



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :URBAN ASSEMBLY ACADEMY OF HISTORY & CITIZENSHIP FOR YOUNG MEN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____09x239_____

PRINCIPAL: AVIS TERRELL_____ EMAIL: _ATERREL2@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____

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
Avis Terrell	*Principal or Designee	
Adhim Deveaux	*UFT Chapter Leader or Designee	
Cynthia Robinson	*PA/PTA President or Designated Co-President	
Kamau Ptah	DC 37 Representative, if applicable	
Joseph Konor Jayvorn Young	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sonia Livingstone	Member/Parent	
Taneeen Moore	Member/Parent	
Katuraka Alston	Member/Teacher	
Seku Brathwaite	Member/Teacher	
	Member/	
	Member/	
	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

Annual Goal #1

- By June 2012, we will increase the attendance rate of 10% of the students who had an attendance rate between 50% and 80% in the school year 2010-2011.

Comprehensive needs assessment

- We looked at our Learning Environment Survey and Progress Report and noticed that the attendance rate for last year was 79.5%. We wanted to look at students with inconsistent attendance so we looked at the RPYA report from ATS and noticed that we had 29 students with attendance rates between 50% and 80%. Our hope is to improve the attendance of at least 10% of those students so that our overall attendance rate will be above 80%.

Instructional strategies/activities

- Advisory groups that will help to track students
- Increased incentives for students with increased attendance rates: pizza parties, gift cards, Fandango Bucks (movies), public recognition
- Weekly attendance team meetings (Assistant Principal, Guidance Counselor, Attendance teacher)

Strategies to increase parental involvement

- Daily Phone Calls to parents
- Parent meetings set up by administration

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of our teachers are highly qualified.

Service and program coordination

- Work closely with attendance teacher
- Wake UP New York (wake up phone calls from celebrities)

Budget and resources alignment

- Attendance teacher comes in every Monday
- Hired a social worker to address attendance issues (ATR)
- Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Every student will complete a common core performance task in Literacy that is a written opinion or argument based on an analysis of informational text, during term 2.

Comprehensive needs assessment

- The CCLS require students to deeply reason and engage in higher-order thinking necessary for college and careers. At the secondary level, thesis writing and five-paragraph essay writing do not usually incorporate the proper integration and referencing to informational texts. In the real world, students can expect to be able to write to inform and argue with evidence, support claims and debunk counterclaims through logical, detailed analytical writing.
- A continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.

Instructional strategies/activities

- Early release on Fridays for Professional Development.
- Professional development for all teachers on the CCLS.
- Professional development for all teachers on the targeted CCLS for Literacy.
- Administration and teachers who attend network workshops will turnkey to rest of staff.
- Weekly department meetings to produce CCLS aligned tasks.
- Teachers will construct unit curriculum maps that incorporate targeted Literacy performance tasks.
- Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
- Weekly meeting of Instructional Expectations Inquiry Team.
 - Strengthen student work by examining and refining curriculum, assessment, and classroom instruction during term 1.
 - Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
 - Design demanding Literacy tasks that require students to construct a unit a written opinion or argument based on an analysis of informational texts.
 - Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.

Strategies to increase parental involvement

- Monthly parent meetings to inform parents of the CCLS
- Assignments and documents posted on Schoology (web based program for grading and information)

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of our teachers are highly qualified.

Service and program coordination

Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

Budget and resources alignment

- ARRA RTTT funds to support Instructional Expectations Inquiry Team.
- Title I Funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Every student will complete a common core performance task in Mathematics that models with mathematics, constructs viable arguments and critiques the reasoning the reasoning of others during term 2.

Comprehensive needs assessment

- The CCLS require students to deeply reason and engage in higher-order thinking necessary for college and careers. Mathematics applied in the workforce model, meaning they use mathematics to represent and solve problems in the real world. Integral to this kind of problem solving is the ability to construct and analyze mathematical arguments as well as judging validity and stating the mathematical reasoning employed.
- A continuation of the DOE's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.

Instructional strategies/activities

- Early release on Fridays for Professional Development.
- Professional development for all teachers on the CCLS.
- Professional development for all teachers on the targeted CCLS for Literacy.
- Administration and teachers who attend network workshops will turnkey to rest of staff.
- Weekly department meetings to produce CCLS aligned tasks.
- Teachers will construct unit curriculum maps that incorporate targeted Literacy performance tasks.
- Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
- Weekly meeting of Instructional Expectations Inquiry Team.
 - Strengthen student work by examining and refining curriculum, assessment, and classroom instruction during term 1.
 - Looking closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
 - Design demanding Literacy tasks that require students to construct a unit a written opinion or argument based on an analysis of informational texts.
 - Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.

