

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: URBAN ACTION ACADEMY HIGH SCHOOL

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

Principal: STEVE A. DORCELY

Principal Email: SDORCEL@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: DEBORAH SCHAEFER

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 teamwork, 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)

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mr. Steve A. Dorcely	*Principal or Designee	
Mr. Mark Satchell	*UFT Chapter Leader or Designee	
Ms. Jennifer Warrington	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Bria McLaurin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Candice Fagan	Teacher/Member	
Mr. Daniel Epstein	Teacher/Member	
Ms. Andrea McLaurin	Parent/Member	
Mr. Ceasar Ballestros	Parent/Member	
Ms. Hummel Cayo	PA/PTA Co-President/Member	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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 2015, there will be a 5% increase (72.9% to 77.9%) in the number of second year and/or cohort S students in the lowest 1/3 earning 10+ credits as measured by the 2014-2015 New York City (NYC) School Quality Guide.

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.

This goal has been identified as an area for improvement based on the School Quality Guide, School Quality Snapshot, and internal Student Transcript and Academic Reporting System (STARS) scholarship data for School Year 20113 -14. As noted in all three data reports, 73% of second year students from last year's Cohort R group obtained 10 or more credits. However, in comparison to the City Schools average, Urban Action Academy is three (3) percentage points behind the City Schools' average. Therefore, we are determined to improving the structures and systems in the areas of credit accumulation, by focusing our resources to ensure 78% or more second year students not only pass the four core subjects, such as, English, math, science and social studies, as well as the 2 electives courses as well.

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

- Increase instructional support by extending and providing academic enrichment and tutoring services to all students during afterschool Wednesdays – Fridays and Tuesdays and Thursdays during lunch.
- Increased rigor in all core subjects for all students by ensuring higher order thinking skills and processes, such as: problem-solving, inquiry, research, decision-making, summarizing, structured note-taking, use of content specific vocabulary, and reflection/self-evaluation are evident in student tasks.
- Teachers will use the results of NYC English Language Arts Performance Assessment, Regents and Mock Regents to modify scope and sequence, core curriculum materials, and curriculum maps to ensure scaffolding, spiraling and re-teaching of key reading, writing, and vocabulary skills.

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

- Principal, Assistant Principal, Lead Teacher, Grade and Content Team Leaders
- All grade 10 teachers using Castle Learning digital resources as supplemental tools to reinforce focused skills
- Network 611 coaches working collaboratively with the grade 10 teachers in designing End of Grade 10 Performance Project for the Fall & Spring SY 2014 -15
- Superintendent – targeted job embedded professional development support to pedagogical practice across all core subjects
- Center for Integrated Teaching Education - Educational Consultant assisting all classroom teachers with Danielson Teaching Framework Rubric Domain 2 – components: 2a & 2d
- Houghton – Educational Consultant assisting all classroom teachers on Danielson Teaching Framework Rubric Domains 1 & 3 – components: 1a, 1e, 3b, 3c, and 3d

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

1. September 2014 – February 2015 - to ensure accurate monitoring of progress for all second year and cohort S students in the fall term, the data specialist, in collaboration with the principal, Assistant Principal, Guidance Counselors, Grade and Content Team leaders will review per marking period the progress of the targeted subgroup of students against grade benchmarks for the fall term.
2. February 2015 – June 2015 - to ensure accurate monitoring of progress for all second year and cohort S students in the spring term, the data specialist, in collaboration with the principal, Assistant Principal, Guidance Counselors, Grade and Content Team leaders will review per marking period the progress of the targeted subgroup of students against grade benchmarks for the spring term.
3. July 2015 – August 2015 - to ensure accurate monitoring of progress for all second year and cohort S students in the summer term, the principal, Assistant Principal, Guidance Counselors, and parent coordinator will review the progress of the targeted subgroup of students against grade benchmarks for the summer term.

4. February 2015 – June 2015 - to ensure accurate monitoring of progress for all second year and cohort S students in the spring term, the data specialist, in collaboration with the principal, Assistant Principal, Guidance Counselors, Grade and Content Team leaders will review per marking period the progress of the targeted subgroup of students against grade benchmarks for the fall term.

