



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 05M369

**PRINCIPAL:** FIA DAVIS      **EMAIL:** FDAVIS3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GERALDINE TAYLOR-BROWN

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

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Fia Davis	*Principal or Designee	
Diane Johnson	*UFT Chapter Leader or Designee	
Kathleen Delgado	*PA/PTA President or Designated Co-President	
Elizabeth Whitaker	DC 37 Representative, if applicable	
Khiara Jones	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Benjamin Schott	Member/Assistant Principal/CSA	
Margaret Fequiere	Member/Teacher/UFT	
Mildred Diaz	Member/School Aide DC 37	
Denise Twiggs	Member/Student Representative	
	Member/	
	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

In the 2011-2012 school-year, we will create an environment where all teachers are supported in their instructional growth by providing clear expectations and systems of formal and informal observation, based on aspects of Charlotte Danielson's framework for teaching.

### **Comprehensive needs assessment**

Based on new DOE initiatives (Charlotte Danielson, Common Core) it is necessary to develop a set of clear expectations for all teachers that will inform formal and informal observations as well as Professional Development. After we improve our set of expectations for teachers, observations by both administration as well as inter-visitations from teachers will allow for more focused feedback. In addition, Professional Development can align directly to the areas in which teachers need to improve their practice.

### **Instructional strategies/activities**

- During summer 2011, The Urban Assembly Network created a team comprised of administrators, teachers, and coaches who developed a rubric for teacher expectations based on the Charlotte Danielson framework for teaching.
- During Foundational Professional Development in August 2011, all UASPA teachers were introduced to the UASPA Instructional Handbook that includes the Charlotte Danielson framework, the timeline for observations and evaluation, and an outline of instructional supports available at UASPA.
- Following three mini-observations and the first formal observation process, teachers and administrators will agree upon two to three instructional goals for each teacher based on the Framework.
- The administrative team will conduct mini-observations in order to provide continued feedback, directly connected to teachers' areas for improvement from the Framework for Teaching.
- A system of inter-visitation will be created in order for teachers to provide each other with feedback directly connected to the Framework for Teaching. Inter-visitation will also provide opportunities in grade and content team meetings to use inquiry protocols in order to analyze and improve instruction.
- Weekly professional development will be differentiated in order to meet the needs of teachers based on the Framework for Teaching.
- Teachers will watch videos of themselves teaching in order to promote self reflection and help teachers reflect on goals based on the framework for teaching.

### **Calendar and Evidence**

- September/October: Three mini-observations for all teachers
- November: Formal observations and goal setting for all teachers
- December: Mini-observations and Inter-visitation
- December/January: Classroom videos and self reflection
- January: Formal observations for non-tenured teachers
- February: Mid-year evaluation and reflection meetings with all teachers
- March: Mini-observations
- April/May: Formal observations for all teachers
- May/June: End of the year evaluation meetings with all teachers. Additional formal observations, if necessary.
- Professional Development will include full staff instructional initiatives such as checking for understanding, questioning that extends thinking and provokes classroom discussion, and curriculum review that develops more challenging tasks in order to maximize student learning.
- Improved responses from teachers on the Learning Environment Survey regarding the clarity of administrative expectations and the support they receive from administrators.

**Strategies to increase parental involvement**

- Parents have opportunities to speak with teachers about their students' progress through:
  - o Parent/Teacher conferences
  - o Parent involvement on the School Leadership Team
  - o Teacher feedback on our online assessment system, Skedula
  - o Increase the amount of performances and decrease the cost in encourage parental involvement
  - o Phone messenger will be used to communicate with families
  - o Monthly calendar mailings will go out to parents
  - o Create UASPA website
  - o Teacher/advisor phone outreach

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - o Teachers will be offered tuition reimbursement (up to CUNY rates) in order to become highly qualified in their subject area.
  - o Hiring criteria will require that teachers are highly qualified in their content
  - o Create UASPA website
  - o

**Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
- During summer 2011, The Urban Assembly Network created a team comprised of administrators, teachers, and coaches who developed a rubric for teacher expectations based on the Charlotte Danielson framework for teaching.
- Throughout the 2011-2012 school year, The Urban Assembly Network is facilitating professional development focused on elements of Charlotte Danielson's Framework for Teaching.

