



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** URBAN ASSEMBLY ACADEMY OF CIVIC ENGAGEMENT

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

**PRINCIPAL:** MARY-ANNE SHEPPARD

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**SUPERINTENDENT:** TIMOTHY BEHR



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this 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
Mary-Anne Sheppard	*Principal or Designee	
George Cabezas, Chairperson	*UFT Chapter Leader or Designee	
Lisa DeJesus	*PA/PTA President or Designated Co-President	
Marisol Estevez	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Deb Porterfield	Member/ Teacher	
Tara Rolla	Member/ Teacher	
Lisa Buckner	Member/ Parent	
Yanet Quinones	Member/ Parent	
Jamie Romano-Ruiz	Member/ Parent	
	Member/	
	Member/	

\*\* 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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

30% of teachers on the 2010 – 2011 Learning Environment Survey and 54% of teachers on the 2011 – 2012 Learning Environment Survey stated that they disagreed or strongly disagreed with the following statement: *School leaders give me regular and helpful feedback about my teaching.*

### **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

  X   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leaders will ensure that each teacher will receive:

- a minimum of twelve informal observations with actionable pieces of feedback
- one formal observation (tenured teachers)
- three formal observations (untentured teachers)
- four bulletin board feedbacks with comments targeting the rigor of the assignment and the alignment of the work to the school's key standards
- three conversations with school leaders regarding their goals and progress
- feedback on their students' portfolios with feedback around curriculum alignment

Feedback will build on previous observations to track teacher growth and the Professional Development Plan will be revised based on the observations, as needed to address areas of concern in curriculum alignment and student progress.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - 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.
  - d) timeline for implementation.

### **Strategy**

The majority of our students score a Level 2 on NYS assessments. We have assessed that our curriculum could be more aligned to the common core standards and demonstrate more rigorous expectations for our students. By focusing on PD for our teachers to demonstrate links between effective pedagogy and curriculum, we increase both our teacher effectiveness and student performance. Therefore, we will initially focus on Danielson Competency 1e: Designing Coherent Instruction during professional development, team

meetings, and observations/ feedback. Later on, we will focus on Danielson Competency 3d: Assessment in Instruction and 3b: Questioning and Discussion Techniques.

**Personnel**

The principal and the assistant principal will be the key personnel to conduct these observations, conversations, and feedback templates. However, teacher leaders will participate in Learning Walks and provide feedback to their peers as well.

**Timeline**

**September/ October** – Principal and AP will roll out expectations to staff, and conduct 5 informal observations together to calibrate expectations and informal feedback.

**November/ December** – Principal will review all formal observations to ensure a consistent and coherent approach to formal observation reports. All teachers will participate in PD around linking Danielson and instruction.

**January** – All teachers will have received 5 informal observations, one formal observation, two bulletin board feedbacks, and two goal conversations. All teachers will participate in PD to increase their knowledge of questioning techniques, and to link new info with previous PDs. Principal and AP will work with their network achievement coach to deepen their understanding of Danielson.

**March** – All teachers will have received 8 informal observations, two formal observations (untenured teachers only), three bulletin board feedbacks, one portfolio feedback, and two goal setting conversations. All teachers will participate in a second round of PD.

**May/ June** – All teachers will have received 12 informal observations, three formal observations (untenured teachers only), four bulletin board feedbacks, one portfolio feedback, and three goal setting conversations. All staff will participate in PD to share best practices, celebrate results, and set goals for the next school 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: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

-Assistant principal to allow for additional observations of teacher practice

-Assistant principal to allow for additional teacher feedback opportunities

## **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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On the 2010 – 2011 NYC Progress Report, Civic Engagement scored a 13.9 on the progress section (out of 60). On the 2011 – 2012 NYC Progress Report, Civic Engagement scored an 8.5 on the progress section (out of 60). These results showcase a need to deepen practices at the school that involve data analysis, goal setting, and measurable progress for all students on an ongoing basis.