Strategies to increase parental involvement

- Monthly parent meetings to inform parents of the CCLS
- Assignments and documents posted on Schoology (web based program for grading and information)

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of our teachers are highly qualified.

Service and program coordination

Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

Budget and resources alignment

- ARRA RTTT funds to support Instructional Expectations Inquiry Team.
- Title I Funding

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, all subject teachers will develop instruction and curriculum that incorporate literacy across the curriculum, specifically reading informational texts.

Comprehensive needs assessment

- In looking at our students 8th grade reading scores on ARIS, we saw that 65% (106 out of 165) of the students scored 2.98 or below on the exam.

Instructional strategies/activities

- a) Teacher-coach will visit subject classes to provide strategies for literacy
- b) Teacher-coach will develop an inter-visitation schedule so that teachers can observe best practices
- c) Network will provide professional developments on literacy strategies
- d) Inter visitation with other teachers through out the campus

Strategies to increase parental involvement

- Newsletter to inform parents of ways to help their sons with literacy
- Access to documents and activities using our online grading system (Schoology)

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of our teachers are highly qualified.

Service and program coordination

- Aligned with NYCDOE Instructional Expectations for 2011-12 academic year.

Budget and resources alignment

- Per session for Teacher Coach (2 hours a week) Fair Student funding

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

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.

Budget and resources alignment

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

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								
10		20		35	11		11	30
11		20	15	20	15		15	65
12	10	5	10	20	14		14	30

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	Small group and one-on one tutoring After-School (Tuesday, Wednesday, Thursday) Saturday Academy 10-2
Mathematics	Small group and one-on one tutoring After-School (Tuesday, Wednesday, Thursday) Saturday Academy 10-2
Science	Small group and one-on one tutoring After-School (Tuesday, Wednesday, Thursday) Saturday Academy 10-2
Social Studies	Small group and one-on one tutoring After-School (Tuesday, Wednesday, Thursday) Saturday Academy 10-2
At-risk Services provided by the Guidance Counselor	One to One daily Saturday Academy (once a month)
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Counseling provided daily
At-risk Health-related Services	School Clinic affiliated with Montefiore Hospital

**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: __09x239__ **School Name:** Urban Assembly Academy of History and Citizenship for Young Men

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.

We were identified as needing improvement in ELA, Math, and Graduation Rate. We were getting 8th graders with an average score of 2.34 in English and 2.44 in Math. We did not do enough to improve their levels or prepare them for regents exams. We also did not create a school-wide literacy and numeracy curriculum to address their needs.

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.
Our focus will be on early intervention (10th grade since we do not have an incoming 9th grade as a phase-out school) and curriculum development (CCSS). We also have begun to design more individualized plans for each student. We have begun to offer after-school tutoring and we provide a Saturday School program from 10-2.

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.

We will use the money to send teachers to conferences that will help them develop curriculum as well as professional development provided by the network. Two conferences that some of our staff members attend are the National English Language Learners Conference and the conference held by COSEBOC (Coalition of Schools Educating Boys of Color) which is in alignment with the Mayor's and Chancellor's initiative of focusing on the achievement of boys of color.

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

We have one new teacher in the Foreign Languages who is mentored by the Assistant Principal. Most of our professional developments are run by the teachers with guidance from the administration.

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.
We will mail letters home to parents in their native languages. We will also hold a meeting in January to let parents know about the different opportunities that are offered to their sons.

**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 Jose Ruiz/Steven Chernigoff	District 09	Borough Bronx	School Number 239
School Name Urban Assembly Academy of History of Cit			

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

Principal Avis Terrell	Assistant Principal Carolyn Murdaugh
Coach	Coach type here
ESL Teacher Jackeline Andrade	Guidance Counselor Noel Cabassa
Teacher/Subject Area Adhim Deveaux	Parent Cynthia Robinson
Teacher/Subject Area Julio Acevedo	Parent Coordinator n/a
Related Service Provider	Other type here
Network Leader Steve Chernigoff	Other Kamau Ptah, Program Director

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	13
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	156	Total Number of ELLs	32	ELLs as share of total student population (%)	21.00%
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Part II: ELL Identification Process