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

1. September 2014 – February 2015 – The target grade 10 students and/or Cohort S will accumulate a minimum of 5 credits by the end of the fall term
 - Peeling the Data – Review aggregate data by gender, sub-group, performance level
2. February 2015 – June 2015 – The target grade 10 students and/or Cohort S will accumulate a minimum of 5 credits by the end of the spring term
 - Peeling the Data – Review aggregate data after marking 2 by gender, sub-group, and performance level
3. July 2015 – August 2015 – the target grade 10 students and/or Cohort S will accumulate a minimum of 3 credits by the end of the summer term (as appropriate)
 - Peeling the Data – review aggregate data after mid-summer school grades by gender, sub-group, and performance level

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

1. Increase instructional support by extending and providing academic enrichment and tutoring services to all students afterschool Wednesdays – Fridays (2:30 pm 4:30 pm) and Tuesdays and Thursdays during 6 period lunch (12:15 pm – 12:54 pm).
 - Using Common Planning Time (CPT) blocks on Mondays, Wednesdays, and Fridays to provide structured time for teachers to plan across grade levels and content areas by focusing on the effective use of data to drive instruction.
 - The English and Social Studies teacher teams will create an interdisciplinary performance based project with which all grade 10 students and/or Cohort S must complete as an exit project for that grade.
 - Utilize the co-teaching model to offer support for the Push-in/ Pull-out structure for small groups and individual one on one support
 - Aligning the curriculum to the common core anchor standards in reading, writing, and vocabulary to ensure rigorous instruction in all subjects.
 - Empowering teachers in utilizing powerful standards and strategies to engage all learners across different content areas.
2. Increased rigor in all core subjects for all students by ensuring higher order thinking skills and processes, such as: problem-solving, inquiry, research, decision-making, summarizing, structured note-taking, use of content specific vocabulary, and reflection/self-evaluation are evident in student tasks.
 - Teachers will use the results of NYC ELA Performance Assessment, Regents and Mock Regents to modify scope and sequence, core curriculum materials, and curriculum maps to ensure scaffolding, spiraling and re-teaching of key reading, writing, and vocabulary skills.
 - Through Common Planning Time, teachers will effectively collaborate to ensure adult actions target student needs
 - In both content and grade teams, the principal, AP and lead teacher will introduce proven strategies to strengthen literacy across all levels of student understanding
3. Adjust academic program for all targeted grade 10 and/or Cohort S students by ensuring that scheduling is conducive to structured instructional time and teacher collaboration.
 - Teachers will use data to modify scope and sequence and curriculum maps to ensure scaffolding, spiraling and re-teaching of key literacy skills within curricula
 - The Data Specialist and administration will provide staff with professional development on the effective analysis of data and utilization to drive instruction
 - Provide staff with targeted professional development within structured teacher teams around student performance data
 - Provide staff with disaggregated data (NYS exam data, internal formative, benchmark, and summative assessment data) to assist with planning and making informed decisions around grouping and provision of multiple entry points for students by content, process, and product

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).

1. The guidance counselors, Special Education and ESL Coordinator will hold parent meetings and workshops that focus on student transcripts and the importance of meeting the minimum credit requirement for grade 10 promotion.

2. 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. Additionally, 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. This effort will also include, maintaining of events and activities log that planned for parents each month. Other efforts to increase parental involvement in this goal will include:
- Sharing School Wide marking grades and student progress results with parents three (3) times per term using our online program Daedalus
 - Engaging parents during monthly SLT and PA meetings on topics, 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.
 - Designated school staff (parent coordinator, guidance counselor, and special education liaison) 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 and our Daedalus System to monitor their child progress.
 - Regularly scheduled parent and school meetings (SLT, Annual Title I Parent Meeting, Title I Parent Committee, PTA)
 - Access to resources and materials that will be made available to parents for in-school and/or at home use to support their child's learning and monitor student progress

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
List any additional fund sources your school is using to support the instructional goal below.										

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 2015, 80% or more students in grade 09 and/or Cohort T will score a 3 or above on the grade 09 Exit Performance Project, as measured by the common Core aligned argumentative writing rubric.

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.

