



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** THE ACADEMY OF URBAN PLANNING

DBN 32K552

PRINCIPAL: KYLEEMA NORMAN

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SUPERINTENDENT: TAMIKA MATHESON

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Kyleema Norman	*Principal or Designee	
Tim Evans	*UFT Chapter Leader or Designee	
Mario Castro	*PA/PTA President or Designated Co-President	
Amanda Singh	Member/Student	
Laura Waxman	Member/Student	
Liana Rose	Member/Student	
Johnny Alicea	Member/Teacher	
Aisling Roche	Member/Teacher	
Joanette Sowell	Member/Parent	
Yvette Richardson	Member/Parent	
Jacqueline Sierra	Member/Parent	
Dale Donaldson	Member/Parent Coordinator	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

2. Develop and implement clear policies, regulations, and feedback loops within the school to determine how students are identified for interventions and supports and measure student progress. (page 11)

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

By June 2013, we will increase the number of students in the lowest third achieving 10 plus credits by 7% from the previous year, which was 67 students in June 2012, to 72 students this June 2013.

**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.*

- 4 grade team leaders will lead grade team discussions two 48 minute sessions a week to review student attendance, performance data, regents pass rates, credit accumulation in order to develop and implement academic and/or attendance intervention plans.
- Teachers will create curriculum maps and two Common Core aligned units including performance tasks.
  - a. Teachers will create common course curriculum maps.
  - b. Teachers will design intermediary assessments and performance tasks in accordance to the Common Core.
  - c. Teachers will work with professional development organization such as the Writers Workshop, Izone and at the school level to refine curriculum maps and summative assessments aligned with Common Core assessments.
- Students will be identified to attend PM school and Saturday school for remediation, tutoring, make up work, and then re-taking individual assessment.
- Attendance will be closely monitored
- Weekly attendance meetings will take place with guidance counselors, a school aide, the attendance teacher and principal to discuss the best course of action to reengage students who have been identified as “Long Term Absence.”
  - a. Students with attendance in the 50-79 percent attendance will be monitored on a daily basis by a guidance counselor
  - b. Home visits will be conducted by guidance counselors, parent coordinator, and teachers for outreach.
  - c. Professional development provided to students to address individual students’ needs and challenges.
  - d. Students will participate in incentive activities as well as award ceremonies to encourage continued success

- Designing and Prototyping Progress Monitoring Model.
  - a. Teachers, guidance counselors, and administrators research and analyze various student progress monitoring structures and system.
  - b. Attendance team will visit other schools to identify best practices to track attendance.
  - c. Teachers will work with professional development organization such as Ramapo and Clearpool to apply models to meet the specific needs of AUP including attendance monitoring.

***b) Key personnel and other resources used to implement these strategies/activities,***

- All administrator, grade team leaders, counselors, department coordinators, attendance team, CBO (Partnership with Children),
- Resources include Teacherease, traditional DOE data systems, CBO systems

***c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.***

***Timeline Feb 2013 - May2013***

**February 2013**

- Grade team meeting schedule and tentative agendas created
- Current data analyzed
- Initial action plans created

**March – April 2013**

- Progress reports generated every 3-4 weeks
- PD for students with attendance issues
- Curriculum maps and common assessments refined after feedback and administered
- Action plan revised in response to attendance and credit accumulation data
- After School and Saturday Academy begin

**May – June 2013**

In addition to activities from March and April:

- Intensive interventions implemented for student that a close to credit accumulation and attendance targets
- Final incentive and awards ceremonies to recognize success in credit accumulation and attendance
- Program evaluation completed to determine successes, challenges, and lessons learned
- Preliminary plans for progress monitoring program for following year created

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA      X Title III       Set Aside       Grants      X Other-describe here: Title 1 PF