### **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**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

In order to ensure that there is constant data analysis of progress towards proficiency targets, all teachers will be organized into teacher teams that will meet on a weekly basis. Beginning in the fall, all teacher teams will be led by a team leader that will report to the administrative staff around rigorous goal setting towards increasing literacy and/or math levels in all students. Through detailed analysis of student performance on state tests and classroom work, teacher teams will be able to identify key skills students are missing. Administrators and lead staff will develop pd where teachers will learn additional strategies to help students master the needed content. By April 2013, each teacher-led department team will have completed at least one full inquiry cycle where they have analyzed data, set goals, determined instructional strategies, measured progress towards the goals, evaluated results and reflected on the effectiveness of their work.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - 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.
  - d) timeline for implementation.

### **Strategy**

Before beginning enrollment at our middle school, the majority of students have always tested below proficient. Our schoolwide approach will be on determining the reasons behind these scores, creating a systematic approach to assessment of student learning and data analysis that informs the planning of curriculum and instruction. Administrators and lead teachers will develop PD where teachers will learn additional strategies to assist students in mastering needed content. We will use the Degrees of Reading Power (DRP) assessment and the Acuity Benchmarks (Math and ELA) as our progress monitoring tools.

**Personnel**

The principal will lead the schoolwide inquiry team which will consist of the principal, assistant principal, and department heads. The principal will also facilitate the professional development around inquiry work. Department heads will lead the department inquiry teams and provide coaching to teachers in the following areas: assessment of student learning, revising curriculum and instruction based on student data.

**Timeline**

Throughout the school year, the principal will lead the schoolwide inquiry team to model the inquiry process to teacher leaders and to create a data-driven culture. By October 2012, the principal will have conducted three hours of professional development with teacher leaders and two hours of professional development with teachers regarding inquiry work. By February 2013, the principal will have conducted six hours of professional development with teacher leaders and three hours of professional development with teachers regarding inquiry work. By April 2013, each department will have completed their first inquiry cycle where they have analyzed data, set goals, determined instructional strategies, and reflected on the effectiveness of their work.

**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.

Other-describe here: Title I Priority/ Focus SWP, ARRA RTTT Citywide Instructional Expectations, and ARRA RTTT Data

- Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Specialist\_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- 80 hours of ELA coaching (Title I Priority/ Focus SWP)
- 21 hours of Math coaching (Title I Priority/ Focus SWP)
- Staff preparation of parent information packages each marking period that contain midway progress reports, Acuity and DRP results, and strategies to support your child (Title I Priority/ SWP)
- Professional Development regarding inquiry work and curriculum development (ARRA RTTT Citywide Instructional Expectations and Title I Priority/ Focus SWP)
- Data Specialist Per Session (ARRA RTTT Data Specialist)
- Study halls for teachers and school leaders to work collaboratively afterschool on curriculum and instruction (Title I Priority/ Focus SWP)

**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

For the past two years, less than 30% of students have scored proficient on the state Math or ELA exams. In house assessments show that the majority of incoming students enter below grade level in both reading and math.

**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

x  4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

In order to make great achievements in student proficiency, the entire school must be constantly focused on monitoring student progress as they increase their performance throughout the school year. Teachers will use the Degree of Reading Power assessment (September, January, and May), the Acuity Math Benchmarks (Fall and Spring), and the Acuity ELA Benchmarks (Fall and Spring) to analyze grade, class, and students strengths and needs to inform lesson planning and students will analyze and reflect on their own progress. All of the skills taught in classrooms will be common core aligned, and all teacher observations and conferences with administrators will discuss how the content covered in the lesson is boosting student achievement.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - 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.
  - d) timeline for implementation

**Strategy**

We will use a nationally criterion-referenced reading assessment as well as the Common Core aligned Acuity assessments to monitor students' progress to meeting grade level expectations. This data will be used to drive lesson planning, to foster student participation in the learning process, and to communicate student progress information to our families. Teachers will receive PD on administering these assessments, and will receive per session to ensure there is appropriate time to grade all exams and shift lesson plans around needed content.

**Personnel**

The Principal and AP will be responsible for analyzing data at the school and grade level. Math and ELA teachers will be responsible for analyzing data at the grade, class, and

individual student level. This analysis will be communicated to the Principal via a schoolwide data analysis template. The Parent Coordinator will supervise the packaging and distribution of DRP and Acuity reports to the families.

