



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: URBAN ACTION ACADEMY HIGH SCHOOL

DBN (i.e. 01M001): 18K642

Principal: STEVE A. DORCELY

Principal Email: SDORCEL@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

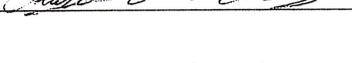
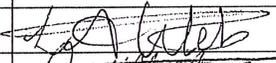
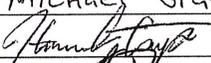
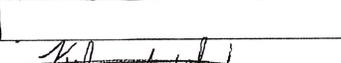
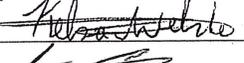
Network Leader: NATHAN DUDLEY

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Steve A. Dorcely	*Principal or Designee	
Nick Caruso	*UFT Chapter Leader or Designee	
Tomeka Bowers	*PA/PTA President or Designated Co-President	
Orlando Williams	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
n/a	CBO Representative, if applicable	
Leslie Webster	Member/ Student	
Catherine Carithers	Member/ Elected UFT	
Michael Gray	Member/ Student	Michael Gray
Hummel Cayo	Member/ Elected Parent	
Andrea McLaurin	Member/ Elected Parent	
Jennifer Warrington	Member/ Elected Parent	
Caesar Ballesteros	Member/ Elected parent	
Kelsa Webster	Member/ Student	
Sonya Apperson	Member/ UFT	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be a 5% increase (64.7% to 69.7%) in the number of first year and/or cohort S students in the lowest 1/3 earning 10+ credits as measured by the 2013-2014 NYC Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing the 2012-2013 Progress Report and internal scholarship report results for grade level 09, we determined that students in the bottom 1/3 had experienced a decreased credit accumulation by 4.7 percentage points (64.7% to 60). As a result, we devised an action plan to address this integral subgroup by ensuring students receive the appropriate support, resources and opportunity to be successful.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Through the use of the extended day program from mid-September 2013 to June 2014, students will have the opportunity to receive tutoring in all subjects, Monday through Thursday every week. Tutoring sessions will be held in all major subject areas. The school will focus on the lowest 1/3, first year students. Teachers may invite other students to their sessions as they see fit, and may mandate the program for students whose parents request and permit this.
- From mid-Sept 2013-June 2014, Common Planning Time (CPT), will allow teachers to refine curricula, unit plans, and lessons to ensure students receive quality tutoring, in all subjects, once a week during their lunch periods. Teachers will also invite students to these tutoring sessions as incentives and/or extra-help support.
- Through the Extended Day AIS program, teachers will address the needs of all students, including the lowest 1/3. Teachers will create learning target plans that they will teach using a variety of strategies during large/small group instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. Grade Team Leaders, Content Team Teachers, Parent Coordinator, Guidance Counselor, Support Staff, Network coach, Principal, and APs.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- End of Unit Exams
- Marking Period Grades
- Interdisciplinary Project Presentations
- Periodic Progress Reports
- Teacher-created Formative (interim) and Summative assessments
- Grade/Content Team Observations

Projected Gains:

- Increased marking period grades and teacher passing rates
- Increased Attendance
- Minimum of 10 credits earned by June 2014

D. Timeline for implementation and completion including start and end dates

September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The budget request is aligned to our school-wide priorities which will support our before/after school tutoring in the core academic subjects. Additionally, the funds will be used to pay for per-session for 3 Special Education Specialists who will be working with Lowest Third students after and before school 3 times per week. Per-session will also be used to fund our school based Guidance Counselor afterschool Woman Leadership and Male Empowerment seminars 2 times a week to address student social, emotional and academic needs. The seminars will include outside agencies and SBO groups. Other key items to support student transition to high school will include the use of Daedalus Software Management System and Jupiter Grades that will provide real-time information to families regarding their child's academic and social progress. Grade 09 and grade 10 teachers will be paid per-session to create learning plans for 9th grade students who are under-credited and overage.

Strategies to Increase Parental Involvement

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 guidance counselor will hold parent meetings and workshops that focus on student transcripts and the importance of the 1st year of high school. The parent coordinator will act as a conduit between teacher and parents to insure parents receive the necessary information regarding the availability of tutoring and academic support opportunities. The Parent Coordinator 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. In addition, our effort to increase/improve parental involvement will include:
Sharing School Wide marking progress results at the monthly SLT and PA meetings, where all in attendant are engaged in conversations about academic 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;
Maintain a Parent Coordinator to serve as a liaison between the school and families.
Certain school staff will be available for translation services in Spanish and Haitian – Creole so that parents can be properly informed. Parents will be trained on how to use ARIS parent link.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

1.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of UAA teachers will create and implement 3 to 4 Common Core-aligned units that culminate in 75% or more students scoring a 3 or above on the correlating rubric. This initiative will support our efforts to increase by 5% our Regents based scores on all exams: ELA (45.21% to 50%), Global (37.86% to 42%), U.S. (26.60% to 31%) Algebra (52.83% to 57%), and Living Environment (51.67% to 56%) respectively.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students will be college and career ready as well as prepared for the rigorous demands of June 2014 and beyond Regents exams

