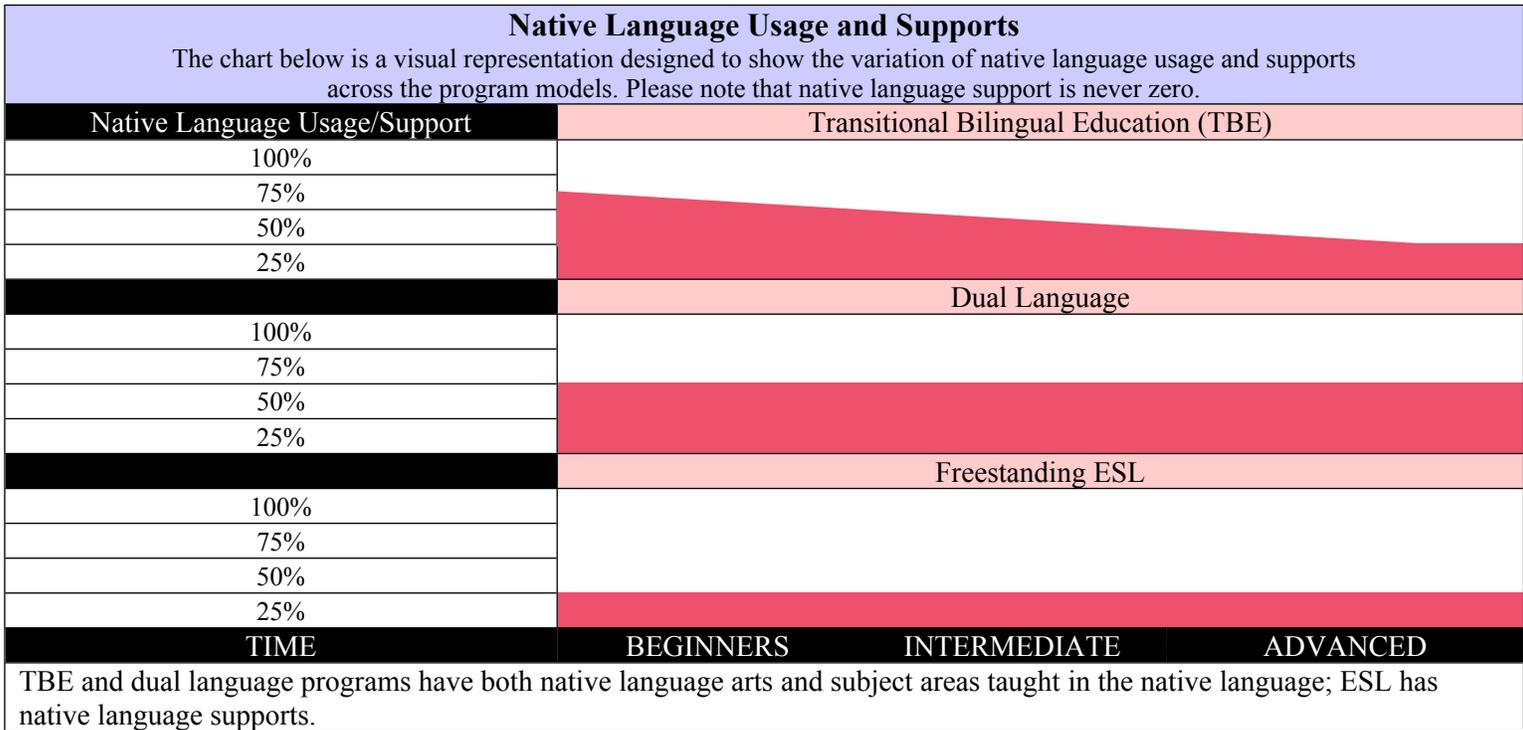
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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. Targeted ELA intervention for ELLs is provided through small English literacy groups that are organized based on reading level and meet three days a week, all ELL subgroups are targeted. On a regular basis, content area teams review student data to identify students not making adequate progress. The data of ELLs as a sub-group is reviewed and teachers refer students for additional supportive services: tutoring, smaller class size, etc. Teachers receive PD on assessing and conferencing with students to develop their English literacy skills. Literacy skills are further developed within the content area classes through the development of academic vocabulary and disciplinary literacy. Additionally, students may attend Regents Review sessions or become part of the After School book club. Targeted math intervention is provided through after-school tutoring and Regents Review sessions, ELL students not making progress in math class or earning proficient scores on periodic assessments are targeted. Targeted Social Studies intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Social Studies class or earning proficient scores on periodic assessments. Targeted Science intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Science class or earning proficient scores on periodic assessments.

9. After reaching proficiency on the NYSESLAT students continue to participate in small English literacy groups which focus on the development of independent reading and vocabulary development in preparation for the SATs and College completion. As needed, they may be provided with small group tutoring and Regents Review.

