



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: URBAN ASSEMBLY SCHOOL OF MUSIC AND ART

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K350

PRINCIPAL: PAUL JONATHAN THOMPSON

EMAIL: PTHOMPSON@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

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
Paul Thompson	*Principal or Designee	
Denise Smith	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Alma Encarnacion	DC 37 Representative, if applicable	
Kevin Tooley Khalik Davis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cecily Fonseca	Member/	
Norma Reyes	Member/	
Kevin Doyle	Member/	
Samir Vural	Member/	
Robert Kopiec	Member/	
	Member/	
	Member/	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should 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, NYS Accountability report (SQR, SCRA, 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.

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

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

Improve teacher effectiveness by developing a shared understanding of instructional excellence using Charlotte Danielson research-based rubric for formal and informal observations.

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.

The Principal and APs will provide meaningful feedback to teachers using selected components of the research-based rubric by Charlotte Danielson. Professional Development will be conducted with an emphasis on one or two components that address teachers' identified areas for growth that are also aligned with interim targeted growth student assessment data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **School leaders will meet regularly with teachers in teacher data conferences.**
- **Teachers engage in self-assessment on selected components of the best practice Framework for Teaching rubric and identify at least two areas for growth.**
- **Teachers work in both department and grade level teams to support their areas for growth.**
- **Teachers will administer regular Targeted Growth Assessments (TGA) to develop actionable data to set student expectations and drive their curriculum planning updates and revisions.**
- **School leaders set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson research-based rubric that will culminate in at least four informal and formal observations.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **UAMA will provide materials and training to help parents work with their children to understanding and achieve their graduation requirements, e.g., City, State and Federal standards and assessments;**
 - **UAMA will provide parents with the information and training needed to effectively become involved in the planning and decision making so to best support their child in meeting their graduation requirements;**
 - **UAMA will work to foster a transparent, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
 - **UAMA will share information about school and parent related programs, meetings and other activities related to graduation and completing**

- college applications in a format, and in languages that parents can understand;
- UAMA will provide 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;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - UAMA will work to grow the partnerships and collaborations that we designed and developed with over fifteen community arts organizations, universities, and individual artists that make up our community partners to support our xStudio arts program so to supplement our curriculum options;
 - UAMA students will participate with established professionals in a variety of performances, exhibitions and recitals;
 - Our College Counselor will work closely with colleges and universities to hold parent workshops in college admissions, financial aid and career planning.

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

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

Improve teacher effectiveness in planning for curriculum development and instruction that aligns with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards.

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.

All teachers will engage in writing and executing a KCS-aligned curriculum focusing on students being able to independently practice the five KCS'.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Teachers will engage with weekly inquiry teams to analyze student work, create and/or refine units, performance tasks within the curriculum.**
- **Teachers will administer regular Targeted Growth Assessments to develop actionable data to set student expectations and drive their curriculum planning updates and revisions.**
- **Participating in school based and network PDs.**
- **Focused work with the network Achievement Coach to improve both teacher and administrator skills in assessing instructional planning.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **UAMA will provide materials and training to help parents work with their children to improve their achievement levels in all of their subject areas through the use of our online students data system JUMPROPE**
 - **UAMA will provide parents with the information and training needed to effectively become involved in the planning and decision making to best support the education of their child;**
 - **UAMA will foster a transparent, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
 - **UAMA will provide ongoing assistance to parents in understanding City, State and Federal standards and assessments;**
 - **UAMA will share information about school and parent related programs related to the Common Core, CPAS, the college ready Key Cognitive Strategies, and JUMPROPE through meetings and other activities in a format, and in languages that parents can understand;**
 - **UAMA will provide 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.**

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **UAMA will work to grow the partnerships and collaborations that we designed and developed with over fifteen community arts organizations, universities, and individual artists that make up our community partners to support our xStudio arts program so to supplement our curriculum options;**
 - **UAMA students will participate with established professionals in a variety of performances, exhibitions and recitals;**
 - **Our College Counselor will work closely with colleges and universities to hold parent workshops in college admissions, financial aid and career planning.**

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

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

In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards, students will show progress in being able to independently use David Conley's Five College Ready Key Cognitive Strategies, (KCS).

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.

Throughout the year students will participate in a Targeted Growth Assessments (TGA) where they will be required to complete a KCS/Regents aligned task or independent inquiry project. The five KCS's are: Problem Formation, Research, Interpretation, Communication and Precision.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Teachers will develop interdisciplinary, aligned lessons that incorporate oral and written skills needed for providing evidence to support their ability to practice the KCS's and show competency toward the NYS Regents exams.**
- **Teachers will administer regular Targeted Growth Assessments to develop actionable data to set student expectations and drive their curriculum planning updates and revisions.**
- **Teachers will meet weekly in grade level teams to align lesson plans across the curriculum that demand evidence of students learning the KCS's.**
- **Teachers will meet weekly in department teams to develop/refine units, lessons, tasks, and rubrics for teaching the KCS's.**
- **Formal and informal teacher observations and feedback.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **UAMA will provide materials and training to help parents work with their children to improve their achievement levels in all of their subject areas through the use of our online students data system JUMPROPE**
 - **UAMA will provide parents with the information and training needed to effectively become involved in the planning and decision making to best**

support the education of their child;