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Common Planning Time
Classroom formal/informal Observations using Danielson Framework For Teaching
Teacher Teams will re-design curriculum to incorporate CCLS
Teacher Teams will model lesson plans to address the CCLS
Principal and Assistant Principals' Modeling

2. Key personnel and other resources used to implement each strategy/activity

Grade Team Leaders, Content Team Teachers, Network coach, Principal, and APs

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Curriculum will incorporate CCLS and the Instructional Shifts (the latter will also be evident in classroom instruction)

All spring and fall semester lesson plans will highlight CCLS)

Projected Gains :

100% of all teachers at UAA will be comfortable planning for and implementing the CCLS. Moreover, they will strategically infuse select Instructional Shifts into their practice, and thus be able to describe how they have changed their lesson/assignment design for the better (and impacted student achievement for the better, as well)

4. Timeline for implementation and completion including start and end dates

1. September 2013 –June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

CPT allows for a seamless process to ensure teachers regularly receive timely and meaningful feedback regarding their instructional practice. This centralized planning process enables teachers to meet five times a week (during period 6) to collaborate with both content and grade level teams and to create and/or revise CCLS aligned tasks and units of study.

Strategies to Increase Parental Involvement

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).

Professional Development will be provided to all UAA teachers by the PD team, administration, Creative Classroom and Network 403 coaches on a weekly basis.

Follow-up strategies and best practices will be shared by teachers during Common Planning Time each week.

Classroom observations will reflect lessons aligned to the CCLS and address the Instructional Shifts by June 2014.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, we will increase school attendance by 3 percentage points (from 82.2% to 85.2%) as measured by ATS and the 2013-2014 NYC Progress

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing the New York City progress report for the school year 2012 – 2013 and internal attendance report results for grades 09 - 12, we determined that the attendance is below the City's 93% rate for High Schools. As a result, we devised an action plan to increase the overall attendance from 82.2% to 85.2%, by targeting any student who was absent 20- 75 days last year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Teachers/staff review student attendance at each grade level during our attendance meetings.

Students with attendance below 80% are flagged and assigned to meet with the guidance counselor and designated member from the attendance team to discuss barriers to regular school attendance, and develop strategies to overcome said barriers, and set personal goals.

- Our global connect phone message system makes automated calls to the homes of students who are absent or late on a daily basis.
- Community associate makes daily "live" calls for our most serious offenders.
- Attendance teacher makes frequent home visits to address LTA and students with open 407's.
- Attendance team meets regularly to implement strategies and best practices to improve attendance for students with less than 80% attendance.
- Attendance team closely monitors ATS attendance data and plans strategic next steps to improve attendance

- Attendance team targets groups of students and employs specific strategies to encourage regular attendance. These efforts include parent/student/counselor conferences, in which specific attendance goals are identified and are specifically addressed such as daily progress reports.
- Classroom teachers are held accountable for student attendance in their classes and it is highlighted in observation reports.

2. Key personnel and other resources used to implement each strategy/activity

- Principal, Assistant Principals, Guidance Counselor, Attendance Coordinator, Attendance Teacher, and Teacher Team leaders
- Monthly attendance incentives will be offered to improve overall student attendance
- Students with perfect attendance, e.g., 90-99% attendance, most improved attendance will be honored.
- Attendance competitions will be planned across all grade levels to motivate students to improve their attendance. Winners will be awarded a variety of incentives

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Indicators of Interim Progress

- Phone logs
- Weekly Common Planning staff student outreach
- Daily progress reports

Analysis of daily attendance data

Projected Gains :

- Reduction in student truancy
- Reduction in student lateness's
- Increased positive parent contact

4. Timeline for implementation and completion including start and end dates

6. The timeline for the attendance program completion is September 2013 to June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

As a school community, we regularly review the ATS RDAL and RCUA reports to quickly identify students who are absent daily and have two or more absences from the previous week. The reports are sent to all UAA teaching staff with specific instructions that they must be returned to Mr. Williams, Attendance Coordinator for reversals. Students who appear on the absent list then receive phone calls by a member of the attendance committee as well as our automated calling system (Global Connect). During the weekly attendance meeting, the committee then reviews the RCUA, which is filtered to display two or more absences by a student in a week's time. A review and discussion of the 407's is followed by each committee member receiving his or her assignment (student list) for which student and parent conferences are schedule, phone calls are made, and iLog entries are documented on ATS. The 407s are automatically generated once a week by Central and it includes any student who has accumulated 20 or more absences in a school year. To ensure our students are fully supported in their return to school, the Guidance Counselor and/or Assistant Principal meet with students to discuss and address issues pertaining to attendance. After the attendance committee thoroughly reviews attendance data, recommendations are made to the Attendance Teacher to conduct home visits.

Strategies to Increase Parental Involvement

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).

