



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : URBAN ASSEMBLY ACADEMY OF CIVIC ENGAGEMENT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X366

PRINCIPAL: CAMERON BERUBE EMAIL: CBERUBE@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Cameron Berube	*Principal or Designee	
George Cabezas	*UFT Chapter Leader or Designee	
Michelle Bryant	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Deborah Porterfield	Member/Teacher	
Tara Rolla	Member/Teacher	
Paula Angi	Member/Teacher	
Shakea Thomas	Member/Parent Title I Representative	
Ramon Fernandez	Member/Parent	
Yanet Hernandez	Member/Parent	
Jose Rivero	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, Civic Scholars will demonstrate progress towards achieving a 10% increase in student proficiency in Literacy as measured by the Degrees of Reading Power by Questar Assessments and the NYS ELA Exam.

Comprehensive needs assessment

Based on the results of the 2011 NYS ELA exam, 21.9% of our students performed at a level 3 or 4. This is a 5.2% increase from the 2010 NYS ELA exam results. And although we made Adequate Yearly Progress according to the 2011 New York State School Report Card, it is important that we continue to strive for excellence by ensuring all Civic Scholars are proficient in Literacy.

Instructional strategies/activities

- Civic has adopted and implemented the Learning Cultures Model that includes Unison Reading and Writing. Through this model, students will participate in Unison Reading groups daily and participate in reading and writing conferences with their teachers, table shares and whole class shares at least twice a month. Data collected during Unison Reading, conferences and shares will be used to create grassroots lessons to meet the individual and immediate needs of the students to ensure consistent progress towards literacy proficiency.
- All students will receive additional weekly literacy support during Monday AIS classes.
- There will be nine week interim assessment data cycles that allow for immediate data analysis and feedback to students. Teachers will use this data to write re-teaching plans and to provide targeted skill support during Monday AIS classes and grassroots lesson during the regular instructional periods.
- Saturday Academy will run from February until the beginning of May to provide targeted support to students in the lowest third, Students with Disabilities and English Language Learners.
- Portfolio Assessment - Monitor of student work folders and portfolios to determine what standards are being met, and to target students not meeting standards. (Monthly writing pieces)
- Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing with classroom teachers and paraprofessionals
- Follow-up to assess the professional development needs of the staff and offer professional development training and school support on several topics, including the following: Learning Cultures Model, CTT, and The Charlotte Danielson Rubric.

Strategies to increase parental involvement

- FASCE time where parents meet with their child and the child's advisor in which the child presents a piece of work from each class with a focus on literacy
- Weekly newsletter goes out to families and PTA flyers monthly with information regarding literacy instruction
- Independent book challenge for the entire school to read 5000 books with a celebration to be attended by families
- Conduct curriculum night in September where families come in and meet with each teacher who provides a syllabus regarding the units for their course and the key standards with what parents can do at home to support the learning
- Implementation of the Saturday Academy

Strategies for attracting Highly Qualified Teachers (HQT)

- Instruction by highly qualified staff.
 - 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
 - Teachers are assigned to their area of certification consistent with State legislation
 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable
 - Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
 - We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
 - Teachers received professional development every Monday
- Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We implement a thorough process for attracting, vetting, interviewing, and assessing candidates for open teaching positions.
 - Utilizing traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to the SDC.
 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- The Urban Assembly Genre Practice Coach provides in classroom support to teachers implementing the Learning Cultures Model through residencies, daily walkthroughs with immediate feedback and targeted professional development.
- Offer enrichments focused on literacy (debate, yearbook, student government)
- AIS courses on Mondays

Budget and resources alignment

- Hired a literacy coach to aid in the transition to the learning cultures model (*Title I SWP 40% and Fair Student Funds 60%*)
- Purchasing of additional texts for the library including applying for the Laura Bush grant (*NYSTL Funds and Grant*)
- Lowered class size through implementation of a 12.1 class on each grade level for those scholars who need the additional assistance (*Contract for Excellence; Fair Student Funding; Title I*)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, Civic Scholars will demonstrate progress towards achieving a 10% increase in student proficiency in Math as measured by the NYS Math Exam.