**Timeline**

- September – All teachers receive PD on DRPs and Acuity assessments. Supervisors receive PD from network. DRP Administration #1 and Acuity Math Baseline administration
- October/ November – Teachers conference with students regarding their September DRP data.
- December – Acuity Fall Benchmark (Math and ELA) administration
- January – DRP Administration #2.
- Acuity Benchmark Data - Students complete the schoolwide reflection and goal setting tool based on their Acuity Benchmark assessments. Acuity Benchmark reports are mailed to the families. Teachers complete the schoolwide data analysis template based on their Acuity Benchmark assessments. Instructional Cabinet reviews the schoolwide data for the Acuity Benchmarks.
- February – Teachers conference with students regarding their September and January DRP data. DRP scores are communicated to the families.
- March – Acuity Spring Benchmark (Math and ELA) administration
- March/ April - Students complete the schoolwide reflection and goal setting tool based on their Acuity Benchmark assessments. Acuity Benchmark reports are mailed to the families. Teachers complete the schoolwide data analysis template based on their Acuity Benchmark assessments. Instructional Cabinet reviews the schoolwide data for the Acuity Benchmarks.
- May – DRP Administration #3
- June - Teachers conference with students regarding their September and January DRP data. DRP scores are communicated to the families.

**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.

Other-describe here: Title I Priority/ Focus SWP, ARRA RTTT Citywide Instructional Expectations, and ARRA RTTT Data Specialist \_\_\_\_\_

- Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Study Halls for teachers where they can collaboratively plan and conduct data-based inquiry work (Title I Priority/ Focus SWP)
  - Staff preparation of parent information packages each marking period that contain midway progress reports, Acuity and DRP results, and strategies to support your child (Title I Priority/ SWP)
  - Professional Development regarding inquiry work and curriculum development (ARRA RTTT Citywide Instructional Expectations)
  - Data Specialist Per Session (ARRA RTTT Data Specialist)

**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On the 2010 – 2011 Learning Environment Survey, 63% of students felt comfortable talking to an adult about a problem they were having in class and 61% felt comfortable talking to an adult about something that is bothering you. On the 2011 – 2012 Learning Environment Survey, 32% of students felt comfortable talking to an adult about a problem they were having in class and 31% felt comfortable talking to an adult about something that is bothering you.

**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**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

In February and May, we will poll our students on these two questions and we will see a 10% increase in the percent of students who agree or strongly agree.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - 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.
  - d) timeline for implementation.

**Strategy**

We will plan and implement a schoolwide plan to ensure that every student is known well by at least one adult. This plan will include a coherent approach to advisory, an afterschool academy, family outreach, a variety of afterschool student opportunities, the launching of a young men’s and young women’s group, and behavior intervention teams at the grade and schoolwide levels. These activities and structures will provide multiple opportunities for students to bond with staff, to explore mutual interests, to receive necessary academic and social-emotional supports, and for staff to respond to student needs in a systematic manner.

**Personnel**

The Principal, the AP, the Parent Coordinator, and the Partnership Coordinator will develop and supervise implementation of the plan. Additionally, house leaders will facilitate the grade intervention teams and the guidance counselor will facilitate the schoolwide intervention team.

**Timeline**

August – The *Overcoming Obstacles* curriculum will be provided to advisors as well as a pacing calendar.

November - School leaders will have developed an intervention team on each grade that will use the Ramapo Behavior Intervention Tool to identify and support struggling students. Meetings will be held biweekly. Teachers will have received 6 hours of professional development from the *Ramapo for Children* coach on developing and maintaining relationships with students and managements strategies.

January - An intervention team will be developed at the school level to address students who continue to struggle despite the interventions at the grade level. This school level team will partner with *Ramapo for Children* and FEGS to provide teachers with strategies and students with counseling, respectively. Meetings will be held biweekly. House leaders and school leaders will evaluate the advisory program’s effectiveness and determine professional development that is needed. Afterschool Academy (Math and ELA) and Afterschool Clubs will be launched. (These clubs are in addition to sports which are offered throughout the year.)