This goal has been created to address two key areas:

1. College and Career Readiness
 - To increase the level of teacher practice in the selection of specific college and career readiness skills through job-embedded, collaborative inquiry, and in-class coaching (combined with data collection through artifacts and observation)
 - To provide increase opportunities for students' to practice and pursue new learning that focuses on the critical thinking, problem solving and other more focused, task-specific skills including argumentative writing.
 - Integrate the anchored common core college and career readiness standards in a way to teach students that attempts to break down the barriers between subjects and make leaning rigorous and meaningful to students.
 - Interdisciplinary skills and concepts embedded across all content and grade level
2. Change student outcome
 - Demonstration of learning in assessments and student work
 - Teacher teams working collaboratively on an identified set of skills or practice or gap in instruction across the curriculum and plan for the implementation of a specific instructional strategy.
 - Grade and Content teams engaging in planning common assessments and norm around the implementation and scoring of the performance based projects to ensure vertical and horizontal consistency.

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 (CPT) Mondays, Wednesdays, and Fridays
- Weekly professional development on performance task development with Children First Network (CFN) 611
- Classroom formal/informal Observations using Danielson Framework For Teaching
- Teacher Teams will design and modify Common Core Learning Standards aligned and grade specific performance task/projects
- Incorporate Universal Design for Learning strategies in instruction
- Principal, Assistant Principal, and Lead Teacher Modeling and using "Lesson Study", where as a team, all staff engage in lesson study by establishing a common goal and related questions around exit project per grade level.

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

All grade 09 teachers – explicit teaching across the curriculum instruction

- English and Social Studies Teachers - creation of interdisciplinary connections through the Humanities Department
- Instructional Coach (Network 611)
- Teacher Mentor
- Achieve 3000
- Writing Workshop
- CFN 611 – Targeted job embedded professional development support for improved literacy instruction
- Grade Team Leaders, Content Team Leaders, Lead Teacher, Principal and Assistant Principal

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

To ensure accurate monitoring of student progress on the fall performance project against grade benchmarks, from Fall, Spring, and Summer performance project, to allow teachers and supervisors to work toward closing the achievement gaps.

- During the summer (of August 2014) dedicated time and resources were provided to the English and Social Studies teachers (Humanities) to begin planning and integration of the Common Core Learning Standards aligned shift and modules.
- Grade and Content teams will continue to use engage New York modules to plan multiple entry points for our identified subgroups for adjusting classroom practice accordingly to work toward improved learning outcome.
- Achieve 3000 will be implemented as an extra support for our low, medium, high, and ESL students for 3 additional afterschool hours per week. This time does not replace the Saturday Academy Program, but complement our school-wide efforts to prepare our grade 9 students with the important college and career readiness skills.

Principal and Assistant Principal will schedule dedicated time so that the English and Social Studies can examine our digital resource library, e.g., Achieve 3000 resource and plan the instructional program for each grade. Department Chair, Coach, Assistant Principal, and Principal will facilitate the planning and adaptation of the Achieve 3000.

- Integrate and link instructional support services to the school-wide priorities including the instructional focus in reading, writing, and vocabulary.

At our regularly scheduled Common Planning Time Meeting (CPT), teachers will analyze student work samples as the basis for engaging in a gap analysis exercise, and used to assist planning small group and guided practice during lessons. The individual class data will be examined during supervisor/teacher meeting to help monitor progress and pin point a teacher's professional learning needs.

- PD plan will be adjusted as required & students outcomes tracked
- Conduct a mid-year and final review of the Inquiry data to begin planning for next steps in the 2014-15 Curriculum to ensure both vertical and horizontal alignment with the CCLS anchor standards, Universal Design for Learning (UDL), and Instructional Shifts
- Analyze the results of the fall and spring performance based task/project

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

1. September 2014 – February 2015 –fall performance project analysis
2. February 2015 – June 2015 – spring performance project analysis
3. July 2015 – August 2015 – summer performance project analysis

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

- Common Planning Time (CPT) - allows a seamless process to ensure teachers regularly receive timely and meaningful feedback regarding their instructional planning and performance based task/project development.
- Professional development during Mondays PD block will focus on developing and incorporating new strategies as well as revision of teacher designed performance task
- This centralized planning process will enable teachers to meet three 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, CITE and Network 611 coaches.
- 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, the fall and spring assessments results.