- Parent trainings on how to better motivate their child to come to school.
- Parent coordinator will act as the conduit between parents and school staff.
- Parents will be informed via newsletter regarding attendance statistics.
- Parents will be informed on the use of daily progress reports.
- Parents will be given input on the selection of attendance incentives.
- Guidance counselor will ensure parents have access to attendance reports upon request.
- Through ARIS Parent link parents will be trained on looking up student attendance data.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, students in the senior cohort (P) and/or grade 12, including SWDs and ELLs, will increase progress toward graduation from 60.9% to 65.9%, as evidenced by a 5% increase in graduation rate on the 2013-2014 Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our current internal data shows that 54 out of 74 (73%) active cohort P students have 33 or more credits. However, a closer look at the data shows that out of the 54 students who entered in September with 33 + credits, only 19 (35%) passed all five regents exams. To that end, it is our goal that students will be more likely to meet graduation expectation if teachers immerse them in rigorous instruction, including clear expectations and CCLS aligned tasks, 65% or more of our students will meet the graduation requirement by August 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Across content areas, teachers will construct performance-based tasks and assignments that require students to support their thinking with evidence, orally and in extended writing, using Introduce the Argument, Cite the Evidence, and Explain the Evidence (ICE) strategy to incorporate the "instructional shifts".

Across content areas, teachers will script and ask higher-order questions to elicit thoughtful and factual responses that require text-based evidence. This will help students become fluent in providing evidence for their thinking, both in speech and writing.

Saturday Academy focusing on Regents Preparation for all students, including cohort P (n = 74).

45 out of 74 students need to pass the U.S. Regents and 34 out of 74 needs to pass the Global regents respectively. As such, we will administer Mock Regents exams in December and provide timely and targeted feedback to students so they can work with us to address their needs.

- **Key personnel and other resources used to implement each strategy/activity**

Principal, Assistant Principal, Network Instructional Coach, Guidance Counselor, Teachers, Grade Team and Content Team leaders

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Review results of Mock Regents in Global and U.S. History.
- Review Scholarship report of targeted students for Marking 1 & 2.
- Incorporate within the daily lessons opportunities for students to practice Regents and Testing based skills (three to four practice questions per lesson)
- Infuse guided and testing strategies in Saturday Academy Program.
- Review Saturday Academy student attendance
- End of Unit Test
- Projects/Performance Tasks
- Subject Exams
- Marking Period Grades
- Periodic Progress Reports
- Inquiry Team Observations
- January/June 2014 Regents Scores

- **Timeline for implementation and completion including start and end dates**

1. December 2013 through June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Scheduled professional development sessions will be offered to the entire staff through the Creative Classroom Coaches twice a month.

Principal, Assistant Principals, and Teachers will receive regular professional development from the Teacher Effectiveness Unit and Network Support Coaches

Strategies to Increase Parental Involvement

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).

- Parent trainings on how to motivate their children to come to school.
- Parent coordinator will act as the conduit between parents and school staff.
- Parents will be informed via newsletter regarding their child's academic progress, including attendance statistics for Saturday Academy.
- Parents will be informed of the use of daily progress reports.
- Guidance counselor will ensure parents have access to attendance reports upon request.
- Through ARIS Parent link, parents will be trained on how to lookup student academic progress including attendance data

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, there will be a 5% increase in parent involvement, specifically attendance at school events that address academic programs, as measured by the NYCDOE Learning Environment Survey, question on page 7 (*How often during this school year have you attend PA/PTA meetings?*)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing the 2012-2013 New York City Progress Report, we uncovered that 32% of parents responded to a survey question as "never" attended a PA/PTA meeting. Our effort to increase parent involvement, as well as to strengthen reciprocal communication is predicated on need to increase parental participation/involvement on all aspect of the school community. Our goal is to forge proactive partnerships with parents as we strive to raise student achievement and socio/emotional well-being.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Parent trainings on how to play an active role in the school community.
- Parent coordinator will act as the conduit between parents and school staff.
- Parents will be informed via newsletter regarding attendance statistics.
- Parents will be informed on the use of daily progress reports.
- Parents will be given input on the selection of attendance incentives.
- Guidance counselor will ensure parents have access to attendance reports upon request.
- Through ARIS Parent link parents will be trained on looking up student attendance data.

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Parent Coordinator, Guidance Counselor, Grade Team and Content Team leaders, Community Associates

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Indicators of Interim Progres:

- Increase in parent attendance to PTA meetings
- Increase in the number of parent survey completion
- Increased positive parent contact

4. Timeline for implementation and completion including start and end dates

1. October 2013 and on-going through June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Parents will be invited to a variety of activities and to visit classes in session on Saturdays. In addition, parent workshops will be conducted each month including parent walkthrough sessions that will facilitate parent comprehension and articulation of the HS program, curriculum and strategies. Special speakers will be invited to present and speak to parents about important issues as they relate to the high school student and the family. Workshops will focus on credit accumulation, graduation, college exploration, application and acceptance process including:

- 6. course, credit and Regents requirements for high school graduation
- 7. knowledge and assistance with college applications and student aid
- 8. how immigration issues affect post-high school opportunities

All parent activities will be organized, conducted and supervised by UAA Administrator

Strategies to Increase Parental Involvement

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).