Comprehensive needs assessment

Based on the results of the 2011 NYS Math exam, 30.8% of our students performed at a level 3 or 4. This is a 9.6% increase from the 2010 NYS Math Exam results. And although we made Adequate Yearly Progress according to the 2011 New York State School Report Card, it is important that we continue to strive for excellence by ensuring all Civic Scholars are proficient in Math.

Instructional strategies/activities

- All students will receive additional weekly Math support during Monday AIS classes.
- There will be nine week interim assessment data cycles that allow for immediate data analysis and feedback to students. Teachers will use this data to write re-teaching plans and to provide targeted skill support during Monday AIS classes and grassroots lesson during the regular instructional periods.
- Saturday Academy will run from February until the beginning of May to provide targeted support to students in the lowest third, Students with Disabilities and English Language Learners.
- Portfolio Assessment - Monitor of student work folders and portfolios to determine what standards are being met, and to target students not meeting standards. (Monthly writing pieces)
- Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing with classroom teachers and paraprofessionals
- Follow-up to assess the professional development needs of the staff and offer professional development training and school support on several topics, including the following: Learning Cultures Model, CTT, and The Charlotte Danielson Rubric.
- Incorporation of Common Core Standards in all subjects to increase scholars ability to engage in higher order thinking tasks

Strategies to increase parental involvement

- FASCE time where parents meet with their child and the child's advisor in which the child presents a piece of work from each class including math
- Weekly newsletter goes out to families and PTA flyers monthly with information regarding numeracy instruction
- IXL math passwords shared for scholars to do work at home
- Conduct curriculum night in September where families come in and meet with each teacher who provides a syllabus regarding the units for their

course and the key standards with what parents can do at home to support the learning

- Implementation of the Saturday Academy

Strategies for attracting Highly Qualified Teachers (HQT)

- Instruction by highly qualified staff.
 - 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
 - Teachers are assigned to their area of certification consistent with State legislation
 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable
 - Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
 - We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
 - Teachers received professional development every Monday.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We implement a thorough process for attracting, vetting, interviewing, and assessing candidates for open teaching positions.
 - Utilizing traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to the SDC.
 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- Purchased the IXL math program which has individualized log in information for every scholar
- Use of Kaplan texts for Saturday Academy
- Use of our Data Driven Instructional cycle through the use of the scanner and the outcomes to assist scholars in learning their areas of strength and weakness
- AIS Classes each Monday

Budget and resources alignment

- Full time data specialist who also coaches the math team (*Title I; ARRA Data Specialist*)
- Additional math special education teacher to create 12.1 math classes on each grade level (*Fair Student Funding*)
- Save room coordinator teaches one smaller section of mathematics (*Fair Student Funding*)
- Kaplan texts (*Privately funded through partnership with JET Foundation*)
- Saturday academy per session (*Privately funded through partnership with JET Foundation*)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, Civic Scholars will have an average daily attendance rate of 92%.

Comprehensive needs assessment

During the 2010-2011 school year, the average daily attendance rate was 89.2%. While this is a 1.9% increase from the 2009-2010 school year, we believe that we can significantly increase student achievement with an attendance rate of 92%.

Instructional strategies/activities

- Utilize ARIS to study monthly attendance data and analyze trends. (September – June)
- Create a system of incentives and reward students with perfect attendance (monthly breakfast, pizza party, certificate, perfect attendance bulletin board). (September - June)
- Create letter to parents stressing the importance of attendance. (September - June)
- Create policy for teacher handbook – teachers make initial call after second day of absence, collect absence notes. (September - June)
- Create system for lateness. Latecomers sign in and bring in documentation. The Parent Coordinator and Family Worker will monitor. (September - June)
- Guidance counselors and School Social Worker will monitor the attendance of at risk students; conduct needed outreach services, family counseling and make referrals to support agencies. (September – June)
- The family assistant will monitor the attendance of at-risk students and conduct necessary outreach services. (September – June)
- The Student Support Team will meet on a regular basis to assess the needs of students, target services to meet individual needs, coordinate and plan for prevention and intervention services, and refer students for services as needed. (September – June)
- Parent communication will be generated for each student identified and notify parent of initiation of service and/or progress student is making. Initial letters will be sent home, followed up with phone contact as needed. (September – June)
- Teachers will be required to monitor their own homeroom and classroom attendance every day. (September – June)
- Plan school events and morning activities to facilitate improved attendance rates in at-risk students. (September – June)