Service and program coordination

- Title I Priority/Focus SWP
- Datacation with Datacation Professional Development (\$3100 for licenses) as well as Teacherease were purchased as a tool to track student academic progress and attendance. The software provides up to date information on credit accumulation that would then be discussed in grade team and department meetings concerning student progress and attendance rates. The teacher team meetings would use Datacation as well as Teacherease to notice trends in student performance and design academic and attendance intervention plans according to the data collected that would be shared with parents and students. The software also allows teachers within the school to see the anecdotal on a student school-wide and eliminates having to wait for a one on one conversation with a colleague about the progression of a student.
- Ramapo Retreat as well as in-house Ramapo for Children Professional Development( (\$60/teacher \* 25 teachers & staff) + (4 hrs \* 25 staff\* 51 (w/fringe)) + (4080 (3 sessions in house) = \$10680) Ramapo is an organization that deals with special needs populations and training the adults who interact with them in strategies to optimize their academic and social emotional abilities. They are a trusted organization who has built rapport with the current staff using their strategies to thwart behavioral issues amongst our current student population and as a result have been invited to return to assist with our persistent attendance issues as well as academic concerns by aiding us in building routines and rituals to correct current practices. The retreat’s purpose is to activate reflection amongst staff about practices that are working to help increase attendance rates and credit accumulation and reflect on practices that need to be dismissed or tweaked. The individual sessions are for targeted specific groups like our current 9<sup>th</sup> team who has identified issues of connecting to the “AUP high school experience.” Ramapo will be asked to assist up in developing team building strategies to enlist the 9<sup>th</sup> grade in performing at their best and reengaging them into school. The other two sessions will be geared towards our 12<sup>th</sup> grade team who has identified our seniors as being lackluster in their academics as well as truants. Ramapo will work with the teacher team to assist them in developing accountability measures for all stakeholders by assisting us in designing routines and rituals to address attendance and academic performance.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation.**

3. Apply strategies and best practices for monitoring the implementation of what is learned in professional development. Pg. 15

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

• Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

By May of 2013, all teachers will be able to share at least one instructional strategy from any of the professional development experiences initiated by the school, that they have refined through conferences and observations with teacher leaders and/or administrators.

Research has shown that professional development for teachers is most effective and boost student when it is aligned to school goals and is sustained. Coherency is also directly affects the implementation of new practices. The entire community must engage in continuous two way communication and feedback to inform and refine the practice, identify needed support, and accomplish important next steps.

**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) Department meetings will be held at regular intervals to reflect on progress towards professional goals and develop logical next steps for implementation
- b) Select teachers will utilize Teachscape to develop capacity questioning, discussion techniques, formative assessment techniques
- c) Administrators will align observation and feedback cycles to city-wide instructional expectations for teachers.
- d) Administrators and department coordinators will meet periodically to monitor implementation and revise supervisory strategies when needed

***B)Key personnel and other resources used to implement these strategies/activities,***

- o All teaching staff and administration will be involved in developing our professional development model

***Timeline Feb 2013-June 2013***

**February 2013-**

- All Teachers will have their Teachscape accounts activated to participate in online learning and professional development around Danielson and other best practices
- Teachers will create their professional learning goals with their respective assistant principals
- Assistant principals and department coordinators will create a meeting schedule for the spring semester of 2012-2013
- School wide needs assessment and GAP analysis will be conducted to determine alignment with the Chancellor’s Instructional expectations and the school wide plan for instructional coherence
- Based on the findings from the aforementioned tasks, administration and teachers will develop a professional development menu

**March – April 2013**

- Teachers actively engage in professional development experiences
- Teachers report out to departments on activities participated in, successes, challenges, and wisdom knowledge gained
- Administrators continue observations and facilitate reflective conferences about strategies under study
- Administrators and teachers collaborate to monitor progress and adjust plans if necessary

**May 2013**

- All teachers share with larger community highlights of their work
- All pedagogues formally reflect on successes, challenges, and lessons learned
- All pedagogues identify preliminary professional goals for the upcoming year

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA      X Title III       Set Aside       Grants      X Other-describe here: Title 1 PF

**Service and program coordination**

- Title I Priority/Focus SWP
- Teachscape with Teachscape Professional development (\$4100)- This online professional development tool provides a differentiated approach to professional development using Danielson and other best practices for lesson implementation. Admin will be able to assign the professional development according to teachers individual needs and teachers will be able to work at their own pace and monitor their own growth and development. This professional development tool creates a personalized learning experience for a teacher based on the professional goals that they set with their respective assistant principals. Learning for teachers is now available outside of the work hours.