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. Targeted ELA intervention for ELLs is provided through small English literacy groups that are organized based on reading level and meet three days a week, all ELL subgroups are targeted. On a regular basis, content area teams review student data to identify students not making adequate progress. The data of ELLs as a sub-group is reviewed and teachers refer students for additional supportive services: tutoring, smaller class size, etc. Teachers receive PD on assessing and conferencing with students to develop their English literacy skills. Literacy skills are further developed within the content area classes though the development of academic vocabulary and disciplinary literacy. Additionally, students may attend Regents Review sessions or become part of the After School book club. Targeted math intervention is provided through after-school tutoring and Regents Review sessions, ELL students not making progress in math class or earning proficient scores on periodic assessments are targeted. Targeted Social Studies intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Social Studies class or earning proficient scores on periodic assessments. Targeted Science intervention is provided through after-school tutoring and Regents Review sessions for ELL students not making progress in their Science class or earning proficient scores on periodic assessments.
9. After reaching proficiency on the NYSESLAT students continue to participate in small English literacy groups which focus on the development of independent reading and vocabulary development in preparation for the SATs and College completion. As needed, they may be provided with small group tutoring and Regents Review.
10. Our literacy program has been enhanced this year by extending the time spent in groups by students, by grouping students by reading level, decreasing the group size for lower level readers and by increasing students' access to books on their level.
11. At this point no programs/services for ELLs will be discontinued.
13. Materials used with ELLs include but are not limited to texts in their native language, leveled texts, document cameras, recorded texts, e-readers and blogs.
12. UAM is a fully inclusive school, dedicated to providing differentiated instruction across the content areas. Differentiation is further enhanced by the use of media in classrooms so that students receive and transmit information through a variety of mediums using all modalities.
15. Services, support and resources provide for ELLs are based on their age and grade level so that students are provided with supports that will develop their academic skills so that they are performing at or above grade level in all content areas. This includes leveled literacy groups, 9th grade integrated algebra regents review, 10th grade global review, 11th grade US and Living Environment review and 11th and 12th grade SAT review.
16. All ELLs are fully integrated into classes and have access to after school clubs, teams, activities, tutoring and regents review. There is a whole school summer orientation for incoming students. This year it included a 4 day bridge week, which focused on skills assessment and integration into the UAM school culture. Additionally, the first week of school, students' literacy, language and math skills are assessed in order to to program them appropriately.
17. All ELLs are offered access to our Spanish language program.

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

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. Our ESL teachers attended professional development offered by the Department of Education, our network and Bank Street. All staff (Assistant principals, teachers, guidance counselors, paraprofessionals, etc.) receive professional development with the ESL teacher in sessions developed for the whole staff (Wednesdays in September) as well as sessions developed for specific content area teams (Wednesdays in November - January).

2. To help our ELLs transition into high school they participate in our summer orientation and bridge week. They are in 9th grade only classes and their advisor is part of the 9th grade team.

3. All staff participate in ELL training led by the ESL teachers during our weekly professional development with a focus on the SIOP methods and academic vocabulary development with additional support given to specific content area teams.

E. Parental Involvement

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

1. All parents are invited to participate in the Parents Association. Outreach is done by the parent coordinator and parent members. Additionally, there are regularly scheduled information sessions for parents on topics ranging from financial aid to health care. Parents are welcome to school presentations including but not limited to our Open School Nights, Media Presentations and student Academic Round Tables. Parents are invited to visit the school as they desire by making an appointment with their child's advisor, the guidance counselor, parent coordinator or AP or Principal.

2. We are partnered with The Door which provides wide ranging services for students including but not limited to counseling, family outreach, academic tutoring and job training. Students with low attendance may be referred to the Door for supportive services.

3. Needs of parents are evaluated through informal phone surveys by advisors and the parent coordinator as well as feedback gathered from parent meetings and the learning environment survey.

4. Based on feedback from parents the parent coordinator and college advisor develop information sessions and meetings as well as social gatherings and outings. Parents in the lower grades have expressed interest in college awareness and as a result the school has organized additional college preparation sessions and college trips that include parents. Additionally, parents have shared that they would like more information on out of school activities for their students. Our school newsletters include out of school opportunities including but not limited to tutoring, internships and arts instruction. Advisors call homes with updates about programs and meetings include announcements about available opportunities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	1	1		7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										3	8	9	8	28
Advanced (A)										4	4	3	1	12
Total	0	0	0	0	0	0	0	0	0	12	13	13	9	47

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B												1	
	I										1	3	3	
	A										2	3	2	4
	P										5	8	7	5
READING/ WRITING	B										3			
	I										1			
	A										5			
	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	
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	10	0	4	0
Integrated Algebra	15	7	11	5
Geometry	1	0	1	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8	0	5	0
Physics				
Global History and Geography	11	5	5	1
US History and Government	6	0	4	0
Foreign Language	7	0	6	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03m307 **School Name:** Urban Assembly Media HS

Cluster: _____ **Network:** Urban Assembly

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.