Strategies to increase parental involvement

- We started the Mayor's attendance Initiative this school year being one of fifty schools in the city to focus on attendance with the additional support of the initiative to reward scholars for making improvements to their attendance
- We have one attendance teacher per grade level who focus on attendance daily through collection of attendance, keeping data, and making decisions as a team at a weekly meeting around next steps for the scholars
- Daily phone calls by the Parent Coordinator to those scholars who were late or absent
- Targeted family and students intervention and assistance through strategies and rewards

Strategies for attracting Highly Qualified Teachers (HQT)

- Instruction by highly qualified staff.
 - 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff
 - Teachers are assigned to their area of certification consistent with State legislation
 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable
 - Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
 - We annually assess the results of our Basic Educational Data System (BEDS) survey and have teachers complete the Highly Objective Uniform State Standard of Evaluation (HOUSSE) system to demonstrate subject matter competency.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals.
 - Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - Visit schools that are known to have best instructional practices.
 - Teachers received professional development every Monday.
- Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We implement a thorough process for attracting, vetting, interviewing, and assessing candidates for open teaching positions.
 - Utilizing traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to the SDC.
 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.

Service and program coordination

- We are a part of the Mayor's attendance initiative
- We have key partners in our school who serve as success mentors to the 82 students in the program who are chronically absent students (Generation Citizen, Media Impact, Lego Robotics, Debate)

Budget and resources alignment

- Hiring of a Partnership Coordinator/Social Worker (*Fair Student Fund*)
- 5000 through the initiative for rewards (*AIDP Every Student Every Day*)
- Hiring of additional teachers to allow for attendance teachers and slightly increased advisory sizes to allow for them to do attendance daily (*Fair Student Fund*)

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	63	63	63	63		6	5	
7	76	76	76	76		12	11	
8	114	114	114	114		27	15	
9								
10								
11								
12								

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
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ELA	Targeted AIS instruction in class size of 8-10 engaging in the model of instruction entitled Learning Cultures. Part of the model involves Unison Reading in which scholars must unpack their own understanding and misunderstandings of texts together in a group and the teacher tracks this through weekly Unison Reading logs and one on one conferencing with each student.
Mathematics	Targeted AIS instruction in class size of 12-15 weekly utilizing the Glencoe workbooks that align to the current state standards. Students work on the portion in the text book in groups based upon a needs assessment from their last Interim Assessment cycle.
Science	Science teachers engage in the Data Driven instructional cycle and establish centers in their classrooms based upon the needs from the assessments. Scholars move through the centers based upon their individual needs on the last assessment.
Social Studies	The social studies team focuses upon writing through the Learning Cultures model and scholars engage in table shares, whole class shares, and conferencing. These moments enable them to receive feedback on their writing and continually develop their areas of weakness.
At-risk Services provided by the Guidance Counselor	Ms. Evelyn and our SAPIS counselor Ms. Lopez provide “at potential” counseling for all scholars who need it and determine who they are at their weekly Student Support Meeting with the Assistant Principal and three house leaders
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	We have an agency FECS whom are an in house mental health clinic for our scholars and families
At-risk Health-related Services	

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Urban Assembly	District 08	Borough Bronx	School Number 366
School Name UAACE			

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

Principal Cameron Berube	Assistant Principal LeslieAnn Drye
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Shavon Evelyn
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Joanna Cuevas
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	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	
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	245	Total Number of ELLs	35	ELLs as share of total student population (%)	14.29%
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Part II: ELL Identification Process