- Professional Development for Curriculum Development (27 teachers\* 2 hours \* 1 session \* 51(with fringe) = 2754) – Curriculum mapping in accordance to Common Core will take place during this professional development time to ensure that teachers have the support that's needed to write their curriculum maps and work on the design of lessons and performance with the assistance of their colleagues as well as administrators to produce high quality tasks and lessons.
- Professional Development for Common Core (27 teachers\* 2 hours \* 1 session \* 51(with fringe) = 2754) -Understanding the Common Core language as well as implementing the curriculum into lesson structure will be reviewed during this session as well as looking at next year's CCLS expectation for instruction and what it means to implement it in our teaching.
- Saturday school (5 teachers \* 3hours \* 14sessions\* \$51(with fringe) = 11,484) - This time is geared towards the additional assistance students in all grades need in completing course work. Teachers in all four major academic disciplines will be represented in addition to and ELL teacher to accommodate our ELL population of students. During this time, students can work on past-due assignments, regents' tutorial or homework. The academic need is determined by the classroom teacher and the Saturday teacher is responsible to address the area of concern with the student on Saturday. . Physical education is also being offered to students who are need of a credit.
- PM school (5 teachers\*3hrs(an hour for three days)\*13 sessions\*\$51(with fringe)) + (5 \* 51.04)(1 teacher extra) = 10,208- These sessions are geared to ELL population who need enrichment and assistance in passing a regents in the Humanities. Also, seniors who need extra assistance in preparing for a regents or missing credits are in attendance during this time. Physical education is also being offered to students who are need of a credit.
- Smartboards with Smartboard training (8 boards \* \$3000 = 24,0000)
- LCD projectors (6 projectors \* 500 = 3000)- The usage of a projector would promote non- traditional lessons that incorporate the use of technology. With the 21<sup>st</sup> learner, the use of the projectors to incorporate real time imagery of a current topic would provide an academic enhancement to lessons. Projectors also provide a differentiated approach to lesson delivery.
- Desktops (5 desktops \* \$562 = 2810)- Common Core expectations are to have lessons that include multiple entry points which for the 21<sup>st</sup> Century learner includes technology. The use of desktops during a lesson would promote teachers to also use a non-traditional teaching style and students would be able to research their learning and participate in blogs and on websites that teachers establish to obtain their learning.
- Smartboards w/Smartboard training( 8 boards \* 3000 = 24000) Smartboards would promote non- traditional lessons that incorporate the use of technology. With the 21<sup>st</sup> learner, real time imagery of a current topic would provide an academic enhancement to lessons. Smartboards also provide a differentiated approach to lesson delivery. Common Core expectations are to have lessons that include multiple entry points which for the 21<sup>st</sup> Century learner the implementation of technology. The use of Smartboards during a lesson would promote teachers to also use a non-traditional teaching style and students would be able to research their learning and participate in blogs and on websites that teachers establish to enhance the lesson. Also webinars and other forms of online lesson deliver are made available through the use of a Smartboard which promotes multiple entry points for a learner.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

4. Continue to work to implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding. (page 21)

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal # 1** By May 2013 teachers will demonstrate knowledge of instructional strategies that promote the use of higher order thinking skills.