February and April – Principal, Parent Coordinator, and Partnership Coordinator will assess the afterschool programs for effectiveness.

**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

SWP \_\_\_\_\_ Other-describe here: Title I Priority/ Focus

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

-Afterschool Academy (Private grant)

-Afterschool Clubs (Private grant)

-Guidance counselor per session to target students for small group counseling outside of the school day (Title I Priority/ Focus SWP)

-Teacher coverages to allow for house leader meetings (Title I Priority/ Focus SWP)

-*Ramapo for Children* coaching and professional development (Private grant)

-*Overcoming Obstacles* professional development (Title I Priority/ Focus SWP)

## **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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On the 2010 – 2011 NYC Progress Report, Civic Engagement scored a 13.9 on the progress section (out of 60). On the 2011 – 2012 NYC Progress Report, Civic Engagement scored an 8.5 on the progress section (out of 60).

### **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**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Throughout the year, parents will have 7 items of student data/ progress communicated to them to ensure that students and parents are aware of their child's progress. A minimum of two parent workshops will be conducted to support parents' understanding of the 2013 exams and our progress monitoring tools.

- DRP results in October, February, and June
- Acuity Math Benchmark (Fall and Spring)
- Acuity ELA Benchmark (Fall and Spring)

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- 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,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategy**

In order for students to be successful and for parents to be informed supporters of their children, it is critical for parents to be informed of the Common Core assessment expectations and to receive ongoing communication regarding their child's progress towards meeting those expectations.

### **Personnel**

The Principal and the Parent Coordinator will oversee the implementation of this action plan, with the support of other staff members. Our Testing Coordinator and Dean will be

responsible for the school level administration of these assessments.

**Timeline**

September – Parent workshops and outreach outlining new assessment programs. DRP Administration #1 and Acuity Math Baseline administration  
December – Acuity Fall Benchmark (Math and ELA) administration  
January – DRP Administration #2.  
Acuity Benchmark Data - Acuity Benchmark reports are mailed to the families. The Principal will also conduct a workshop for parents on the new Common Core assessments.  
February – DRP scores are communicated to the families. Parent workshop and outreach around interpreting results.  
March – Acuity Spring Benchmark (Math and ELA) administration  
March/ April - Acuity Benchmark reports are mailed to the families. Parent workshop and outreach around interpreting results.  
May – DRP Administration #3  
June - Teachers conference with students regarding their September and January DRP data. DRP scores are communicated to the families.  
Ongoing – Teachers will use JupiterGrades, a web-based gradebook, so that students and parents can monitor student grades and attendance.

**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     SWP \_\_\_\_\_ Other-describe here: Title I Priority/ Focus

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- JupiterGrades (TL NYSTL Software)  
-Student agenda books that allow parents and teachers to communicate daily about assignments and important dates (Title I Priority/ Focus)

### 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	Learning Cultures – cooperative unison reading, one on one reading and writing conferences, content and writing shares	Small group and one on one	During the school day
	Test sophistication and readiness	Small group	Afterschool
Mathematics	Inquiry-based investigations and spiraling of content that students struggle with as well as one on one conferencing	Whole class, small group, and one on one	During the school day
	Test sophistication and readiness	Small group	Afterschool
Science	One on one conferencing	One on one	During the school day
	Test sophistication and readiness (Grade 8 only)	Small group	After school
Social Studies	Learning Cultures – cooperative unison reading and one on one conferences	Small group and one on one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and individual counseling	Small group and one on one	During the school day
	Mental health counseling	One on one	During the school day
	Young Men’s and Young Women’s Groups	Small group	After school

### **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.

#### **Strategies for Recruitment**

Each spring, the Principal reaches out to local colleges and universities with teacher education programs asking the deans to refer promising teacher candidates. In addition, current teachers are asked to constantly be looking for highly qualified colleagues that would be a good fit at Civic Engagement. We also use all available DOE resources as well as some non-DOE resources to advertise vacancies.