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

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

1. At registration, parents receive and complete the home language survey. There is an informal interview with the ESL teacher to verify the home language. The ESL teacher administers the LAB-R if necessary within ten days of registration. Students are then evaluated and placed according to their proficiency levels and grouped for instruction.
2. In early October, the parents of newly admitted ELLs are invited to a parent orientation. Letters are sent home in their native language. At the orientation, which is conducted by the ESL teacher, parents have the opportunity to view the video in their language which explains the different programs offered. They are encouraged to ask questions and complete the Parent Survey and Program Selection.
3. Entitlement letters are distributed to students in their native language. If parents do not attend the first orientation, they are invited to a second one in order to complete the Program Selection.
4. It is explained at the orientation that if we have 15 or more students who choose the Bilingual Program, a Bilingual class will be formed. They will also be notified that they have the option to transfer to another school with a Bilingual Program if we don't have enough students.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, last year one out of 20 parents chose the Bilingual Program. This year none of the parents have made that selection. All have chosen ESL.
6. The program of ESL offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	10
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	11

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	12		1	12		5	11		4	35
Total	12	0	1	12	0	5	11	0	4	35

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	9	14					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									4					4
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other								2						2
TOTAL	0	0	0	0	0	0	4	11	20	0	0	0	0	35

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. The students are grouped by proficiency level. The beginners are in a Pull- Out program 4 periods a week and the ESL teacher Pushes In the other 4 periods a week. The Intermediate and Advanced students are part of a Push-In Program. Our school has a Block Program model where the students are grouped heterogeneously. The ESL teacher plans with the content area teachers involved.

2. The ELL students have been placed in certain sections to ensure that they are receiving the mandated instructional time. The beginners and intermediate get 360 minutes of ESL. The advanced get 180 minutes of ESL and 180 minutes of ELA. The ESL minutes are delivered by a certified ESL teacher and the ELA by a certified ELA teacher. We are currently staffing the role with a long-term substitute as the previous ESL teacher/coordinator retired. The school is currently interviewing potential candidates to fill the position.

3. The content areas are delivered in English. The teachers use internet resources, dictionaries, glossaries and translations to develop academic language. They also use tradebooks and classroom libraries. Newly admitted ELLS are paired with buddies and at times are allowed to complete tasks in their native language and the work is reviewed by staff members that speak the language. Classroom libraries are labeled by genres. A full-time librarian provides in-class support and offers library services during lunch periods and after school. During academic intervention students are grouped by ability and engaged in small group instruction using the principals of unison reading to read and support each other's learning where they lead group discussions and monitor their growth.

4. ESL students are appropriately assessed in their native language or provided a translator for Math and Science State assessments.

5.
 - a. At the present, the school does not have any SIFE students enrolled. However, the school would provide a extra periods of ESL instruction to those who would attend.
 - b. The Newcomers take part in an intensive Pull-Out Program as well as a Push-In Program of ESL instruction. In addition they participate in AIS and enrichment classes in the afternoon.
 - c/d. ELLS that have been receiving services 4 to 6 years as well as Long-Term ELLS receive Academic Interventions in small group instruction, and counselling. They also take part in AIS and enrichment programs to help them acquire the English language.
 - d. ELLS with special needs are given test modifications. The staff is made aware of their skills and performance levels. The ESL teacher collaborates with the Special Education teacher, as well as, Speech teachers and Counselors to improve the skills of these students. They also take part in AIS and enrichment programs to help further their language acquisition.