By May of 2013, we will introduce and use instructional strategies that increase opportunities for higher-order thinking, analysis, problem solving, and deeper content understanding by developing and implementing our complex problem solving instructional model. Student progress in meeting this goal will be evaluated by their performance on assessments designed around higher order thinking skills.

Several research studies were completed from 1990 to 2003 “which demonstrated that students who experienced higher levels of authentic instruction and assessment showed higher achievement than students who experienced lower levels of authentic instruction and assessment. Teachers should utilize a gradual release of responsibility model ,as advocated by Fisher ad Frey (2008), so that students become independent competent learners (Graves and Fitzgerald)

**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: (Teachers and administrators will select from the following strategies.**

Pairs, small group and whole class discussions around non-fiction text

Socratic seminar

Project based learning units

Primary source document analysis

**Key personnel and other resources used to implement these strategies/activities,**

Personnel – Assistant Principal, department coordinators, senior teachers, staff developers from network (central level support organization), staff developers from New Tech Network, Smartboards and Smartboard training. Desktops and laptops in classes to assist students in experiencing higher levels of authentic instruction and assessment.

**Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- a) Department teams will analyze results from CCLS units that provide opportunities for students to use higher-order thinking skills. The results will gauge the effectiveness of our instructional strategies.

***Timeline Feb 2013-May 2013***

b) February 2013-

- Assistant Principals set the agenda for department meetings for spring semester 2012-2013
- Mini observations will be conducted to collect data on questioning technique,
- Assessment design, task design and discussion technique.
- Gap analysis conducted by assistant principals and department coordinators.
- Administration and teachers will create action plan based on the findings from gap analysis and set interim
- Professional Development instructional strategies that promote higher order thinking skills will begin for some and continue for others

March 2013 – April 2013

- Administrators will continue observations within department
- Administrators will aggregate observation data to monitor progress
- Administrators and department coordinators will analyze data and revise plan as needed to meet goals
- Professional development about instructional strategies that promote higher order thinking skills will continue
- Teacher leaders will begin to facilitate some of the professional development experiences

May 2013-

- Administration and department coordinators will conduct final observations
- Teachers will share strategies learned and work done during department meetings
- All staff will reflect on the progress made and use the information to set professional goals for next year

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title 1 PF

### **Service and program coordination**

- Title I Priority/Focus SWP
- Professional Development-Instructional Strategies that promote Higher order thinking skills during common planning time which is period 6 incorporating New Tech Network and infusing their project based learning with our Common Core Unit designs. They will work with a targeted specific group of 6 teachers until June. Curriculum maps and lesson plans will reflect the work of New Tech Network and the collection of student work as it pertains to performance tasks will house the evidence of the collaboration. The revision of student work will promote further tweaking of maps and lessons.
- The Writer's Workshop will work with the ELA department to help them create higher order thinking skills questions during 6<sup>th</sup> period common planning time for departmental meetings. The evidence of their work will be reflective in their curriculum maps and lesson plans which will lead to the collection of student work to be analyzed for the effectiveness of higher order questions during a lesson leading to academically rigorous student work products.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

1. Develop and implement a set of concise positive expectations for classroom behavior with clearly articulated consequences for misbehavior and recognitions for adherence. (page 6)

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- By June 2013, we will increase by 10% the number of teachers reporting through a school's learning environment survey that order and discipline is maintained in the school from 6 teachers in 2012 to 9 teachers in agreement with order and discipline being maintained in school.