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

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

Paste response Part II: Identification Process

1. At UAAHC, (Urban Assembly Academy of History and Citizenship for Young Men) we welcome all parents and their sons in the warmest way possible. We make them feel apart of our family. When a prospective scholar, as we lovingly single-out our students, comes to our school speaking another language; the scholar is immediately referred to the school's language team. This team is comprised by the school's principal, assistant principal, guidance counselor, and the ESL instructor. The ESL instructor is the member of the team in charge of initiating and completing all interviews, testing, and paper work. Ms. Andrade is certified by NYS as an ESL Teacher for grades K through 12. She has also taught ELLs (English Language Learners) for over ten years in the states of New York, Florida, and in Puerto Rico. Ms. Andrade welcomes both parent and scholar and immediately begins to conduct an oral interview in regards to the language(s) spoken by the scholar. Once the interview is completed and no longer than ten (10) days from the scholar's registration date, the ESL instructor administers the HLIS (Home Language Identification Survey). Based on the answers provided by the parent/legal guardian on the HLIS, the ESL instructor administers the appropriate initial language assessment (LAB-R) to identify the scholar's level of English language acquisition. Once the teacher has placed the scholar to receive language instruction according to his level, scholar will receive language support instruction accordingly throughout the academic year. This language support will materialize in myriad of classroom activities to assist scholars in scaffolding the NYS Core Standards for each Content-area and language strategies to aid scholars in understanding academic as well as social English. All of this will prepare the ELLs to be able to show language growth as they answer questions dealing with listening, speaking, reading, and writing in English as part of the NYSESLAT.

1.a. An explanation for testing ELLs in their native language (Spanish) is to assess linguistic minorities in their native language. This ideal allows the evaluator to identify the student's literacy skills in h/her native language which can be transferable into T2.

1.c. Students who receive English as a second language assistance take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. Students will continue to receive special language services until their scores on the NYSESLAT are high enough to show that they are ready to participate in English-only programs. Educators also use students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.

2. At UAAHC, keeping our parents updated on what is relevant and important to their sons is vital and extremely important. In regards to ELLs, we inform our parents initially during the interview about the three (3) programs offered in the city. Ms. Andrade provides oral and written information about all three programs in parent's native language. Furthermore, Ms. Andrade conducts a meeting with all ESL parents and shares with all a video which explains in detail what each of the language programs entailed. After the viewing of the video, Ms. Andrade presents a power point presentation in parents L1 (native language) condensing the videos information to better assist the parents in selecting the program of choice they believe will best assist their sons, both for second language acquisition and academic improvement. At UAAHC particularly, we never had parents requesting Bilingual or Dual Language programs; however, if this were to occur for those parents who have selected the TBE or the DL programs we will assess the number of parents requesting those instructional programs and once a specific number of solicitors is reached then the ESL instructor will proceed to inform the

school's administrator of the issue and the supervisor will act accordingly. Furthermore, the school's administrative team will locate near by schools where the programs are in existence and refer the scholar(s) while the school (UAAHC) hastedly arranges to instill the desired program in our school.

3. At the beginning of the process, once the oral language is completed, Ms. Andrade administers the language survey to accurately assess the language needs of the scholar. This survey is collected by the ESL instructor immediately after the parent or tutor completes it. This survey is stored in the scholar's individual folders containing as per copies of other scholar's related ESL information; for example, program selection forms, entitlement placement/continued, and Title III letters. The entitlement and program selection letters are provided to the parents at the end of the informational meeting where parents view the video and the power point presentation. The ESL instructor makes sure that all parents understand how all three programs assist their son(s) and guides them in making the right choice for them. Once the parent has selected the program of choice, Ms. Andrade hands in the program selection choice letter for the parent to sign it; and the entitlement letter as well where it informs parents the level of language acquisition their son will be as per the LAB-R.

4. If a parent desires his son to be in a Bilingual setting the ESL instructor must explain the requirements. At UAAHC, unfortunately we do not have Bilingual services or Dual Language programs in our school, we only offer a Freestanding ESL program; however, if a parent wishes this type of setting for his son(s) it is the school's responsibility to search for a school that provides the program of interest to the parent. Copies of entitlement and continued placement letters are maintained by the ESL teacher in an individual folder for each ELL scholar. Every year copies of continued letters are kept in scholar's individual folders, while the original copies are either given directly to the scholar to be brought home or it is mailed to the scholar's residential address.

5. After reviewing the Parent Survey and the Program Selection forms the trend at UAAHC has been parents opting for a Free Standing ESL program. Every parent of incomimng ELL scholar expresses his or her wish to have the scholar be immersed in an academic program where English is the primary language of instruction. In the last four (4) years that I have been at UAAHC, the data has only revealed parents desire to have their son(s) in a language assistant program which promotes the acquisition of English as a second language.