**Budget and resources alignment**

- Per session for Teacher Observation Committee to develop rubric
- Funds for professional development (i.e. training on how to use the Charlotte Danielson rubric)
- Funds for flip cameras to support classroom videos, reflection and goal setting
- Funds to support inter-visitations (coverages, substitutes etc)
- Funds for postage for monthly mailings

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

In the 2011-2012 school-year, we will develop assessments aligned to the common core standards and formalize routines for grade teams, content teams, and the pupil personnel team to analyze student data in order to inform curriculum planning and improve instruction to meet the needs of all students.

**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.

Currently our teachers meet in grade and content teams to discuss student work and data. We would like to formalize the routines that they use to analyze data and provide professional development around how to use this data to inform curriculum planning and improve instruction.

**Instructional strategies/activities**

- Professional development during the 2011-2012 school year will be provided on Common Core Learning Standards and CPAS.
- UASPA's Common Core leadership team, comprised of the principal, assistant principal and teacher leaders, will attend two city-wide Common Core professional development.
- In the fall semester, the English, Math and Science teachers will implement a CPAS assessment, aligned to a common core learning standard.
- In the spring semester, the English, Math, Science and Social Studies teachers will implement a CPAS assessment, aligned to a common core learning standard.
- Twice a year, following the administration of CPAS, content teams will norm their grading process and analyze data in order to inform instruction.
- Grade and content teams will meet bi-monthly to analyze assessment data and student work to inform curriculum planning and improve instruction.

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- Parents have to opportunity to learn about students assessment through:
  - o Parent/Teacher conferences
  - o Workshops provided at Parent Association Meetings
  - o Skedula, our online assessment system

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

**Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
- UASPA's Common Core leadership team, comprised of the principal, assistant principal and teacher leaders, will attend two city-wide Common Core professional development.
- Throughout the 2011-2012 school year, Urban Assembly will facilitate Professional Development on the implementation of CPAS and facilitate a norming process for grading and analyzing CPAS data.

**Budget and resources alignment**

- New textbooks to support common core standards
- Per session for academic after school program
- Professional Development on Common Core and CPAS
- Per session for Grade and Content Team Leader meetings
- Per session for Afterschool Coordinator/COSA

- Pilot ninth grade ELA and Math skills assessment
- Director of Cooperate and Community Partnerships

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

In the 2011-2012 school-year, we will establish a common set of school wide behavioral expectations based on the Urban Assembly School for the Performing Arts core values.

#### **Comprehensive needs assessment:**

We need to establish clear behavioral expectations for all students in order to improve school culture, foster our core values, and support teachers in developing their classroom management skills.

#### **Instructional strategies/activities**

- Behavioral committee met during summer 2011 to establish a common set of school wide behavioral expectations based on the UASPA core values.
- Throughout the 2011-2012 school year, Professional Development will be provided on classroom management and how to use the behavioral expectations in the classroom.
- Teachers and advisors will teach students about the new behavioral expectations.
- Student incentives have been used to reinforce behavior expectations.
- The administrative and deaning team will review discipline records each marking period to monitor the effectiveness of the school wide behavioral expectations and set action plans for students who are in need of support.
- Update staff and student handbook to reflect the school wide behavioral expectations.
- Online assessment system, Skedula documents and communicates behavioral data to parents.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is **provided on pages 11 through 15 in this CEP.**
  - Parents will have the opportunity to learn about behavioral expectations and their students' behavior through:
    - o Parent/Teacher conferences
    - o Grade specific orientations
    - o Skedula, our online assessment system, on which teachers document student behavior
    - o Mailings that explain and address UASPA behavioral expectations
    - o Provide parenting workshops

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - o Teachers are offered classroom management training through the Urban Assembly

**Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
  - Urban Assembly will facilitate classroom management professional development for teachers who need support around implementing the school wide behavioral expectations.

**Budget and resources alignment**

n for Behavioral Committee which will meet during the summer

al Development resources, such as Ramapo, to support the teachers as they work on improving their classroom management skills.

tudent handbook

eat

essment system

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	129	111	125	158	20	4	0	2
<b>10</b>	90	82	89	90	10	2	0	2
<b>11</b>	64	47	41	30	5	2	0	1
<b>12</b>	17	42	8	27	5	1	0	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Before and after-school group and one-to one tutoring Weekly content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction Credit recovery course
<b>Mathematics</b>	Regents prep course Credit recovery course Before and after-school group and one-to one tutoring Content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction
<b>Science</b>	Regents prep course Credit recovery course Before and after-school group and one-to one tutoring Content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction
<b>Social Studies</b>	Regents prep course Credit recovery course Before and after-school group and one-to one tutoring Content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling Parent Outreach Pupil Personnel Team