**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:
  - Collaboration to develop 5 positive pro social behaviors to reinforce in the school
    - Identify positive pro social behaviors in their classrooms
    - Read text around pro social behavior and benefits
    - Common expectations and how they're developing it
  - Training of Restorative Justice and peer mediation
    - Observe restorative justice practice (4 teachers)
    - Facilitate and implement restorative justice circles
    - Bimonthly study group, meet for 1 hour to develop and discuss practice
    - Receive professional development from outside vendor like Ramapo for classroom behavior techniques.
  - Professional development
    - Provide individual professional development to teachers who need support in developing a positive classroom environment.
    - Bring in Ramapo Consultants for 4 days (Lynn)
  - Develop specific, realistic, and manageable recourse for teachers to deal with disruptive behavior
    - Three hour planning session for teachers to plan and provide teachers a menu of options to address clearly stated procedures for rule breaking
    - Review chancellors regulation and identify behaviors and levels
    - Identify teacher menu of options to address level 1-2 common infractions

- Identify teacher menu of options to address level 3-5 common infractions
- Common planning time to share presentation share practices and procedures with staff
- Designing and Prototyping Behavior Management System.
  - Teachers, guidance counselors, and administrators research and analyze various behavior management system
  - Individuals with work interview other schools and share different models including four year advisory
  - Teachers will work with professional development organization to apply models to meet the specific needs of AUP
  - Teacher provide academic intervention plans for students in their grade teams who struggle in behavior

**Key personnel and other resources used to implement these strategies/activities,**

Personnel - All administrators, counselors, restorative justice committee, Ramapo consultant, deans, Restorative Justice consultants  
 Resources – OORS, internal disciplinary documentation, Datacation

**Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

**Timeline Feb 2013-May 2013**

**February 2013**

- Create meeting schedules and tentative agendas for all committees (Mentoring, Restorative Justice, Behavior Policy study group)
- Contact external agencies to schedule organizational meetings

**March – April 2013**

- Convene grade team meetings to monitor progress, share best practices, and adjust plans as need by on a weekly basis for two 48 minute sessions.
- Teachers will attend network classroom management workshops and share out during grade team weekly meetings.
- Begin Restorative justice professional development and initial implementation in school
- Finalize and publicize first draft of behavior policy as a result of grade team meeting collaborations

**May – June 2013**

- Continue revised versions of March and April activities based on data collected
- Provide more intense support to teachers participating in classroom management professional development if necessary
- (Late May) Conduct formal reflections of all initiatives and document successes, challenges, and lessons learned
- Evaluate each program and use information to develop preliminary plans for next year

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA    X Title III     Set Aside     Grants    X Other-describe here: Title I PF

**Service and program coordination**

- Title I Priority/Focus SWP
- Ramapo for Children Retreat as well as in-house Ramapo for Children Professional Development ( (\$60/teacher \* 25 teachers & staff) + (4 hrs \* 25 staff\* 51 (w/fringe)) + (4080 (3 sessions in house) = \$10680) Ramapo is an organization that deals with special needs populations and training the adults who interact with them in strategies to optimize their academic and social emotional abilities. They are a trusted organization who has built rapport with the current staff using their strategies to thwart behavioral issues amongst our current student population and as a result have been invited to return to assist with our persistent attendance issues as well as academic concerns by aiding us in building routines and rituals to correct current practices. The retreat's purpose is to activate reflection amongst staff about practices that are working to help increase attendance rates and credit accumulation and reflect on practices that need to be dismissed or tweaked. The individual sessions are for targeted specific groups like our current 9<sup>th</sup> team who has identified issues of connecting to the "AUP high school experience." Ramapo will be asked to assist up in developing team building strategies to enlist the 9<sup>th</sup> grade in performing at their best and reengaging them into school. The other two sessions will be geared towards our 12<sup>th</sup> grade team who has identified our seniors as being lackluster in their academics as well as truants. Ramapo will work with the teacher team to assist them in developing accountability measures for all stakeholders by assisting us in designing routines and rituals to address attendance and academic performance.
- Begin Restorative justice professional development and initial implementation ( 1 teacher \* 10 sessions \* \$51(w/fringe) = \$510) which is peer mediation in the school that promotes student to student monitoring of behavior with a teacher facilitating all discussions.