6. Yes. The program modeled at UAAHC is aligned to the parents' request. to questions 1-6 here

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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	2	1	3	7
Push-In										1	6	7	11	25
Total	0	0	0	0	0	0	0	0	0	2	8	8	14	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	0	1	6	3	1	13	2	8	32
Total	13	0	1	6	3	1	13	2	8	32

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

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
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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										1	8	7	11	27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1	3	4
TOTAL	0	1	8	8	15	32								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV: ELL Programming & Scheduling

1.
 - a. At UAAHC the organizational models to deliver language assistance instruction are the self-contained language assistant classes and the push-in models, and by departments.
 - b. The program models at UAAHC are created of ungraded groupings and homogeneous.

A. Programming and Scheduling Information

2. At UAAHC we ensure that the mandated number of instructional minutes is provided according to the proficiency levels in the Freestanding ESL Program. This academic year, we have shifted schedules to accommodate and facilitate language instruction adhering to the mandates established in the CR Part 154.

Beginners

This subgroup receives 540 minutes of language instruction a week. This allocated time is evident in the three uninterrupted language instruction periods that this subgroup receives daily.

Intermediate

This subgroup receives 360 minutes of language instruction a week according to the mandate established in the CR Part 154. This allocated time is evident within the model of the ESL teacher pushing into core classes everyday. Some of these courses are English and History to ensure that this subgroup is receiving instruction to learn content that will assist them in obtaining the knowledge required to achieve a passing scores on the respective Regents exams for each course thus meeting the English and Social Studies New York State Standards, and receiving a Regents diploma and further accelerate the processes in acquiring fluency in all four language strands (listening, speaking, reading, and writing) in the Target Language (L2).

Advanced

This subgroup receives 180 minutes of language instruction a week according to the mandate established in the CR Part 154. This allocated time is evident within the model of the ESL teacher pushing in to core classes everyday. Some of these courses are English and History to ensure that this subgroup is receiving instruction to learn content that will assist them in obtaining the knowledge required to achieve a passing scores on the respective Regents exams for each course thus meeting the English and Social Studies New York State Standards, and receive a regents diploma, but to also accelerate the processes in acquiring fluency in all four language strands (listening, speaking, reading, and writing) in the Target Language (L2).

2.b. As per the CR Part 154 instructional minutes for ELLs varies according to their language acquisition level. Scholars from grades 9-12 receive different numbers of instructional units. Particularly, for ELA scholars who as per the NYSESLAT scored a level of beginner or intermediate will receive zero (0) hours of ELA instruction. Those scholars who as per the NYSESLAT scored an advanced level will receive One (1) hour of ELA instruction.

3. When initial planning is taking place, educators at UAAHC keep all of their special needs students in mind. Therefore, when designing a unit of study within all content-areas classes' instructors use a myriad of strategies and approaches to guarantee equal access to the imparted knowledge to all of the students.

English

Teachers use ESL strategies such as: TPR (Total Physical Response), Whole Language, CALLA, and when providing mini-lessons on different concepts educators use approaches like: small group instruction, buddy systems, repetitions, vocabulary games, graphic novels, picture books, outlines, use of graphic organizers, less-condense versions of books, and books in student's L1 (Native Language)

Math

At UAAHC we have created a Math class where all level one (1) students are grouped. The teacher provides instruction of the mathematical concepts using the student's native language, ESL strategies like Taking Notes because it is an effective manner to address any inquiries that may arise in regards to the acquired concept. The integration of concept vocabulary instruction along with proper academic grammatical structures assists ELLs in understanding the skill(s) being taught. However, at UAAHC the Math instructor for this specific course focuses on developing lessons that increases comprehension of the Mathematical topic rather than just focusing strictly on linguistic format; for example, translating the content into student's L1.

Science

Teachers use a myriad of hands on and minds on activities, as well. Scientific instructional techniques in the Science classes at UAAHC, engages students in inquiry and teaches investigative behaviors to find solutions to scientific problems. In our Science classes, language becomes a tool to communicate meanings and solutions. Science teachers rely upon the importance of the understanding of numerous vocabulary words. Therefore, when introducing a new science vocabulary, teachers at UAAHC have learned that it is productive to teach

A. Programming and Scheduling Information

no fewer than twelve (12) words per lesson. ELLs understand these words at best when they are introduced using real objects, pictures, and visuals.