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

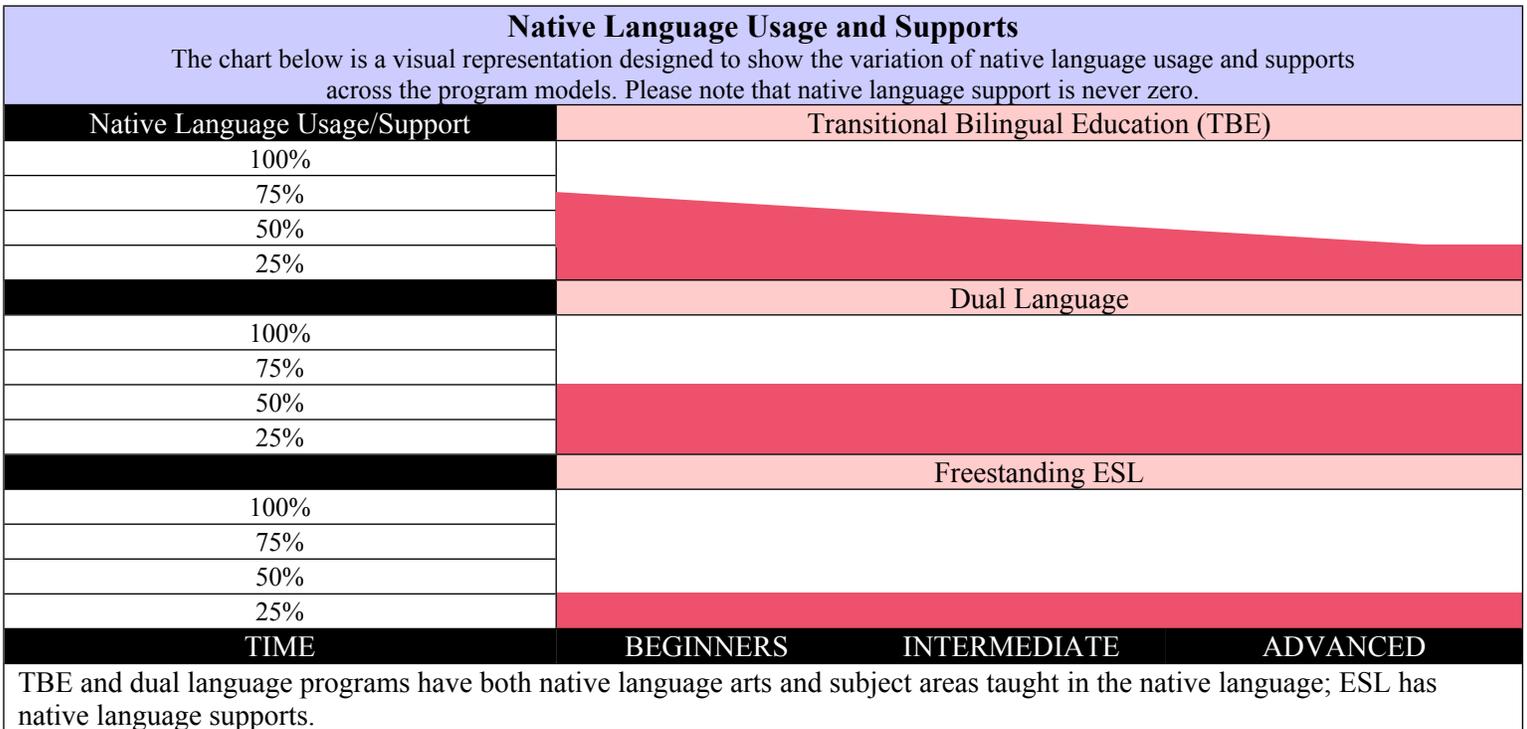
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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 materials used)?

B. Programming and Scheduling Information--Continued

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

8. In the content areas, especially with the ELLs that are beginners, teachers use textbooks in the native language. Dictionaries and glossaries are used for all ELL subgroups. When tradebooks are not available teachers use internet resources. All ELLs are also receiving Academic Intervention Services in English for reading and math.

9. The ELLs that reach proficiency on the NYSESLAT are identified by all content area teachers. They continue to receive test modifications and small group instruction. They also take part in enrichment, AIS and after school programs.

10. At the encouragement of the network, our school has launched Unison Reading. It is a reading program that addresses the needs of struggling readers through small group instruction, independent reading, conferencing and writing.

11. We will continue to push-in as a way to ensure students are not missing out on the concept building that is going on in the classroom while strengthening their language acquisition skills.

12. ELLs are afforded equal access to all school programs. They are part of the advisory groups. They choose enrichment classes that they are interested in with the rest of the school. They also have open access to the library and participate in school-wide initiatives.

13. ELLs are given access to dictionaries, thesauri, games, manipulatives, and visuals, in addition to internet access through personal and library computers.

14. In the ESL program students receive native language support through the use of dictionaries and glossaries. Newcomers are also assigned a buddy that speaks the same language.