#### **Retention**

Teacher leadership roles have been developed to support the growth of our stronger, more experienced teachers and to ensure that their voice is a part of the decision-making process. First year teachers are provided with a mentor as well as coaching in the following areas: Learning Cultures, classroom management, and/ or the Danielson competencies. Several activities are planned throughout the year to celebrate teacher successes and to show our appreciation of their dedication.

#### **Assignments**

Assignments are made based on a teacher's capacity to meet the needs of their students and to work collaboratively with their colleagues.

#### **Support**

Professional development is provided every Monday for 55 minutes. In addition, school leaders conduct frequent cycles of observations to provide teachers with support and actionable next steps. Other strategies, such as school intervisitations, peer intervisitations, collaborative lesson planning, curriculum feedback sessions, and modeling of lessons, are also utilized.

**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.

---

**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>Urban Assembly</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>366</b>
School Name <b>UAACE</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Cameron Berube</b>	Assistant Principal <b>LeslieAnn Drye</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Shavon Evelyn</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Joanna Cuevas</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>0</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	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>245</b>	Total Number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>14.29%</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. 

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	1	1	1	0	0	0	0	3

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12		1	12		5	11		4	35
<b>Total</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>5</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>35</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							4	9	14					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									4					4
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other								2						2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>11</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</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

1. The students are grouped by proficiency level. The beginners are in a Pull- Out program 4 periods a week and the ESL teacher Pushes In the other 4 periods a week. The Intermediate and Advanced students are part of a Push-In Program. Our school has a Block Program model where the students are grouped heterogeneously. The ESL teacher plans with the content area teachers involved.
  
2. The ELL students have been placed in certain sections to ensure that they are receiving the mandated instructional time. The beginners and intermediate get 360 minutes of ESL. The advanced get 180 minutes of ESL and 180 minutes of ELA. The ESL minutes are delivered by a certified ESL teacher and the ELA by a certified ELA teacher. We are currently staffing the role with a long-term substitute as the previous ESL teacher/coordinator retired. The school is currently interviewing potential candidates to fill the position.
  
3. The content areas are delivered in English. The teachers use internet resources, dictionaries, glossaries and translations to develop academic language. They also use tradebooks and classroom libraries. Newly admitted ELLS are paired with buddies and at times are allowed to complete tasks in their native language and the work is reviewed by staff members that speak the language. Classroom libraries are labeled by genres. A full-time librarian provides in-class support and offers library services during lunch periods and after school. During academic intervention students are grouped by ability and engaged in small group instruction using the principals of unison reading to read and support each other's learning where they lead group discussions and monitor their growth.
  
4. ESL students are appropriately assessed in their native language or provided a translator for Math and Science State assessments.
  
5.
  - a. At the present, the school does not have any SIFE students enrolled. However, the school would provide a extra periods of ESL instruction to those who would attend.
  - b. The Newcomers take part in an intensive Pull-Out Program as well as a Push-In Program of ESL instruction. In addition they participate in AIS and enrichment classes in the afternoon.
  - c/d. ELLS that have been receiving services 4 to 6 years as well as Long-Term ELLS receive Academic Interventions in small group instruction, and counselling. They also take part in AIS and enrichment programs to help them acquire the English language.
  - d. ELLS with special needs are given test modifications. The staff is made aware of their skills and performance levels. The ESL teacher collaborates with the Special Education teacher, as well as, Speech teachers and Counselors to improve the skills of these students. They also take part in AIS and enrichment programs to help further their language acquisition.