As equally important in supporting our academic goals, is the need to fully involve our parents in the safety and welfare of the school. Toward that end, the Parent coordinator will coordinate efforts and communication between parents, students and staff through:

- Open School Senior Parent Night
- Open School Night/Day
- Parent college application night
- SLT & PTA Meetings Monthly parent newsletters at the school
- Parent Teacher Association Meetings
- ARIS parent link Night held once each semester to assist parents in understanding and accessing student data
- Advertise monthly events and successes in student online newsletter

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Focus on command of evidence from text: paired passages; Use of evidence from sources to inform and make an argument through close reading; Building Academic Vocabulary, Development of Reading and Writing Skills	AIS small group tutoring	Wednesdays period 6 tutoring, after school AIS and Saturday Academy
Mathematics	Developing a deep understanding of mathematical concepts through fluency and application	AIS small group tutoring	Wednesdays period 6 tutoring, after school AIS and Saturday Academy
Science	Use of evidence from sources to inform and make an argument through close reading	AIS small group tutoring	Wednesdays period 6 tutoring, after school AIS and Saturday Academy
Social Studies	Using Text Based Evidenced from sources to inform or make an argument	AIS small group tutoring	Wednesdays period 6 tutoring, after school AIS and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group and individual counseling (before, during and after school), family counseling (before, during and after school) academic and career counseling (before, during and after school); Guidance lessons Presentations; Referrals to outside agencies Referrals to alternative programs; Small group and individual counseling (before, during and after school)	AIS small group tutoring	Wednesdays period 6 tutoring, after school AIS and Saturday Academy

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- 2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Preference will be given to individual teachers with interdisciplinary academic backgrounds, prior experience, or dual certification in the following combinations (other combinations are possible):
1. Instructional Design/Delivery
a) Demonstrated ability to apply current research and theory to instructional practice.
b) Ability to assess student learning as evidenced by means of written, oral, visual, portfolio, etc.
c) Knowledge of the ways in which data analysis informs a school's instructional programs.
d) Knowledge of the ways in which data analysis informs individual course unit/lesson planning.
e) Interest in and knowledge of the technology industry and willingness to organize instructional delivery in that context.
f) Demonstrated ability to plan and deliver lessons based on the Common Core Standards of Performance and on the individual needs and abilities of the students.
g) Demonstrate the ability to use data to drive instruction
2. Professionalism/Collegiality
a) Demonstrated skill in oral and written communication and teamwork.
b) Ability to attend a variety of Professional Development sessions/conferences and off-site meetings during and after school day
c) Ability to work well in cooperation with all school partners (parents, teachers, administrators, and community and business leaders).

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development and enrichment is constantly being offered to staff by the CFN 403 and through Common Planning Time (CPT). Each Content and Grade Team worked collaboratively in creating instructional structures and systems using the following methodologies: Unit Plan, Lesson Plan, Assessment, UbD, Differentiated Instruction, Regent Item analysis, and Performance Series to ensure students meet State/Common Core Standards in all subjects.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The instructional cabinet is one of many decision-making vehicles used to identify, monitor, and revise what is working/not working at the school and classroom level. The instructional cabinet has one representative per grade and content (subject) area. Each member attends a bi-weekly instructional cabinet meeting with the principal. During each meeting, the grade and content team leaders share information about their teams' unit plans, lesson plans, and assessment results.

The process also includes each cabinet member providing a high, medium to low sample student work product for review. Discussions of "how" and "what" instructional adjustment are being made in the classroom to impact the vast majority of students in a selected grade and/ or class, including the lowest 3rd, IEP and ELL subgroups serve as key to this effort.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 18	Borough Brooklyn	School Number 642
School Name URBAN ACTION ACADEMY		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Steve Dorcely	Assistant Principal Jordan Barnett
Coach Keith Conrade	Coach type here
ESL Teacher Fernando A. Zaike	Guidance Counselor Rashida Sealey
Teacher/Subject Area Catherine Carithers/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Shermiece Johnson Smith
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	319	Total number of ELLs	30	ELLs as share of total student population (%)	9.40%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out										1				1
Discrete ESL class										2				2
Total	0	0	0	0	0	0	0	0	0	3	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	1
SIFE	4	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	2

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	27	4		2			1			30
Total	27	4	0	2	0	0	1	0	0	30

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	1			6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										3	3	4		10
Advanced (A)										1	1	5		7
Total	0	0	0	0	0	0	0	0	0	9	5	9	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14		8	
Integrated Algebra	22		14	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	18		10	
Physics				
Global History and Geography	14		7	
US History and Government	17		5	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Newly admitted ELLs are administered the LAB-R, which assesses their ESL skills. Once results are analyzed, students are then properly placed within the adequate amount of time, i.e. 180, 360, or 540 minutes per week according to their skill level, basic, intermediate, or advanced respectively. We currently do not utilize any of the a/m methods to assess the early literary skills of ELLs besides LAB-R.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT and LAB-R data show that the ELLs are making incremental gains on the assessment since they are progressing to the next level in order to become proficient in English. ELLs who are in the beginning level as per the NYSESLAT scores are, with the exception of three students, newcomers. Please note that the few students who were classified as beginners last year and who currently remain as such have missed a considerable number of classes throughout the school year and also have poor work habits, which is an issue the school counselor and myself are addressing by contacting parents and having those students stay for AIS classes after school with some success. In addition, another student who was classified as a beginner last year and has not shown substantial progress has an IEP and has been classified as having severe cognitive impairment. Said student has also been staying for AIS quite often.