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		X	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 #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 2015, there will a 2 (two) percentage points increase in school attendance (from 85.2% to 87.2%) as measured by the NYC School Quality Snapshot, NYC School Quality Guide, and ATS 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 School Quality Guide for the school year 2013 – 2014 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 85.2% to 87.2%, 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 Principal, Guidance Counselors, Attendance Coordinator, Attendance Teacher, Teacher Team leaders, School Aides
- 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

The timeline for the attendance program completion is September 2014 to June 2015

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

1. 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 Ms. White, 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 (Blackboard).
2. During the weekly attendance meeting, the committee then reviews the Report on Cumulative Absence (RCUA), which is filtered to display two or more absences by a student in a week's time.
3. 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 Automate The Schools (ATS).
4. 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.
5. To ensure our students are fully supported in their return to school, the Guidance Counselors and/or Assistant Principal meet with students to discuss and address issues pertaining to attendance.
6. 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.

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 2015, 70% or more students in the senior cohort (Q) will graduate from Urban Action Academy High School with a Regents or Local Diploma.

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 51 out of 78 (65%) active cohort Q students have 33 or more credits. However, a closer look at the data shows that out of the 51 students who entered in September with 33 + credits, only 26 (51%) 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, 70% or more of our students will meet the graduation requirement by August 2015.

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 used to 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 Q (n = 78). 37 out of 78 (47%) students need to pass the U.S. Regents and 48 out of 78 (61%) 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 Coaches, Guidance Counselors, Lead Teacher, Grade Team and Content Team Leaders; Paraprofessionals

• 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 Periods: 2 & 3.
- 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

December 2014 through June 2015

• 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 CITE and Network 611 twice a month. Principal, Assistant Principal, 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).

- Scheduling two parent workshops per month that focuses on the graduation requirements, college & career readiness skills, and the college application process.
- 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
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 2015, there will be a 5% increase in parent participation and involvement in school events/activities to support their child's academic progress by comparing the attendance sheets from last year.

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 2013 – 2014 New York City Environmental Survey, 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.
- Parents will be trained on using the Department of Education Achievement Reporting and Innovation System on how to look up student attendance data.

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

Principal, Assistant Principal, Parent Coordinator, Guidance Counselors, Lead Teacher, Grade Team and Content Team leaders, School Aides, Paraprofessionals

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

Indicators of Interim Progress:

- Parent Coordinator conducting small targeted workshops with families on best attendance practices
- 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

October 2014 and on-going through June 2015

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 effective attendance practices/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:

- course, credit and Regents requirements for high school graduation
- knowledge and assistance with college applications and student aid
- 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	small group tutoring	Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy
Mathematics	Developing a deep understanding of mathematical concepts through fluency and application	small group tutoring	Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy
Science	Use of evidence from sources to inform and make an argument through close reading	small group tutoring	Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy
Social Studies	Using Text Based Evidenced from sources to inform or make an argument	small group tutoring	Tuesdays and Thursdays period 6 tutoring, after school Academic Support (Wednesdays – Fridays) and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	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	small group tutoring	Wednesdays & Thursdays – Male and Female Empowerment Program

Worker, etc.)	school); Guidance lessons Presentations; Referrals to outside agencies Referrals to alternative programs; Small group and individual counseling (before, during and after school)		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- 4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 5. 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.
<p>Preference will be given to individual teachers with interdisciplinary academic backgrounds, prior experience, or dual certification in the following combinations (other combinations are possible):</p> <ol style="list-style-type: none"> 1. Instructional Design/Delivery <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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).
<p>Professional development and enrichment is constantly being offered to staff by the CFN 611 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.</p>

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.).
<p>The coordination and integration of Federal, State, and Local funds is one we take seriously. In our effort to consolidate these funds, we have identified 15 students who fall under the Students in Temporary Housing (STH) status. As a school community, we immediately intervene when we learn of any student who experience any form of difficulties, whether it is with mastering grade level proficiency standards, housing or nutrition. Some of the strategies and processes we have used and will continue to use to ensure timely and effective use of the consolidated funds are:</p> <ul style="list-style-type: none"> • The Pupil Personnel Team, which includes the Social Worker and guidance counselors, whom meet weekly to discuss and share information about at-risk students and referral received from teachers through our referral process, and the support available. • The Parent Coordinator scheduling two workshop sessions per month that focuses on housing, immigration, health & nutrition and family literary services.