### Courses Taught in Languages Other than English ⓘ

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

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

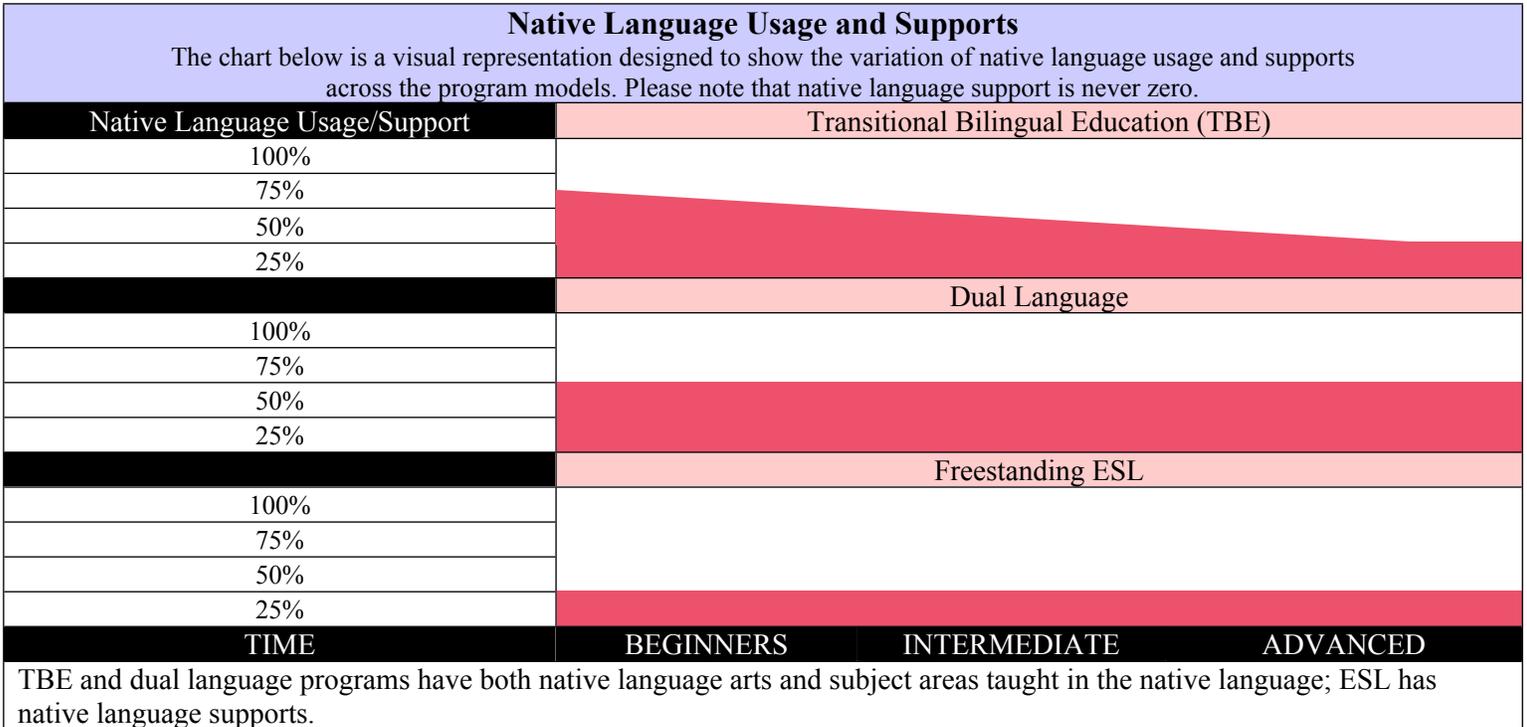
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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?

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

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

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

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

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

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

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

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

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

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

### C. Schools with Dual Language Programs

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

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.

1. This year all teachers will participate in a three part professional development designed to increase their awareness in the needs of the ELL, identify strategies that support ELLs and understand the methodologies of the instructional approach to ELL learning.

2. Students receive a power point presentation about high school choices and registration. They receive a high school guide for NYC schools. The guidance counselor and advisors speak to the students about the different programs offered and how to complete the application. There is also communication between the guidance counselor and feeder schools. Parents are invited to Curriculum Night in September, FASCE time, and engage in portfolio presentations at year end.

3. The 7.5 hours will be covered through the professional development discussed in point 1 above.

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

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

1. Parents are invited to an orientation in August before the beginning of school. The orientation for newly admitted ELLs is in October. There is a parent coordinator who reaches out to parents during the year. She sets up workshops according to the needs of the parents. There are parent teacher meetings monthly and SLT meetings monthly which include parents. Twice a year there are parent teacher conferences to discuss the goals for the students.