<b>At-risk Services provided by the School Psychologist</b>	Counseling Parent Outreach Pupil Personnel Team Psycho-ed Assessment
<b>At-risk Services provided by the Social Worker</b>	<b>n/a</b>
<b>At-risk Health-related Services</b>	<b>n/a</b>

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jon Green</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>369</b>
School Name <b>The Urban Assembly School for the Perfor</b>			

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

Principal <b>Fia Davis</b>	Assistant Principal <b>Benjamin Schott</b>
Coach <b>Samuel Zimmerman</b>	Coach
ESL Teacher <b>Lucia Valencia</b>	Guidance Counselor <b>Donald Sinkfield</b>
Teacher/Subject Area <b>Katherine Acevedo/Writing</b>	Parent <b>Kathleen Delgado</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>23</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>390</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>6.15%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

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

At this point in the school year we do not have any students who are newly admitted. The following are procedures we use when a student is newly admitted.

At the beginning of the school year we have orientation sessions for parents of newly enrolled/identified ELL students. At this orientation we explain all three program choices to all parents in attendance. We also do mailings (letters for continuation of services, and student eligibility letters) in native language and English and go over all items discussed at the meeting. As new students are identified ESL teacher and parent coordinator perform outreach.

When a student comes to our school they are identified for the appropriate assessments and eligibility determination happens within 10 days of their admission to our school. The ESL teacher, Ms. Valencia, performs all of the assessments during the 10 day window. Ms. Valencia has been responsible for this process including the HLIS, the oral interview, and the LAB-R, for the last three years. Students who have not been administered the Home Language Identification Survey (HLIS) are given this survey to determine LAB-R eligibility. They are given the informal oral interview in English and/or the native language. Ms. Valencia is bilingual. She speaks English and Spanish. If other teachers require a translator then Ms. Diaz (Student Manager) or Ms. Crespo (Community Associate) provides translation for Spanish. Upon review of the HLIS and the informal oral interview data, students who are eligible for the LAB-R are administered the exam. The data, including student preference, is examined to determine whether the student will take the LAB-R in Spanish or in English and the student is administered the exam in the appropriate language. After the examination, LAB-R assessment data is analyzed to determine whether the student is eligible for ELL services. At the end of the year ELL students are administered the NYSESLAT. The assessment data as well as students' ability to function in school is analyzed by Ms. Valencia at the end of the school year to evaluate the success of the program and provide feedback to parents. Ms. Valencia is inquiring about certification options for ESL. She is a highly qualified fully certified Spanish teacher.

To ensure that the forms are returned and accounted for, Mr. Schott, Assistant Principal, keeps records of program selection forms for students and checks-off names as they are received. Follow up is done if form is not received in a timely manner.

Our program is aligned with parents' requests. In addition to hearing parent requests, we will provide data to parents about ESL program successes and about the specific needs of their child. This information is given to parents at different orientations held throughout the school year. We have not encountered a parent/guardian with a request other than ESL, but if it should happen we would align our program to meet the students needs.

We do not get a large number of ELL students, but the ones we get are interested in our ESL program. The majority of our students are between intermediate and advanced ELLs. As such they are interested in the ESL program.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				13		3	11		6	24
<b>Total</b>	0	0	0	13	0	3	11	0	6	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	6	3	2	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>24</b>								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**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										13	6	3	2	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>24</b>								

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

The Urban Assembly School for the Performing Arts currently has 24 English Language Learners ranging from grades 9 -12. Student proficiency levels range from beginning to advance English Language Learners. The instruction delivery to support ELLs is differentiated and infused in the performing arts. The organizational model currently used is heterogeneous pull-out with small group instruction and collaborative team teaching within 45 minute periods. Instructional approaches used to make content more comprehensible is infused with performing arts within the academic subjects. Students are able to speak, listen, write, and read using performing arts techniques. In addition, the ELL program is a student-centered curriculum that includes TESOL and QTEL teaching methods/strategies to support students. ESL teacher evaluates students ability to take assessments in native language or English. Students are also given the option to take assessments in native language and English. Our ESL teacher uses "floating" periods for servicing ELL students and ELL-SWD students. This provides students with services in content areas that the student skills warrant. ELL-SWD students are also serviced in the ICT setting. Teachers use differentiated instruction techniques as well as thinking routines, and scaffolding to provide access to grade-level material and to accelerate English language development. These techniques along with standards based curriculum are designed to ensure that they will graduate and be equipped with the skills to attend and complete college.