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- 13% of parents surveyed in the NYC School Survey Report wanted better communication with parents. (page 7)

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

- By April 2013, we will create an online communication options for parents as well as utilize Global connect to text and call parents keeping them in communication with staff members about our students' academic and attendance success rates. The website, Teacherease will serve as a centralized hub for exchange of email, access point for online learning and will provide updates on school events. Global connect will provide a means for parents to receive school update via texting and phone calls.

At AUP we understand the value of parent involvement. We realize that student achievement increases when parents are actively involved in the education schooling of the child. We also understand however that many parents that want to be an active part of their child's education are not able to come to participate in traditional ways. Therefore we are beginning the process of developing innovative strategies to allow our parents to participate without visiting the school.

### **Strategies to increase parental involvement and engagement**

- Describe the research-based 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,**

We will use the a website to:

Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

b) **staff and other resources used to implement these strategies/activities,**

Administration, Parent Coordinator, Guidance Counselors, Technology Teacher, Teacherease, Global Connect

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

Teachers will provide information for the weekly update component of the website

d) **Timeline for implementation.**

**Feb 2013- April 2013**

Usage of Global Connect to create mass phone calls and texts concerning school updates & special events  
Communicate with parents all online learning websites  
Parents Teacher Conference gather parent email addresses and cell phone numbers  
Workshop for parents – Saturday Parent Academy

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title 1 PF

**Service and program coordination**

- Title I Priority/Focus SWP
- Per Session Saturday Academy for parents ((3 hour sessions \* \$51 \* 6 sessions = \$918) Saturday Academy for parents will be implemented to provide technology support to parents to be able to retrieve academic and attendance information using ARIS as well as tutorials for parents on technology for personal use. The Saturday Parent Academy will address parents about Common Core for literacy and math. We also will have a college seminar and a seminar on personal finances. We will involve HAI to provide an evening of a dinner and a show. The culminating activity will be an awards ceremony in June to acknowledge students’ academic successes and attendance throughout the year.
- Per Session- Mid Spring Parent Teacher Conference(27 teachers \* 2 hrs \* \$51(w/fringe) = \$2754) Provide an opportunity for parents to speak with teachers before the final report card to encourage academic and/or attendance improvement for students. Allow parents the opportunity to collaborate with students to create academic and attendance intervention plans to promote student success.
- Teacherease (licenses \$2600) - Utilize Teacherease to generate emails to parents to communicate students’ progress in all academic subjects as well as attendance rates. This software allows teachers to dialogue with parents concerning their child’s success rate in class and creates a platform for instantaneous communication. Teacherease is the software that teachers use as an online grade book and students grades as well as behavioral anecdotes can be shared with parents through email.
- Global Connect makes all mass phone calls/ texts to parents to alert them on school wide updates, i.e.PA meetings, Open School Night/Day, PM School Time and Dates, Afterschool Time and Dates and special school events.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Remediation/Tutoring/Test Prep	Saturday School/P.M. School	Saturdays and after school Tuesdays and Thursdays
Mathematics	Remediation/Tutoring/Test Prep	Saturday School/P.M. School	Saturdays and after school Tuesdays and Thursdays
Science	Remediation/Tutoring/Test Prep	Saturday School/P.M. School	Saturdays and after school Tuesdays and Thursdays
Social Studies	Remediation/Tutoring/Test Prep	Saturday School/P.M. School	Saturdays and after school Tuesdays and Thursdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One On One Counseling Group Counseling Crisis Management	Saturday School/P.M. School	Monday-Friday

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Increase collaboration time between teachers.
- Allow teachers to create and teach their own electives.
- Pay for professional development opportunities
- Place teachers in position in leadership roles.
- Give teachers input in making important school decisions

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Terry Byam</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>552</b>
School Name <b>Academy of Urban Planning</b>			

### B. Language Allocation Policy Team Composition

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

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

### D. School Demographics

Total number of students in school	<b>387</b>	Total Number of ELLs	<b>82</b>	ELLs as share of total student population (%)	<b>21.19%</b>
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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. [🔗](#)