After reviewing the NYSESLAT data, the patterns revealed are:

- ELLs tend to develop their speaking and listening skills faster than they do reading and writing, which are skills that take longer to master.
- Most ELLs tend to progress from basic to intermediate levels faster than they do from intermediate to advanced; however, once they reach the advanced level, a significant number tends to take longer to test as proficient, which is not surprising, since Second Language Acquisition research shows that it can take many years until proficiency is achieved. In fact, two students who have been scored advanced for two years are on the verge of becoming proficient.

As far as grades are concerned, the majority of our students have been passing their core-subject classes. Students who have failed classes have been taking turns during AIS to attend the subjects they need help with.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT results. Based on those results, we will continue to target language development across the content areas, creating opportunities for active meaningful engagement; and provide instruction during the extended day sessions, AIS (Academic Intervention Services), which meet from Monday through Friday, in order to meet students' needs at their respective academic levels.

The implications for the LAP in English are to continue to have highly qualified teachers providing instruction; foster continued collaboration between the ELA and ESL teachers; analyze of English language data to become well informed about each ELL; provide professional development for all teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in their respective content areas. ELL students who are performing below grade level will attend the after school program (AIS).

The implications for the LAP in math are to continue to have highly qualified teachers providing instruction; promote continued collaboration between the math teacher and ESL teacher; analyze the math data to become well informed about each ELL; provide professional development for math teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in the content area. ELL students who are performing below grade level will attend AIS classes after school four times a week.

4. For each program, answer the following:

- a. 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?

After reviewing the NYSESLAT data, the patterns revealed are:

- a. Speaking and Listening are in line with the general abilities for the majority of the students. Reading and Writing skills demonstrate show consistent progress for students who are in higher grades , i.e. 11th and 12th grades. Since our ELLs do not take tests in their native language, we cannot compare result between native language and English.
 - b. ELL periodic assessment results have shown us weak areas students need assistance with. Thus, we have implemented additional help for students after school, as well as peer help, i.e., more proficient bilingual students who help ELLs, especially beginners, to bridge the gap.
 - c. Through periodic assessments, we have learned
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
 6. How do you make sure that a child’s second language development is considered in instructional decisions?
Emerging ELLs are given support through scaffolding, targeted grouping when they work in groups, and AIS. Once we analyze students proficiency levels on the NYSESLAT as well as on State Reports, we discuss best teaching strategies during grade level meetings, which meet twice a week, such as pairing of less proficient ELLs with more advanced ones so that the latter can help the former in a cooperative fashion. Also, we devise strategies for vocabulary acquisition, such as graphic organizers, which are then shared with all teachers.
 7. 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?
 N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We measure the success of our ESL program based ELLs' performance on the NYSESLAT, REGENTS exams, as well as on their core subject classes,

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#))

High School enrollment requires that parents complete a Home Language Survey (HLIS) to identify the child language spoken at home. If the child is identified as an eligible candidate for ELL instructional services, the Language Assessment Battery (LAB-R) is given to identify the student's English proficiency within 10 days. Also, there are staff members who can interview students and parents in their native languages. Initial screening is performed by Mr. Fernando Zaike, the licensed ESL teacher, who speaks Spanish and Portuguese. In addition, Ms. Smith, the parent coordinator, is assisted by other staff members when translation is needed. New ELLs then take a Language Assessment test, the LAB-R, so that they can be placed adequately regarding the required weekly number of ESL instruction. If additional help is needed, we rely on the DOE's Translation & Interpretation Unit.

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.

Parents are informed that Urban Action Academy offers a discreet ESL program only at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment. We collect home surveys for every student enrolled at Urban Action Academy and evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision, such as an orientation session that describes various programs for ELL within the DOE. Parents also view a parent information video where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages on the DOE website. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Urban Action Academy offers Discrete English as a Second Language classes to conform to the parental choice selections.

Because URBAN ACTION ACADEMY is a small school, parents are informed that Transitional Bilingual Education (TBE) or Dual Language programs are not available, but that they will be informed should that change.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Parents are informed that Urban Action Academy offers an ESL program only at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment. Most importantly, we create an individual file with the Parent Survey and Program Selection forms, and home surveys for every student enrolled at Urban Action Academy, which are then evaluated to determine the student's needs. Such files are kept securely in the principal's secretary's office.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision, such as the ones mentioned in questions 2 and 3 above. Since Urban Action Academy only offers Discrete Freestanding English as a Second Language, we tell parents that they will be notified should our school offer a Transitional Bilingual Education (TBE) or Dual Language program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Throughout the school year, students are prepared by studying Continental's New York ELLs, which is a guide that prepares them to take the NYSESLAT in the four skills. Also, they are assessed by taking the DOE's NY STATE Program NYSESLAT Test Sampler. Students take each modality, i.e. listening, speaking, reading, and writing separately to ensure they have sufficient time for each. Also, students are placed in a room which accommodates them comfortably. For the speaking part of the test, they are tested by a teacher other than their ESL teacher as per new regulations implemented during the 2012-2013 school year.

6. 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.) 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. 