### Courses Taught in Languages Other than English ⓘ

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

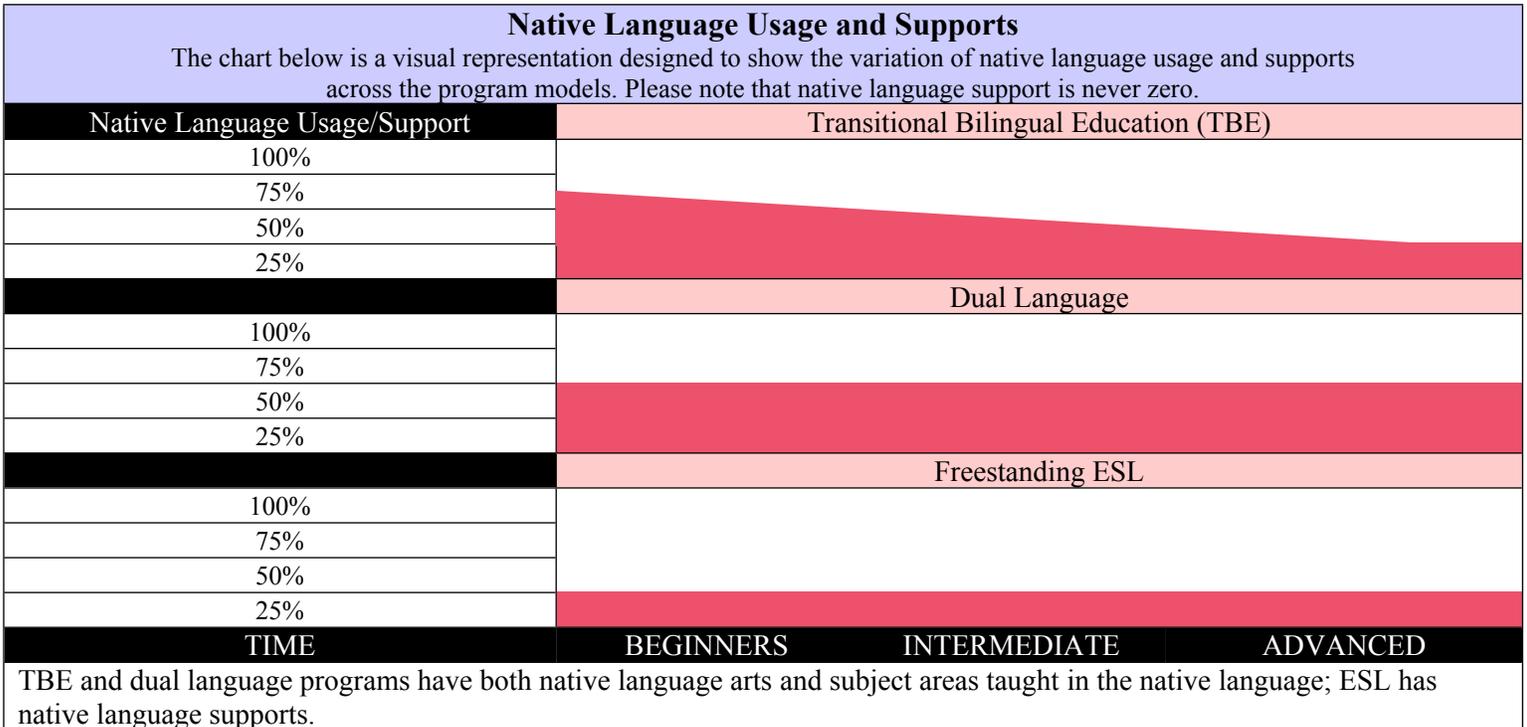
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

## B. Programming and Scheduling Information--Continued

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

The Urban Assembly School for the Performing Arts currently has 24 English Language Learners. The intervention program targeted for ELLs include pull-out small group instruction within a 50 minute period. The range of intervention services include collaborative team teaching, differentiated instruction, support from guidance counselors and Community Associate. All ELLs and former ELLs are provided with testing accommodations. Former ELLs are provided pull-out support on an as needed basis. As all of our ELLs are Spanish speaking, Ms. Valenica is able to support native language. Newly enrolled ELLs are invited to an orientation session in the Spring and Fall to support them prior to the first day of school. At this time, ELLs are offered Spanish as that is the only foreign language offered. The ELL program is a student-centered curriculum that includes TESOL and QTEL teaching strategies. The use of Smart Board technology and media is used with ELLs throughout the content areas. Providing programs and services for English Language Learners will continue to develop at our school content areas.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