Social Studies/History

For this discipline teachers at UAAHC use timelines and graphic organizers in order to provide scaffolds and summarize the content of the lesson for ELLs. Within the History classes, teachers utilize outlines to summarize important information needed to master the state standardized test and pass the Regents tests. Like in any other content-area course, in the History classes teachers activate student's prior knowledge in order to develop lessons based on what students already know and do not know. Some examples of ways UAAHC Historians activate student's prior knowledge is by brainstorming, using cognitive mappings, and KWL charts

Physical Education/Health

Our Physical Education classes provide a place for ELLs to feel comfortable. Physical Education is taught using a kinesthetic approach to learning in which at first language is not necessary. The PE (Physical education) teacher uses the TPR approach in facilitating the knowledge for this class. The PE instructor simply points to an object, for example a ball for the ELL student to retrieve, touch, or simply repeat its name in L2. Also, modeling the desired outcome, game or strategy is an optimum manner in which an idea can be conveyed to the ELLs. In the Health class, modeling a desired outcome or project, use of visuals, pictures, and models of the different parts of the body

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% better in academic situations when the teacher provides direct instruction for assignments and class activities; therefore, within the differentiation the directions have to specific and direct. Teachers at UAAHC use learning targets for each student as a form of differentiating instruction, which is pertinent to each of their individual needs. These targets are created based on classroom assessment and state and standardized tests, for example, Regents			
75%			
50%			
25%			
100% strength of each student separately at their zone level of proximal development. Another form of differentiation, for example, in the English classes is to provide textbooks in student's native language or a more simplified version of it. Also, while the whole group is doing a sustained-silent reading, the ESL teacher can cover			
75%			
50%			
25%			
100% concept, in order not to overwhelm the ELLs with an elaborate amount of information. In the Math class, using bilingual approaches such as presenting the topic both LI and L2 is excellent in helping ELLs in grasping the concepts. This strategy exposes the ELL student to the target concept in English. It also gives a sense of assurance in which the concept is re-introduced in the student's L1. Finally, repeating the concept or topic several times in the target language			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

mind, educators are responsible for teaching vocabulary using a myriad of approaches which will differ from one group of students to another. An example of differentiation in teaching vocabulary in the ESL self-contained class is to activate student's prior knowledge before reading a story. The next step is to select unknown words and have an accountable talk in the target language about each one using the

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. How do you ensure that ELL students are fully engaged in the learning process?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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?

Programming & Scheduling Information Cont.

8. Teaching listening and speaking are critical components of instruction for English Language Learners. At UAAHC in all of our Language Arts classes' teachers know that they must address these two areas so that our ELLs can have success in the language skills of reading and writing. When designing an ELA lesson, use different types of modifications for the listening and speaking and tailor it to the students language needs.

- **Beginners TPR (Total Physical Response)**

TPR is a strategy that involves the learner's kinesthetic, visual, and auditory ability. Therefore, in a LA (Language Arts) class students follow the teacher's directions with physical responses such as pointing or doing an action.

- **Intermediate**

The use of games is an excellent strategy to help middle-level English learners' practice their listening and speaking skills. Simple Math or Language Arts games

Such as Bingo or Sorry allows students to practice their listening and speaking practice in a pleasant and low-anxiety environment.

- **Advanced**

Like with all language learner's repetition is extremely important. They can listen and give short presentations. They can summarize points and retell grade-level stories.

Instruction for ELLs in all classes should be:

Instruction should be comprehensible to all learners

Learning should be interactive

Instruction should be cognitively challenging

Instruction should facilitate language learning in the content area.

The goal of instruction should be achievement of academic standards by all students.

A Classroom Teacher Facilitates Language in all content areas when addressing ELLs, teachers should: increase comprehensibility, use non-verbal and context clues to provide meaning for instruction (pictures, maps, demonstrations, graphic organizers). break tasks into smaller "chunks" with frequent comprehension checks as opposed to entire units with a single comprehensive test. Pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. Increase Interaction flexible grouping configurations within the classroom allow ELLs to actively participate and ask questions when they don't understand. ELLs are more likely to take a risk and try speaking in a smaller setting. Student talk greater in small groups than in whole class setting, and student-talk is generally less complex/easier to understand. Include ELLs in classroom activities- don't isolate them. Assign a buddy when necessary and appropriate. Increase Thinking Skills using strategies such as CRISS (read and say something, 2 column notes, etc.) to model thinking processes and to model language structures in the classroom. Use graphic organizers to provide visual support for concepts. Model correct answers on the board so ELLs can copy instead of writing what they hear. Use question stems/Marizano or Bloom's Taxonomy to access higher-order thinking skills. Correcting Errors put away the red pen! Students' grammar and spelling are still in the developmental stages- resist the urge to correct every mistake they make on paper. Model correct grammar when speaking to a student or when writing answers on

B. Programming and Scheduling Information--Continued

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A. Programming and Scheduling Information

instruction and future assessments. Teachers rely greatly on teacher-made materials and the use of different textbooks. For example, in

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

to the same instruction, but using other venues to ensure language understanding as well as content. For example, allowing ELLs to answer a test in an oral manner. Another example is to allow the ELL scholar to do a role play instead of writing an essay. Allowing ELLs to work

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.