To ensure that families are aware of the program we offer, our parent coordinator, Ms. Smith, who meets individually with incoming students and their parents, reviews all three services that are common within the board of education (Trans B, Dual Language and Freestanding). During this meeting, which happens within during the first three days of school or whenever new ELLs are admitted, the three programs are explained in detail; what the program entails, how similar or how different they are. In addition, we utilize the brochure that is published by the ELL Office and that can be found within the high school handbook. Additionally, families and students are shown a video, available at insideschools.org, the different ELL/ESL programs that are offered by the DOE. To finalize the meeting, a table of organization is reviewed with each family member explaining the titles and certifications of all staff members including ELL/ESL staff. All parents choose the discreet ESL program once informed of the choices they have. They are also told that because we are a small school, we will most likely not offer other ESL programs besides the one we currently do. However, they are also told they will be informed should that change.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

1a. Our organizational model is discrete. Students have daily ESL classes according to their proficiency levels, i.e. 540 minutes/week for beginner, 360 minutes/week for intermediate, and 180 minutes/week for advanced level ELLs

1b. Classes are ungraded and heterogeneous, i.e. levels are divided into: beginners and low intermediate; high intermediate and advanced. Also, a Global History class is co-taught within the pull out/push-in model, as well as a Senior English class, which is taught collaboratively.

Both ESL classes, i.e. low-intermediate and intermediate-advanced, are ungraded and heterogeneous.

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)?

Students receive from 180+ to 540+ minutes a week of discrete ESL classes. They also receive support in Global History through both collaborative teaching, push-in, and pull-out, and AIS (Academic Intervention Services), taught by Mr. Zaike, our licensed ESL teacher. In fact, since our classes last about 47 minutes and meet five times a week, ELLs are scheduled to receive weekly instruction as follows:

- beginning students receive 705 minutes of ESL instruction
- intermediate students receive 470 minutes weekly of ESL instruction
- advanced-level students receive 235 minutes of ESL instruction

Students receive mandated units for the duration of the entire 2013-14 school year. Our program contains 32 students from three grades, and they range from beginners to advanced.

Push-In assistance and Pullout classes are also offered in Global History and ELA for advanced and former ELLs as mandated by the CR Part 154.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry model, scaffolded instruction with the support of technology in the teaching and learning of ELLs. Since the school offers a discrete ESL program, students receive ESL instruction during their ESL classes, push-in and pull-out, as well as their Academic Intervention Services classes, or AIS daily from Monday through Friday. Urban Action Academy has been implementing the rigor of the Common Core Learning Standards since the 2012-2013 school year across subjects, with focus on College Readiness.

Collaborative planning between ESL and other subject areas also occur during content team and grade team level meetings, during discussions on the following topics take place:

- Scaffolding is an essential part of the instructional delivery, such as modeling and bridging, schema building, contextualization, text representative and metacognition.
- Assisting ELLs during class periods through buddy, conferencing with students in and out of class, informal assessments, and running records.
- Additional small-group AIS sessions for students for classwork and homework assistance as well as Regents review with a focus on literacy and academic language as per CCLS.

Beyond ESL instruction with emphasis on literary and informational texts covering different subject areas, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of vocabulary support such as use of picture and bilingual dictionaries to clarify meaning.
- Math teachers devote extra class time to untangle difficult word problems, and require students to make written and oral explanations of the problems they work on.
- Social Studies, Science, and ELA teachers scaffold their instruction with visual aids such as graphs, video clips, Internet, maps, atlases, and meaningful illustrations to increase comprehension.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. Students are evaluated by taking the LAB-B when they are first admitted. Since the LAB-R is offered in English and Spanish, speakers of other languages take the LAB-R in English. They are not evaluated in their native languages during the academic year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are taught and tested for the four skills throughout the year. Students receive timely feedback and are constantly coached by their ESL teacher. They are also introduced to the NYSESLAT testing standards by practicing NYSESLAT appropriate materials that prepare students for their annual assessment test.

Students present work on small-group projects, which they present to their peers, who provide constructive feedback through the use of rubrics. The ESL teacher has been gradually implementing the CCLS standards for speaking in order to measure their progress in reading, writing, listening, and speaking.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction to subgroups

- Plan for Newcomers

When a new student registers at Urban Action Academy, we provide the following resources to facilitate the transition:

- an informal student orientation
- buddy system: we have assigned advanced and former ELLs to help beginner ELLs as part of their community service hours.
- Academic Intervention Services after school (AIS)

- Plan for SIFE students

The SIFE population has remained stable in the 2013-14 school year. In order to provide the services they need, SIFE students see Mr. Zaike during his AIS classes for additional support. Each SIFE has an individualized AIS plan based on a needs assessment that focuses on literacy and numeracy. Teachers will continue to be trained in differentiation methods and strategies. We also rely on the assistance of a paraprofessional.

- Plan for ELLs receiving service 4 to 6 years

The plan for our ELLs receiving service four to six years is to target reading and writing instruction during their AIS sessions as well as their ESL and/or Global History and ELA classes. The school has also acquired the reading program Achieve 300 to foster students' reading and writing skills.

- Plan for Long Term ELLs

The plan for our four long term ELLs is to target reading and writing instruction; provide AIS opportunities; monitor the progress of students in all content areas; provide professional development on teaching and learning strategies for long term ELLs.