15. ELLs are placed in age appropriate grades and the resources used are age appropriate.

16. To assist newly enrolled ELLs there is an orientation in August. They are invited with the parents to visit the school.

17. There are no language electives offered to ELLs at the present time.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. This year all teachers will participate in a three part professional development designed to increase their awareness in the needs of the ELL, identify strategies that support ELLs and understand the methodologies of the instructional approach to ELL learning.
2. Students receive a power point presentation about high school choices and registration. They receive a high school guide for NYC schools. The guidance counselor and advisors speak to the students about the different programs offered and how to complete the application. There is also communication between the guidance counselor and feeder schools. Parents are invited to Curriculum Night in September, FASCE time, and engage in portfolio presentations at year end.
3. The 7.5 hours will be covered through the professional development discussed in point 1 above.

E. Parental Involvement

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

1. Parents are invited to an orientation in August before the beginning of school. The orientation for newly admitted ELLS is in October. There is a parent coordinator who reaches out to parents during the year. She sets up workshops according to the needs of the parents. There are parent teacher meetings monthly and SLT meetings monthly which include parents. Twice a year there are parent teacher conferences to discuss the goals for the students.
2. We are currently looking to engage partners to provide workshops and services to ELL parents.
3. The needs of the parents are evaluated through surveys (Learning Environment Survey) and conversations.
4. All the materials sent home are translated in the parents' language. This year a monthly new letter is sent home to parents to keep parents abreast of current events at the school.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	3	10					18
Intermediate(I)							9	8	5					22
Advanced (A)							2							2
Total	0	0	0	0	0	0	16	11	15	0	0	0	0	42

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		2			2
7	7				7
8	7	6			13
NYSAA Bilingual Spe Ed		3	2	4	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		2						3
7	5		2		1				8
8	5		5		4				14
NYSAA Bilingual Spe Ed			3		4		2		9

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: UAACE

School DBN: 08x366

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cameron Berube	Principal		10/13/11
LeslieAnn Drye	Assistant Principal		10/31/11
Joanna Cuevas	Parent Coordinator		10/31/11
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shavon Evelyn	Guidance Counselor		10/31/11
	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: 08X366

School Name: UA Academy of Civic Engagement

Cluster: 105 **Network:** CFN-UA

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.

In August, we invite all parents of incoming students an orientation. We also invite parents of newly admitted ELLS to an additonal orientation in October. We use home language surveys to determine the type of translation services required for every day communication and communication during parent-teacher week. Our parent coordinator translates school newsletters, letters from the principal and other correspondence. All parents have access to Jupiter Grades (our online grading/communication tool). Parents of ELL students are encouraged to log on to view data regarding their children's progress in each of their classes.

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.

Based on the home language surveys, informal conversations during student orientations and information culled from the "Blue Cards", we have determined that Spanish is the second language in many of our student's homes. This information was shared at the first School Leadership Team meeting and discussed at all house meetings in October 2011. The goal of sharing this information was to ensure that all staff members were made aware and were informed about translation services.

Part B: Strategies and Activities

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

The parent coordinator and other staff members who read, speak and write spanish provide translation to the school. Translations are created at the same time that English documents are created to ensure equitable distribution. Student volunteers who speak Arabic and Albanian also provide translation services to the school when required. When necessary, the staff will contact the DOE T&I Unit at 718-752-7373 ext. 4 for over-the-phone interpretation services.

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 parent coordinator and other staff membes who read, speak and write Spanish provide oral translation services for the school. Student volunteers who speak Arabic and Albanian provide translation services to the school. When necessary, staff will contact the DOE T&I Unit at 718-752-7373 ext. 4 for over-the-phone interpretation services

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

The staff will make every effort to provide families of our ELL students with translations of key DOE documents in their native language. This includes but is not limited to registration information, school discipline codes, parent teacher week, school trips/special events, safety and attendance.

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:	DBN:
Cluster Leader:	Network Leader:
This school is (check one): <input 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 type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input 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: # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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:

Part D: Parental Engagement Activities

Describe the parental 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:

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.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		