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										20	21	29	12	82
<b>Push-In</b>									0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	20	21	29	12	82

### B. ELL Years of Service and Programs

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

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

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

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

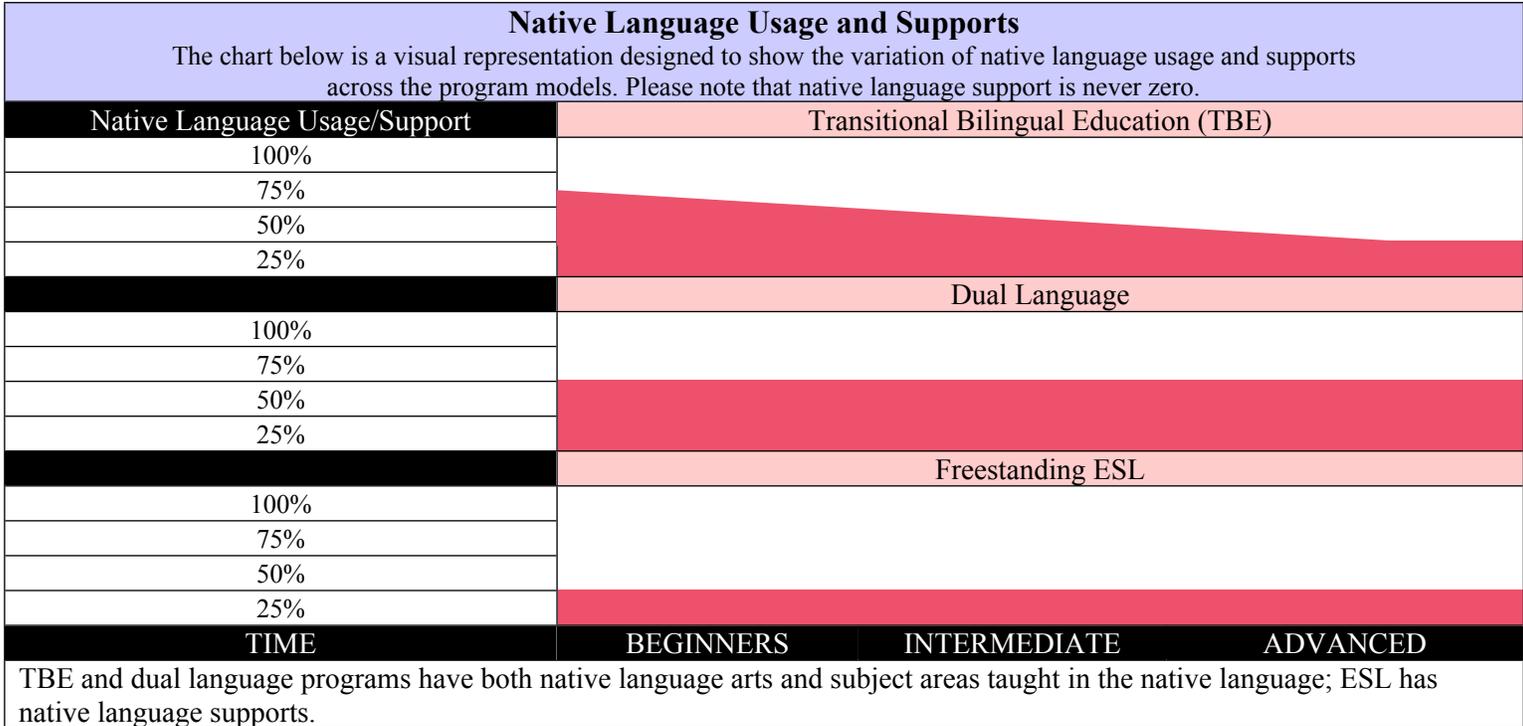
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