2. We are currently looking to engage partners to provide workshops and services to ELL parents.

3. The needs of the parents are evaluated through surveys (Learning Environment Survey) and conversations.

4. All the materials sent home are translated in the parents' language. This year a monthly new letter is sent home to parents to keep parents abreast of current events at the school.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

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

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

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

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

**Native Language Tests**

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

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

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

1. We use diagnostic tests at the beginning of the year to recall prior knowledge for the current curriculum. Every 8-9 weeks there are interim assessments for cumulative curriculum year to date. The information from ARIS shows that ELLS are scoring low in reading and math. The majority of ELLS are either level 1 or 2. This informational guides our intruactional plan for these students.

2. Our 6<sup>th</sup> graders fall in the Intermediate or Advanced category for Listening and Speaking yet most are Beginners in Reading and Writing. The majority of our 7<sup>th</sup> graders are Advanced or Proficient in Listening and Speaking but Beginner or Intermediate in Reading and Writing. The 8<sup>th</sup> graders are mostly Intermediate or Advanced in Listening/Speaking and mostly Beginners or Intermediate in Reading and Writing.

3. Almost all of our ELLS scored higher in listening and speaking than reading and writing. As a result of reviewing past year results, the school has implemented a Unison Reading program where all students engage in small group instruction, group read aloud and teacher/peer support, as well as, daily free-writing and genre writing.

4. a./b/c The school does not offer native language assessments other than state assessments in Math and Science.

5. The success of our programs for ELLS is evaluated by the progress that they make. The NYSESLAT scored are reviewed and compared from year to year. Students receive progress reports and are observed on how they complete assignments as well as test scores. Students also self-assess in reflection of their work through portfolio piece selections and one-on-one conferencing with core subject teachers.

### 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: <u>UAACE</u>		School DBN: <u>08x366</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cameron Berube	Principal		10/13/11
LeslieAnn Drye	Assistant Principal		10/31/11
Joanna Cuevas	Parent Coordinator		10/31/11
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shavon Evelyn	Guidance Counselor		10/31/11
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08X366

**School Name:** UA Academy of Civic Engagement

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

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School:	DBN: 08X366
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 21
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In October of 2012, twenty-one English Language Learners at all levels were invited to participate in the ESL Academy. The sessions run twice a week after school, Wednesdays and Thursdays, 3:00 PM to 4:30 PM for 1.5 hours per session and ends in May. The sessions are led by a certified ESL teacher and the goal of the program is to help students develop academic language and achieve proficiency in English on the NYSESLAT exam. Emphasis is placed on reading and writing and a variety of resources are used including native language dictionaries, literature and non-fiction texts.

### 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: In an effort to prepare our ELL students for exposure to complex text and to plan for instruction that includes a strong emphasis on the acquisition of vocabulary, our staff is participating in two webinars hosted by the NYCDOE Division of Students with Disabilities and English Language Learners. (February 6 and 26 3:15-4:15). These webinars will be lead by Dr. Elfrieda Hiebert and are particularly focused on English Language Learners and Complex Texts. Additionally, grade leaders and the Assistant Principal will view the Response to Intervention for English Language Learners videos found at the DOE website during Grade meetings to push on/reflect on strategies to support ELL students. Video sessions will be held monthly February-May 2013. The ESL teacher and other teachers of ELLs will have study group meetings on Mondays, 2:00 - 2:55 in March - April for follow up discussions and planning for instruction based on the learning in the video webinars.

### 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

**Part D: Parental Engagement Activities**

Begin description here:

Parents of English Language Learners will be invited to three workshops, one hour each, in the spring of 2013 that focus strengthening the home to school connection. Parents of ELLs will be invited to participate by the parent coordinator via letters and phone calls.

February 13, 2013: 3:30pm

Topic: Navigating the Parent Teacher Conference for parents of English Language Learners

Presenter: Ms. Giancarli, Retired ESL Teacher

April 4, 2013: 3:30pm

Topic: Using video and multi-media to strengthen language skills

Presenter: Ms. Drye, Assistant Principal

May 2, 2013 3:30pm

Topic: How to make the most of summer resources for English Language Learners

Presenter: Ms. Drye, Assistant Principal

**Part E: Budget**

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

Allocation Amount: \$0

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>		
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>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		