- The Guidance Counselors and Assistant Principal working collaboratively in conducting workshops about the available City and Community Programs, supported under the No Child Left Behind (NCLB) Act, including violence prevention programs, adult education, vocational & technical education, and job training skills.

In addition, we created a weekly (Wednesdays – 2:30 pm – 3:30 pm) iTeach & iLearn Workshop to expand the level of teacher support and pedagogical practices through the following schoolwide initiatives that:

- Includes strategies for meeting the educational needs of our historically underperforming Black and Hispanic Male students.
- Includes strategies to address the needs of all learners in the school, but particularly low achieving children and those at-risk of not meeting the New York State Common Core Learning Standards who are members of the school inquiry group.
- Includes peer mentoring services and monthly Town Hall meetings per grade level.
- Includes hosting college and career awareness and preparation workshops for parents on topics that ranges from managing personal finances to completing the FASA application.

Outlined is a list of afterschool programs that are available to our student body:

- Algebra Regents Intensive – Wednesdays and Thursdays (90 minute block)
- Creative Art Design – Wednesdays & Thursdays
- Male Empowerment – Wednesdays
- Women Leadership – Wednesdays
- Theater Arts – Wednesdays and Thursdays
- Domino Club – Wednesdays – Fridays
- Saturday Academy Program – Saturdays

The goal of these extra-curricular programs is to provide students with additional academic, social and emotional support that focuses on providing a healthy and positive learning environment, where students have the opportunity to interact with their peers and make a valuable contribution to the school community.

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)

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.

DBN: 18K642

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
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	State or Local)	Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$230,932.35	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,969,525.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 26
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 01
of content area teachers: 1

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:

RATIONALE: The after-school ESL PROGRAM at Urban Action Academy is designed to enhance English language learners' ability at all grade and proficiency levels to perform better in other subject areas, especially Global History and Social Studies. Data shows that ELLs struggle to pass their Global and Social Studies Regents exams due to their insufficient knowledge of content-related vocabulary. Thus, an ESL teacher and a licensed Social Studies teacher will partner up in order to enhance students' ability in reading, writing, as well as to improve their conceptual understanding in Global History and Social Studies. In order to ensure the effectiveness of the after-school program, time will be allocated for the ESL and Social Studies instructors to co-plan. The language of instruction is English and Haitian Creole, provided by our Haitian Creole speaking paraprofessional, who will be paid through other funding sources.

Our after-school program will:

- cater to ELLs at their own individual level and promote their growth through targeted activities. Grade levels range from 9th to 11th grade, as follows: 9th graders: 14 / 10th Graders: 08 / 11th graders: 04
- set high but reasonable expectations for individual students through varied instructional tasks
- accommodate to students' different learning styles
- deliver instruction in English and Haitian-Creole when needed

SCHEDULE

In order to better differentiate our instruction, our beginner, intermediate, and advanced ELLs will attend the program as follows:

The tentative start date is December 17th till June 15 2015. Sessions will take place on Wednesdays from 2:30 to 4:30 and on Fridays from 2:30 to 3:30 p.m., which will total a number of 45 sessions. The Wednesday sessions will be dedicated to beginners and low-intermediate students, while the Friday sessions will host the high-intermediate and advanced ELLs. There will be a total of 23 two-hour sessions

Part B: Direct Instruction Supplemental Program Information

on Wednesdays and 22 one-hour Friday sessions. The after-school program will be co-taught by our ESL teacher and a Social Studies teacher.

MATERIALS

- Students will utilize the reading websites listed below, which can be assigned according to lexile level:

www.newsela.com and www.tweentribune.com. Both websites, which are free of charge, can be customized to cater to students' different proficient levels. They offer the daily news sites for kids, tweens and teens where extremely compelling, relevant and interesting news can be found. Stories are selected by professional journalists, who work closely with students and teachers. Teens can post comments, with all comments moderated by their teachers before they are published. Since students' progress can be tracked individually, it is possible to monitor students activity as they move along. Both websites have been utilized by schools in various states and have produced excellent results. For additional information on tweentribune, please refer to <http://tweentribune.com/aboutus>.