Former ELLs receive additional help during their ELA classes, which is co-taught by Ms. Carithers, the ELA instructor, and Mr. Zaike, the ESL teacher. They also receive additional support during AIS.

7. 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?

The emphasis given to teach ELLs are:

literacy needs of ELLs

differentiated instruction

inquiry model

scaffolded instruction with the support of technology in the teaching and learning of ELLs.

Since the school offers a discrete ESL program, students receive ESL support during their ESL classes as well as their Academic Intervention Services classes. Each of those classes takes place five times a week.

MATERIALS:

Oxford Picture Dictionaries

Achieve3000 (teenbiz.com) to foster reading of informational texts

TWENTRIBUNE (www.twenntribune.com) to foster reading of informational texts

Both Achieve 3000 and TWENTRIBUNE are aligned to CCLS

Age-appropriate novels and short stories to foster literary reading

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs and SWDs interact with other general education students in various settings such as content area classes, AIS, gym, lunch, field trips, and after-school activities such as tutoring, sports practice and championships, and the law club, which meets weekly both in school and outside, when they visit law firms, congressmen offices, etc.

ELLs enhance their reading and writing skills by using the online reading programs Achieve 3000 and TweenTribune. Both programs are aligned to CCLS.

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:			

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

Math:				
Science:				

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

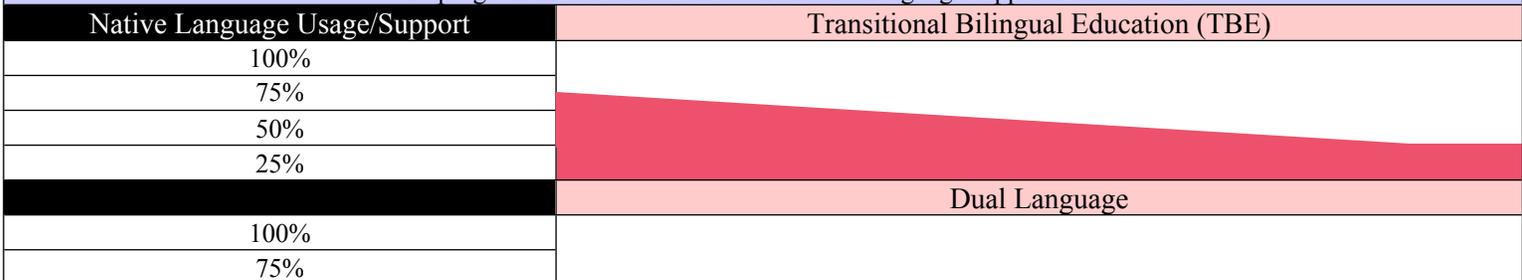
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- ELLs receive additional support during AIS classes. Also, content area teachers meet with the ESL teacher weekly to ensure various strategies are used to target the ELL population. All groups are addressed depending on what their needs are. Services are offered in English as well as in their native language thanks to the support from former ELLs or students who speak the same language as the target group. Said students receive community service credit hours for helping their peers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current UAA ESL program has met students needs since the NYSESLAT report of the current ELL population shows that students are gradually developing their reading, writing, listening, and speaking skills. Through the myriad of activities ELLs perform, such as small-group projects, online reading, and literature study, they have been developing both and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- The use of the reading website www.tweentribune.com, which features topics about animals, fashion, entertainment, school, science, technology, national and world news written by kids and professional journalists will be implemented during the current school year.
12. What programs/services for ELLs will be discontinued and why?
- There are no plans to discontinue any present programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have the same access to programs as non ELLs. We currently offer ELLs AIS, law club participation, and after-school sports programs. Students are notified by teachers, the parent coordinator, and social worker about such activities. Students who show interest are invited to participate in a/m activities if they are not already part of their regular schedule. Once students sign up, they fully participate in the activities that are offered.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The UAA ESL program uses a variety of textbooks, novels, bilingual and picture dictionaries, authentic materials such as newspaper articles, and the Internet. When studying for the NYSESLAT, students utilize the textbook prep as follows:
- MATERIALS:
Continental's NEW YORK ELLs
Oxford Picture Dictionaries
Achieve3000 (teenbiz.com) to foster reading of informational texts
TWEENTRIBUNE (www.twenntribune.com) to foster reading of informational texts
Both Achieve 3000 and TWENNTRIBUNE are aligned to CCLS
Age-appropriate novels and short stories to foster literary reading.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We do not offer native language except when advanced or former ELLs help beginners with their classwork or homework during both class time or after-school AIS.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Both reading programs Achieve 3000 and TWEENTRIBUNE cater to students' needs individually since the level of difficulty progresses as students move along. As students do the online activities, their score results adjust the reading level to which they are exposed.
- Also, class assignments are differentiated. Beginners, intermediate, and advanced students are challenged to perform according to their skill and grade level as much as possible.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Before the beginning of the school year, new ELLs are invited to participate in our freshman introductory sessions offered in June and August. New ELLs attend AIS four times a week with their ESL teacher, a Spanish, and a Haitian-Creole speaking paraprofessional.
18. What language electives are offered to ELLs?