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3. The ESL teacher will provide other staff members with a series of trainings to aid them (teachers) in better servicing their ELLs in their subject-content classes. some of the trainings will explain how to provide comprehensible input to ELLs in their classes, making lessons more visual to capture the ELLs understanding of a particular concept, linking new content with already existing knowledge, determining key concepts of the unit for and define content and language objective for the lesson, modification of vocabulary instruction, usage of cooperative learning strategies, modification of testing and homework for ELLs.. Records of attendance and materials provided in each of the trainings will be kept by the school's administrator.

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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:

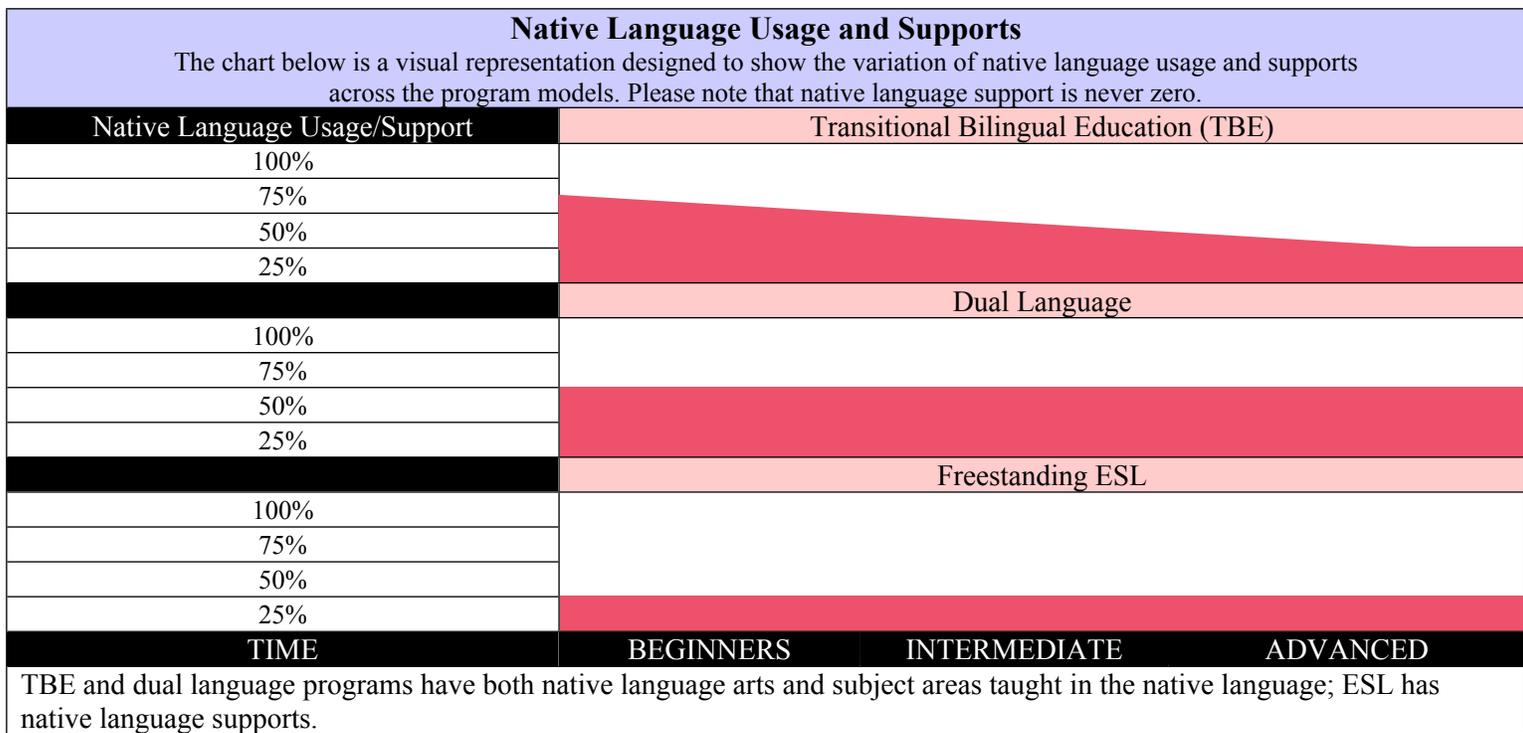
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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?

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Programming & Scheduling Information Cont.