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

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

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

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

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

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

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

#### **E. Parental Involvement**

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	4	10	2	20
Intermediate(I)										8	11	11	4	34
Advanced (A)										5	5	4	6	20
Total	0	0	0	0	0	0	0	0	0	17	20	25	12	74

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18	0	0	5
Integrated Algebra	0	61	0	33
Geometry	0	13	0	2
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	26	0	3
Living Environment	0	41	0	7
Physics	0	0	0	0
Global History and Geography	0	16	0	6
US History and Government	0	35	0	17
Foreign Language	0	49	0	46
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The LAB-R is administered to assess the early literacy skills of ELLs students. The data follows the research findings that students develop communication (listening and speaking) skills faster than academic reading and writing. Twenty two students demonstrated proficiency in communication where as zero student demonstrated proficiency in reading and writing. As a result of this data, professional development will center around supporting students with academic reading and writing. Teachers will implement strategies in their content area. The success of our programs will be evaluated by predictive assessments given to students throughout the year.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Academy Of Urban Planning

**School DBN:** 32K552

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rodney Orji	Principal		11/8/11
Avery Beauford	Assistant Principal		11/8/11

**School Name: Academy Of Urban Planning**

**School DBN: 32K552**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		1/1/01
Madeline Hackett	ESL Teacher		11/8/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Milena Uribe	Guidance Counselor		11/8/11
	Network Leader		1/1/01
Irving Estella	Other <u>ESL Teacher</u>		11/8/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>

### Part B: Direct Instruction Supplemental Program Information

Begin description here:

We have approximately 50 eleventh and twelfth grade English Language learners that have not passed the English regents exam. The purpose of this direct instruction supplemental program is to provide additional opportunities for students to acquire the level of proficiency necessary to do so. The program will take place after school 3:45 - 5:45 on Tuesday and Thursday for 10 sessions. We will continue the program on 15 select Saturdays from 9:00 A.M. – 12:00 noon. Teachers will design curriculum based on adapted versions of classic novels. The program will be staffed by a licensed ESL teacher and a licensed content area teacher that is fluent in Spanish. This content teacher will support students' language development by providing explanations and feedback in Spanish when appropriate. Each class will contain 25 students.

### Part C: Professional Development

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

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

Begin description here: Teachers will be provided with training in TESOL methodology so they can adequately service these students. Topics will include but not be limited to building background knowledge, using cognates to support vocabulary acquisition, scaffolding reading and writing for second language learners, etc... Our ESL teachers will provide a 90-minute professional development opportunity entitled "Pathways To Proficiency: Effective Instruction for English Language Learners." This workshop is tentatively scheduled for December 5 at 2:00. (This date and time is subject to change due to scheduling conflicts)

### 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 Saturday will be set aside to give ELL parents information about their rights and opportunities around academic support for their children. Our ESL teachers will work with the parent coordinator to design the workshop. This orientation session is tentatively scheduled for December 8, 9:00 A.M. — 11:00 A.M. (The date and time is subject to change due to unforeseen circumstances). All communications about the program will be bilingual (letter and telephone notification). Our Spanish teacher will attend the orientation to provide translation services.

**Part E: Budget**

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

Allocation Amount: \$11596

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9558.64	1 Teacher X 86 (instructional hours) 1 Teacher X 88 (instructional hours) 2 Teachers X 5.5 each (planning and leading teacher training)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	Frankenstein ESL Version (Set of 6) 55.38 X 6 = 332.28  Dracula ESL Version (Set of 6) 55.38 X 6 = 332.28  Jane Eyre ESL Version (Set of 6) 61.72 X 6 = 370.32  Sherlock Holmes ESL Version (Set of 6) 55.38 X 6 = 332.28  Twenty Thousand Leagues Under The Sea ESL Version (Set of 6) 55.38 X 6 = 332.28  Supplies - Postage, Paper, Pens, Pencils, Post its etc... = 337.92  Totals = 2037.36	Adapted classic novels and basic classroom supplies
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,596.00	