- Licensing purchase for the literacy website www.starfall.com, to be used with SIFE students.

- Global history and Social Studies content that will be created by both participating teachers.

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:

TOPIC 01 - STRATEGIES FOR ELL INSTRUCTION

Date: 9/12/14

Time: 12:00 PM to 3:00 PM LOCATION: 8201 Rockaway Blvd, Room 307, Ozone Park, NY 11236.

Provider: Dr. Fougere (NETWORK)

Audience: ESL teachers, coordinators, administrators

TOPIC 02 - IDENTIFYING AND ADDRESSING THE ACADEMIC NEEDS OF ELLS

Part C: Professional Development

Date: 10/06/14

Time: 2:40 to 3:20

Provider: Mr. F. Zaike

Audience: All UAA teachers

Mr. Zaike presented different teaching strategies, such as grouping students according to skill level and language background, as well as the application of graphic organizers to scaffold instruction. He also shared various data pertaining ELLs concerning the following aspects:

- grade level
- language proficiency level
- SIFEs
- Regents status.

TOPIC 03 - DIFFERENTIATED INSTRUCTION FOR ELLS:

Date: 12/3/14

Time: 2:40 to 3:40

Provider: Fernando Zaike

Audience: UAA content area teachers

Rationale: Participants will analyze different teaching scaffolding strategies for ELLs. This session will focus on the MIND MIRROR ACTIVITY. Mind mirrors as teaching tools targets all students since it provides ELLs at all levels to participate. They can be great projects that culminate the end of a unit. Even though mind mirrors work best with literary works, they can also be applied in a Social Study and History class as well. Since "identifying a point of view can be a complex task in any language. By analyzing what characters say, think, and do throughout a story, readers can observe how points of view tend to change over time. Easier said than done, this ability to climb inside the mind of a character can help students as they analyze personalities found in literature, history, and the world around them." (Matthew M. Tully)

A mind mirror project helps students synthesize key story elements to create a visual representation of the character's perspective, and whose goal is to lead students to develop critical thinking skills. They also enable students to become self-aware, confident, and autonomous critical thinkers through an activity that is differentiated and also fun to do.

Please see the following link for additional information on how a Mind Mirros Project works:

http://www.au.af.mil/au/awc/awcgate/state/mind_mirror_projects.pdf

TOPIC 04 - SCAFFOLDING FOR ELLS - PART 2

DATE: TBA

Name of provider: F. Zaike

Audience: UAA subject-area teachers

TOPIC 05; COMPLIANCE and INSTRUCTION for ELLs

Date: Friday, December 19, 2014 from 12:00 P.M. to 3:00 P.M. (NETWORK)

Part C: Professional Development

Provider: Dr. Fougere

This session will address both compliance and instruction for ELLs.

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: Parents of ELLs will to be informed of any important activities taking place at UAA during the entire school year. Flyers or any type of notices are sent to parents in the target language as well as by phone in their native languages. In addition, workshops will also be run by our bilingual Parent Coordinator. Topics and dates, which may be subject to change, are as follows:

TOPIC: TITLE III: Information Session for Parents

Rationale: Parents will be informed about the goals, structure, and purpose of the Title III Program for their child.

Provider: ESL Teacher and bilingual staff

Date: 01/09/2015

Audience: Parents of ESL students

TOPIC: Meeting High School Graduation Requirements

Rationale: Parents will learn about requirements students need to meet in order to graduate from high school, as well as about the DOE and its various services. Also, they will learn how to read a transcript.

Provider: ESL teacher and bilingual staff

Date: 01/23/15 - 5:30 to 7:00

Audience: Parents of ESL students

TOPIC: NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations

Provider: ESL teacher and bilingual staff

Date: 03/06/15 - 5:30 - 7:00

Audience: Parents of ESL students

TOPIC: Self-Empowerment through the WEB

Rationale: Parents will familiarize themselves with the Internet and its vast resources, with special emphasis on language learning for their children and themselves as well as city services.