8. Teaching listening and speaking are critical components of instruction for English Language Learners. At UAAHC in all of our Language Arts classes' teachers know that they must address these two areas so that our ELLs can have success in the language skills of reading and writing. When designing an ELA lesson, use different types of modifications for the listening and speaking and tailor it to the students language needs.

- **Beginners TPR (Total Physical Response)**

TPR is a strategy that involves the learner's kinesthetic, visual, and auditory ability. Therefore, in a LA (Language Arts) class students follow the teacher's directions with physical responses such as pointing or doing an action.

- **Intermediate**

The use of games is an excellent strategy to help middle-level English learners' practice their listening and speaking skills. Simple Math or Language Arts games

Such as Bingo or Sorry allows students to practice their listening and speaking practice in a pleasant and low-anxiety environment.

- **Advanced**

Like with all language learner's repetition is extremely important. They can listen and give short presentations. They can summarize points and retell grade-level stories.

Instruction for ELLs in all classes should be:

Instruction should be comprehensible to all learners

Learning should be interactive

Instruction should be cognitively challenging

Instruction should facilitate language learning in the content area.

The goal of instruction should be achievement of academic standards by all students.

A Classroom Teacher Facilitates Language in all content areas when addressing ELLs, teachers should: increase comprehensibility, use non-verbal and context clues to provide meaning for instruction (pictures, maps, demonstrations, graphic organizers). break tasks into smaller "chunks" with frequent comprehension checks as opposed to entire units with a single comprehensive test. Pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. Increase Interaction flexible grouping configurations within the classroom allow ELLs to actively participate and ask questions when they don't understand. ELLs are more likely to take a risk and try speaking in a smaller setting. Student talk greater in small groups than in whole class setting, and student-talk is generally less complex/easier to understand. Include ELLs in classroom activities- don't isolate them. Assign a buddy when necessary and appropriate. Increase Thinking Skills using strategies such as CRISS (read and say something, 2 column notes, etc.) to model thinking processes and to model language structures in the classroom. Use graphic organizers to provide visual support for concepts. Model correct answers on the board so ELLs can copy instead of writing what they hear. Use question stems/Marizano or Bloom's Taxonomy to access higher-order thinking skills. Correcting Errors put away the red pen! Students' grammar and spelling are still in the developmental stages- resist the urge to correct every mistake they make on paper. Model correct grammar when speaking to a student or when writing answers on

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C. Schools with Dual Language Programs

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	2	1	5	8
Intermediate(I)										1	2	4	14	21
Advanced (A)										0	0	3	0	3
Total	0	0	0	0	0	0	0	0	0	1	4	8	19	32

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

NYSESLAT Modality Analysis

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	30	0	2	0
Integrated Algebra	30	30	9	20
Geometry	30	30	2	20
Algebra 2/Trigonometry				
Math <u>General</u>	1	1	1	1
Biology	1	1	1	1
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	31			
Physics	31	30		
Global History and Geography	30	20	2	1
US History and Government	31	20	1	20
Foreign Language	9	0	9	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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								4

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.

1. At UAAHC, we search ARIS to get a baseline of where are new ELLs are if they already are in the system. We look at their eighth grade ELA, Math, and NYSESLAT score to ensure that when planning for our lessons, we can provide scholars with instruction which meets their language as well as academic needs. For ELLs in particular, we use the LAB-R results to determine the initial language level and from then decide the academic and language development plan to assist the scholar in acquiring the target language, thus achieving academic success.

Additional Information

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

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)
Avis Terrell	Principal		1/1/01
Carolyn Murdaugh	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jackeline Andrade	ESL Teacher		1/1/01
Cynthia Robertson	Parent		1/1/01
Julio Acevedo	Teacher/Subject Area		1/1/01
Adhim Deveaux	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: 239 **School Name:** UAAHC

Cluster: Jose Ruiz **Network:** CFN 610

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.

At UAAHC (Urban Assembly Academy of History and Citizenship for Young Men) we look at the the student's home language survey and the number of ELLs we have on roster to determine the number of languages in which letters and other school-related materials need to be translated and we translate accordingly.

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.

A significant finding discovered in UAAHC is the importance of how the written communication needs to reflect the manner of speaking that is familiar to parents who have limited experience with formal education. Phone calls and personal contacts through individual and group meetings have often been recognized as the most effective form of communication between school and parents of ELLs.