During Orientation in August and during the first week of school, through phone calls, Spanish-only speaking parents are identified as well as other non-English, mono-lingual families. This data is then shared with the school community so that translation and interpretation can be provided to these families as needed.

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

We have found that, due to our large Spanish speaking population, it is critical that all school policies and mailings are provided in both English and Spanish. We have also found it important to ensure that there is a Spanish speaking staff member available to each grade team to help with interpretation for advisor phone calls, intervention round tables and open school night. Nine staff members, including teachers, administrators, parent coordinator and business manager, speak Spanish so we are able to provide interpretation services during individual communications as well as at PA and college 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.

At UAM we have a bi-lingual Parent Coordinator as well as 8 bi-lingual staff members. As a result we are able to translate critical school communications.

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.

At UAM we have a bi-lingual Parent Coordinator as well as 8 bi-lingual staff members, which are organized to assist grade/cohort specific populations during all meetings, communications and interventions.

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>.

All advisors call students during 1st week of school to identify Spanish (other) only speaking families.
Grade leaders then compile data and assign Spanish speaking staff to grade/cohort specific populations.
This cross-referenced data is then disseminated to all staff members to assist all facets of intervention and family facilitations.

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 Assembly Media	DBN: 03m307
Cluster Leader:	Network Leader: Jon Green
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

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:

Literacy Skills Development

To further develop and amplify the literacy instruction that students receive in their content area classes, a supplemental program designed to develop literacy skills will be developed for LEP students. In collaboration with their English teachers the ESL teacher has reviewed NYS State ELA test data, teacher observations and reading logs to determine the needs of the students participating in this program. 20 LEP students across grade levels will participate in this program. The literacy skills program will meet after school two times a week (Tuesdays and Thursdays) for one and a half hours to 2 hours, from 4 – 5:30/6:00, starting in December and running through June. The focus will be using literature to build the literacy skills necessary to fulfill graduation requirements (i.e. Regents), improve NYSESLAT scores and be successful in college and beyond. Additionally, the group will make use of technology, specifically e-readers, to develop students' interest in reading. Teachers will use the QRI to assess and track the growth of students' reading levels. Using a variety of methods, including but not limited to Unison Reading, the teachers will develop students' literacy skills. Class sets of the identified books for Kindles will be purchased as well as a leveled library from which students will be able to select independent reading books. Please note that this library will be used for the Title III literacy program. The Literacy Skills Development Program will be taught by an ESL teacher.

Global Studies Regents Review

To further support our LEP students in fulfilling graduation requirements a Global Regents review class will be developed for LEP students in the 11th and 12th grade who have not yet attained a 65 or higher on the Global Regents and 10th grade LEP students identified as in need of additional support. In collaboration with their Social Studies teacher, the ESL teacher will assess students and review their previous test scores in order to develop instruction that will enhance their performance on the Global Regents. 20 students in grades 10 – 12 will participate in this program.

The Regents review class will meet after school once a week, on Mondays, for two hours from 4 - 6, starting in November and running through January and again March through June. The focus will be improving students' reading, writing and test taking skills necessary to earn a passing grade on the Global and ELA Regents. The Regents review class will be co-taught by an ESL teacher and Social Studies teacher.

These are supplemental programs and do not supplant the services that students already receive.

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: ESL teacher participates in content area team study groups 2 – 3 times a month (Fall 2010 – Spring 2011) with the ELA team, looking at student work in order to develop instructional plans that address student needs.

ESL and Social Studies teacher responsible for the Global Regents Review meet twice a month on Wednesdays (4-6) from December to February for 7 sessions in a study group using a study group using the text Scaffolding the Academic Success of Adolescent English Language Learners by Aida Walqui. Professional development will be funded from other sources.

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: ESL teacher in collaboration with the parent coordinator and guidance/college advisor will conduct a series of 3 workshops for parents of ESL students, 40 parents, during the spring (April – June). Tuesday evenings, March 6, April 3, and May 1 from 6-8. The topics of these workshops will be: What the NYSESLAT Means, ELA Regents and Access to College Courses and Literacy Development in Preparation for College Success. Refreshments and relevant materials will be provided to parents.

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 	\$8980	180 hours of per session for ESL and General Ed teacher to support ELL Students: 225 hours x \$49.89
Purchased services <ul style="list-style-type: none"> • High quality staff 		

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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2220	High Interest Leveled Books (fiction and non-fiction), Books for Kindles,
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		