No language electives are offered at this time except for Spanish.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development at Urban Action Academy is provided by the following staff to all teachers:

- The Principal
- The Assistant Principals
- The content area coaches
- Subject area teachers
- Network coach

The PD sessions take place twice a week during content and grade level team meetings.

2. DOE training staff as well as a network leader provide professional development regarding the implementation of Common Core Learning Standards. Also, UAA teachers provide PD's during their PD hours every Thursday during lunch time. Content-area teachers are sent to Pds dedicated to the implementation of CCLS at various times during the school year.

3. Middle school students participate in two introductory sessions into high school: one at the end of June and another at the beginning of the school year. Also, they are scheduled to attend Academic Intervention Services four times a week in all subject areas.

4. Beyond ESL teaching strategies, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

D. Parental Involvement

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

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Translation and Interpretation Services: These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: URBAN ACTION ACADEMY

School DBN: 18K642

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Steve Dorcely	Principal		11/14/13
Jordan Barnett	Assistant Principal		11/14/13
Sherniece Johnson Smith	Parent Coordinator		11/14/13
Fernando A. Zaika	ESL Teacher		11/14/13
	Parent		1/1/01
Catherine Carithers/ELA	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rashida Sealey	Guidance Counselor		11/14/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **18K642** School Name: **URBAN ACTION ACADEMY**

Cluster: **04** Network: **403**

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

Part A: Needs Assessment Findings

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

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at Urban Action Academy. Then we evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. Once that has taken place, we keep the collected information in files, which are at the principal's secretary office.

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.

Our findings revealed that the three languages for which translation services are needed are Spanish, Arabic, and French / Haitian Creole. Our school community was informed in the following manner:

The makeup of our parent population is:

6 Arabic
4 Spanish
20 French/Creole

Number of parents who need translation services

2 Arabic
3 Spanish
4 French/Creole

Please note that when need to communicate with some of those parents arises, often times they rely on the help of older children, cousins, or

other relatives who are fluent in English and are available to help.

a) all school personnel were informed of language needs during our staff meetings

b) school personnel receives a weekly newsletter for substantial school updates and language needs are communicated in this manner

c) updates are also conducted during grade-level or department level meetings

Part B: Strategies and Activities

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

The written translation services offered at Urban Action Academy are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. In order to ensure timely provision of translated documents to parents in need of language assistance services, we make sure that deadlines are taken into consideration so that information can be delivered in a timely fashion.

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.

As to oral translation, should a parent visit the school, the following systems are in place: Both Mr. Paradis and Mr. Zaike, PE and ESL teachers respectively, are available to translate from Spanish. We rely on Mr. alton, our security dean, for translations from French and Haitian Creole. Currently, no Arab speaker is available. However, for such we may rely on the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

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 written translation services offered at Urban Action Academy are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. Regarding oral translation, we also rely on Spanish and French Creole speakers on-site, as well as the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

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: Urban Action Academy	DBN: 18K642
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 21
of certified ESL/Bilingual teachers: 1
of content area teachers: 19

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:

Our supplemental program takes place after school and during 12 Saturdays during the Fall and 12 Saturdays during the Spring semesters.

The program is run by our certified ESL teacher and when appropriate content specialty teachers who assist in the development of specific content and skills associated with various state Regents exams. Note that when content teachers are working with students in the supplemental program that it is done as a co-teaching class with our certified ESL teacher.

Our Supplemental Program objectives are to:

Increase reading fluency

Teach specific comprehension strategies such as K-W-L and SQ3R

Build testing stamina

Teach test taking strategies

Teach notetaking strategies

Teach study techniques

After school programs run Monday to Wednesday 3 days a week from 2:30 pm to 3:20 pm

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: PROFESSIONAL DEVELOPMENT FOR TEACHERS

1. Professional development at Urban Action Academy is provided by:

- The Principal

Part C: Professional Development

- The Assistant Principal
- The Content Area Coaches
- The Social Worker and Guidance Co
- Subject Area teachers

2. Middle school students participate in two introductory sessions into high school: one at the end of June and the other one at the beginning of September. Staff members meet every year in August on a three-day retreat when they receive workshops addressing the transitioning of middle school students into high school.

3. ELL Training

PD360: a comprehensive, research-based framework strictly modeled on best practices for school improvement and educator professional development through teacher education. For schools failing to make AYP, already in restructuring, or simply looking for a way to make dramatic and sustainable improvements, the Learning 360 Framework is a proven system for ensuring positive growth and increased student achievement.

The foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry learning and teaching; scaffolding instruction with graphic organizers across the content areas; technology in the teaching and learning of ELLs. QTEL (Quality Teaching for Language Learners) strategies; inquiry-based teaching based on PD360 strategies as per PD sessions conducted by Mr. Steve Olsen. Different strategies are selected based upon the various students' needs.

PD sessions take place every Thursday, from 2:30 p.m. to 3:20 p.m

Beyond ESL teaching strategies, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations of the problems they work on.

Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: PARENTAL INVOLVEMENT

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Translation and Interpretation Services: These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy

Part D: Parental Engagement Activities

documents, mainly in Haitian Creole.

Part E: Budget

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

Allocation Amount: \$

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