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 UAAHC, the ESL instructor is responsible for translating all documents dealing with school, rules, policies, announcements, and students' related-services in particular. When there are documents that need to be distributed to all students, the ESL teacher first verifies the languages spoken by all the students in the school. Being that the ESL instructor is fully Bilingual in English and Spanish; she provides the translations of all letters and documents from English to Spanish . For other languages beside Spanish, we use the standard letters from the DOE website which are already translated into several languages. Also, for school-in-house letters we use an online service entitled Google Translator to transfer the information from English to the student's L1 (Native language).

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.

The oral interpretation services being used at UAAHC are provided by the ESL instructor.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We translate all the materials into student's native language (L1).

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 Academy of Hist	DBN: 239
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
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 type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 31 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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: Language Instruction Program - The Supplemental Language instruction education program at the Urban Assembly Academy of History and Citizenship (UAAHC) funded under Title III, Part A, of NCLB, targets English Language Learners (ELLs) to attain English proficiency while meeting State academic achievement standards. Students may use both English and students L1 (Native language) and may include the participation of English proficient students in order to facilitate the understanding of the academic instruction provided by the classroom teachers. The Free Standing ESL Program offered in our school is part of the programs implemented under Title III, Part A. Title III funds allow us to provide the supplemental after school programs for our ELLs. The program will run from February 2012 to May 2012. It will be on Tuesday and Wednesday from 2: 27 till 5: 15. All 31 ELLs from grades nine through twelve will be invited to attend our Title III after school program. One teacher will be the instructor of the program. This teacher is a certified ESL teacher. The ELLs will be grouped by English language proficiency and literacy needs.

We are implementing this ESL/ELA after school program due to the latest results on both NYSESLAT and the ELA assessments. During the after school program English will be the main language of instruction; however, we will provide L1 (Native language) if required.

The materials that will be purchased with Title III funds to support out after school program are:

1. Consumable (paper, notebooks, pencils, etc.)
2. Fiction and non-fiction books

Title III will enable us to provide Saturday ELL Regents Academy to facilitate the instruction and assist in preparing all 31 ELLs from grades nine through twelve. The program will be taught by one certified ESL teacher and a certified ELA teacher. The program will begin on April 2012 through June 2012. The language instruction will be solely in English; however, L1 (Native language) assistance will be facilitated if necessary.

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: Title III funds will allow us to conduct a language acquisition Study Group. Throughout this study group we will target best strategies and practices to facilitate language acquisition instruction to our ELLs population. This group will composed of the following instructors: English language, Social Studies, Math, Science, and ESL teachers. Title III funds will be use to purchase one professional book that will facilitate the discussion of the book. The book instructors will use to

Part C: Professional Development

guide the discussion will be: Strategies for Teaching English Learners by Lynne T. Diaz-Rico. The ESL teacher will supervise the session, plan agendas and assignments, and lead the group discussions. This group will begin meeting on February 2012 to May 2012 for 45 minutes every Wednesday. The Title III teacher will attend the Title III SSO ESL meetings which are lead by the ESL Spacialist, ELL NYCDOE trainings, workshops, and conferences, Fordham University BETAC meetings.

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: A series of four (4) workshops will be provided by the ESL teacher to all 31 ELL parents from February to May 2012 on the third Thursday of each month. The workshops will begin promptly at 3:30 to 4:30pm. The topics to be discuss will be helping ELL their children with second language acquisition, vocabulary development, and reading comprehension strategies through various texts among other topics. In addition, the ESL instructor will provide a series of twenty-five (25) language aquisiton classes for parents and other community members on Tuesdays from 3:00 to 4:00 to assist them in improving their social and academic English skills. These language classes will begin in March 2012. Throughtout these sessions parents and other community membes will experience hands-on activities to assist them in the acquisition of English as a second language, hand-outs, books, teacher created materials, and snacks. This activity will develop simultaneously in addition to other activities provided by the school to benefit he community at hand.

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 	\$12,383.00	After School ESL/ELA Instructional programs for ELLs 2 teachers x 4 hrs x 49.89 x 49.89 = \$9978 Saturday Regents Preparation for ELLs 2 teachers x 4 wks x 4 hrs x 49.89 =

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.
		<p>\$1,597</p> <p>Teacher ELL Study Group</p> <p>3 teachers x 4 hrs x 49.89 = \$599</p> <p>1 Supervisor x 4 hrs x 52.21 = \$ 209</p>
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. 	\$2, 417.00	<p>Fiction and non fiction materials, Regent Prep materials, NYSESLAT prep materials, consumables for the after school and for Saturday program</p> <p>Academic Study Group materials Academic Language for English Learners and SATruggling Readers ISBN 978 0 325 01136 3/0 325 01136 2 /2008 = \$ 23 + SHIPPING AND HANDLING+ \$200.00</p>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	