The ELL teacher will attend training through the Office of English Language Learners, the Urban Assembly and continues to seek additional professional development opportunities to support ELL instruction. Teachers receive ongoing instructional strategies and methods across the curriculum to support the needs of English Language Learners. Teachers receive one hour of professional development perweek and also meet in grade and content teams weekly to target groups of student for inquiry and intervention. Students are assigned to an advisory and work with their advisor throughout their transition to high school.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

## E. Parental Involvement

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

Parents are involved through the Parents Association, the School Leadership Team, Open School, Workshops, Performances, and numerous other celebrations. These activities address the needs of parents by providing them with important information, updates on their childrens' progress, and incorporating parents into the school community. Parents needs are evaluated at the beginning of school orientations and during open school. In addition the New York City Department of Education parent survey data is analyzed to steer school initiatives and programs. The school is partnered with the following organizations to enrich our community:

- Epic Theatre Ensemble
- Apollo Theater Foundation
- Mt. Sinai Adolescent Health Center SPEEK
- iMentor
- HarlemStage/Aaron Davis Hall
- Dance Theatre of Harlem
- The Collegiate Chorale
- National Jazz Museum in Harlem
- Tony Bennett Foundation/Exploring the Arts (ETA)
- Martha Graham School of Contemporary Dance

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3				3
Intermediate(I)										4	4	2	1	11
Advanced (A)										6	2	1	1	10
Total	0	0	0	0	0	0	0	0	0	13	6	3	2	24

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>										3	3	2	1
	<b>A</b>										5	2	1	1
	<b>P</b>													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	4		0	

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		2	
Physics				
Global History and Geography	4		2	
US History and Government	2		1	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

According to NYSESLAT results, the areas that need the most improvement for our students are reading and writing. In addition our students see more success with listening and speaking.

Overall all of our students are working on writing skills to meet the demands of high school and the assessments needed to graduate. We work on reading skills to improve content literacy. As we are a performing arts school, performing arts is incorporated into the classroom. (ie. role play, use of media, playwriting, music – listening and performing). This infuses listening, reading, writing and speaking into

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Urban Assembly School for the</u></b>		<b>School DBN: <u>05m369</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fia Davis	Principal		11/17/11
Benjamin Schott	Assistant Principal		11/17/11
	Parent Coordinator		11/17/11
Lucia Valencia	ESL Teacher		11/17/11
Kathleen Delgado	Parent		11/17/11
Margaret Fequiere	Teacher/Subject Area		11/17/11
Diane Johnson	Teacher/Subject Area		11/17/11
Sandra Jones	Coach		11/17/11
	Coach		11/17/11
	Guidance Counselor		11/17/11
	Network Leader		11/17/11
Elizabeth Whitaker	Other <u>Community Assistant</u>		11/17/11
Mildred Diaz	Other <u>School Aide</u>		11/17/11
Denise Twiggs	Other <u>Student</u>		11/17/11
Khiara Jones	Other <u>Student</u>		11/17/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 05m369      **School Name:** The Urban Assembly School for the P

**Cluster:** 1      **Network:** CFN 105

**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.

Parents were administered the Home Language Survey, ATS Reports were reviewed and our staff conducted outreach to assess written and oral language needs. In addition students fill out emergency bluecards and indicate needs on the blue cards. When a parent indicates a language other than English, our CommunityAssistant reaches out to them to determine whether or not the parent requires language assistance to effectively communicate with the school and with theDepartment of education. This data is stored by the community assistant and is accessed when communication with parents is initiated.

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.

On the survey we found that 30% of parents speak Spanish, however the vastmajority of this population is bilingual. Our school community has been made aware of the demographic composition via the Parent Coordinator and Parent Association.

## 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.

All written material will be provided to parents in their native language. The school will use an online tool to communicate student progress. The online tool will also allow teachers to communicate with parents electronically. This online tool has a translation function. This function was one of the deciding factors when choosing the online system. In-house staff will provide all other written translation. All signage and forms are given to parents in their native language. These forms are obtained from the Department of Education or translated in-house by our Parent Coordinator. Support team meets weekly to ensure that translation is occurring in a timely manner.

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

The School Messenger automated telephone service sends out messages to members of our community that requires translation services. When parents come for group, one-on-one meetings, or phone conferences, they are provided with an in-house translator (our Parent Coordinator).

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>.

This regulations will be fulfilled using the methods described in the answers to questions 1 and 2 of this section.