Provider: ESL teacher and bilingual staff

Date: 03/29/15 - 5:30 to 7:00

Audience: Parents of ESL students

TOPIC: Immigrants and their Rights

Part D: Parental Engagement Activities

Rationale: Parents will receive information about resources available for immigrants in New York City. Our parent coordinator, Ms. Farah Pierre, is in the process of contacting New York Immigrant Coalition, an institution that works with schools in order to provide various types of support to immigrants. Please see more at <http://www.thenyic.org>
 Provider: ESL teacher and bilingual staff
 Date: 06/15/15 - 5:30 - 7:00
 Audience: Parents of ESL students

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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Sherniece 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	27	4		2			1			30

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
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													

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
Intermediate(I)										3	3	4		10
Advanced (A)										1	1	5		7
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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, Stud haveent 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 Discreet Freestanding English as a Second Language, we tell parents that they will be notified should our school offer a Transitional 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 Lang and Freestanding) During this meeting, which happens within during the first three days of school or whenever new EELs 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])?
 - 1 a. 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
 - 1 b. 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
 TWEENTRIBUNE (www.twenntribune.com) to foster reading of informational texts
 Both Achieve 3000 and TWEENTRIBUNE 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:			
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

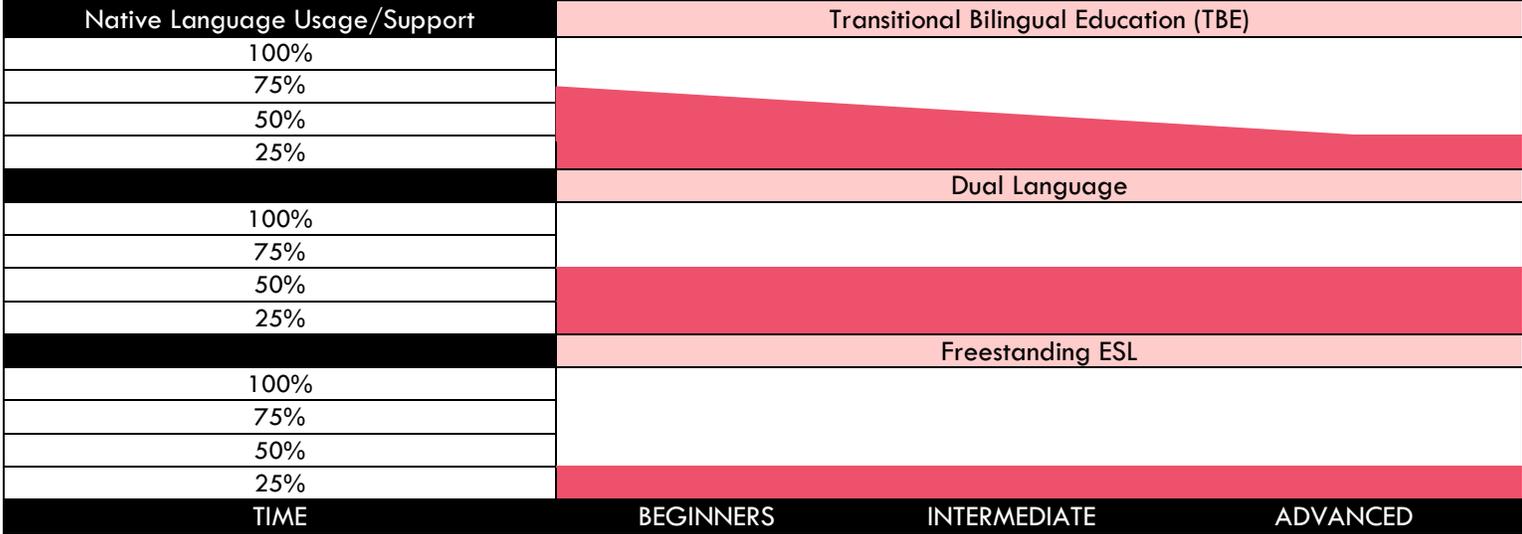
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - 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. Zaike	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.