- UAMA will foster a transparent, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- UAMA will provide ongoing assistance to parents in understanding City, State and Federal standards and assessments;
- UAMA will share information about school and parent related programs related to the Common Core, CPAS, the college ready Key Cognitive Strategies, and JUMPROPE through meetings and other activities in a format, and in languages that parents can understand;
- UAMA will provide 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.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - UAMA will work to grow the partnerships and collaborations that we designed and developed with over fifteen community arts organizations, universities, and individual artists that make up our community partners to support our xStudio arts program so to supplement our curriculum options;
 - UAMA students will participate with established professionals in a variety of performances, exhibitions and recitals;
 - Our College Counselor will work closely with colleges and universities to hold parent workshops in college admissions, financial aid and career planning.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	ELA: AIS in ELA is being implemented in several different ways during the school day and after school.	ELA teachers are implementing strategies from the Readers and Writers Workshop model. There is an emphasis on decoding and comprehension strategies in the ELA classrooms. Students receive these services in both small a large group instruction. Various comprehension instructional strategies are used. These strategies include Guided Reading, Shared Reading, and Independent Reading.	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandated periods of ELA instruction.
Mathematics	Mathematics: AIS in Mathematics is being implemented in several different ways during the school day and after school.	Students work in both small and large group instruction. Manipulative's are used to aid in understanding various concepts. Students tutor other students in mathematical concepts.	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandate of Mathematics instruction.
Science	Science: AIS in Science is being implemented in several different ways during the school day and after school.	Students work in both small and large group instruction. Manipulative's are used to aid in understanding various concepts. Students tutor other students in mathematical concepts.	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandate of Science instruction.
Social Studies	Social Studies: AIS in Social Studies is being implemented in several different ways during the school day and after school.	Students work in both small and large group instruction. Various reading strategies are used to improve comprehension. Text mapping is performed in order to show student show to approach various types of texts	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandate of Social Studies instruction.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School counselor will provide guidance and crisis Counseling services, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades9-12.</p> <p>The school psychologist will offer clinical services, agency referrals, and educational, social and personal services to at risk students including student sin the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</p> <p>We have partnered with an organization Interborough Development and Consultation Center.</p>	<p>The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p> <p>This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that at risk students need by suggesting additional student support services.</p> <p>They provides a counselor who works with our students in emotional needs, especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 9-12.</p>	<p>During the school day, one period a week or more frequently if needed.</p> <p>During the school day on an as needed basis.</p> <p>Students receive individual and group counseling.</p>
---	--	---	--

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

We believe that developing a teacher culture based on furthering ones craft through profession development is the strongest way to attract, train, and retain highly a qualified staff. To this end, in conjunction with the Urban Assembly network we participated in a summer working group comprised of Principals, Assistant Principals, Teachers, and members of the Network’s Instructional Team to devise an Observation Cycle for the upcoming school year. As the team reviewed the three priority areas from the City 3b, 3c, and 3d, they decided that as a network we would also focus on components 2b and 2d as foundations. This team focused on fleshing out what the five priority components look like in terms of what teachers are doing and students are doing in a proficient classroom. We also established the observation cycle for the upcoming school year that each UAMA teacher will undergo throughout the school year. The observation and evaluation systems as it will unfold throughout the year is as follows:

- **August/September foundational professional development in the Danielson Framework**
- **September informal observations**
- **October/November formal observations**
- **October/November goal setting**
- **November and December informal observations**
- **January formal observations (non-tenured)**
- **February mid year evaluation meeting**
- **March informal observations**
- **April/may formal observations**
- **May/June end of year evaluation meeting**

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;

- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader DSSI Cluster 01	District 13	Borough Brooklyn	School Number 350
School Name Urban Assembly School of Music and Art			

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

Principal Paul Thompson	Assistant Principal Robert Kopiec
Coach	Coach
ESL Teacher Dana Murillo-Romeo	Guidance Counselor Pamela Brathwaite
Teacher/Subject Area Thomas Doyle	Parent
Teacher/Subject Area	Parent Coordinator Cecily Fonseca
Related Service Provider	Other Tina Marsiello (Speech)
Network Leader Jonathan Green	Other

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

D. School Demographics

Total number of students in school	439	Total Number of ELLs	19	ELLs as share of total student population (%)	4.33%
------------------------------------	------------	----------------------	-----------	---	--------------

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 the beginning of the school year the ESL teacher examined ATS reports (RLAT, RYOS, RNMR) and NYSESLAT data to determine which students would need to receive ESL services. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what languages other than English is spoken at home. The pupil personnel secretary reviews the HLIS together with the certified ESL teacher and an informal oral interview is conducted by the ESL teacher if need be. After looking at the Home Language Identification Surveys that had been given out to new students, the ESL teacher came to the conclusion that none of the students were eligible to take the LAB-R. The ESL teacher determined this by following the guidelines written in the LAB-R memorandum. However, if there were students that were LAB-R eligible it would have been administered to them within 10 school days. Once the students have taken the LAB-R and the results show that they are or are not English Language Learners, the students that are ELLs and Spanish speaking will be given the LAB to determine their underlying transferable skills in Spanish.

All entitlement, non-entitlement, and continued-entitlement letters are copied, distributed to parents in their home language, and kept in the appropriate school files.

All students that are NYSESLAT eligible will take the exam this Spring. The ordering for the NYSESLAT will be completed no later than December 2, 2011.

If throughout the school year a student's HLIS indicates that he/she is LAB-R eligible and those results indicate that the student requires ELL services; the ESL teacher and Assistant Principal will host a parent orientation at the school in order to provide the parents/guardians with the information regarding the programs that the New York City Department of Education has to offer. All information will be given in the parents home language and our Spanish speaking pedagogues will be there to assist with the orientation.

This is the first year that Urban Assembly School of Music and Art has had an ESL program. We offer a freestanding ESL program to our ELLs which consist of both push-in and pull-out services. For this year our program is aligned with the requests of our parents.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	7
SIFE	4	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	16

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	1	1	0	2	2	0	16	1	7	19
Total	1	1	0	2	2	0	16	1	7	19

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	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										5	4	5	3	17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	1			2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	6	5	5	3	19								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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 program created at Urban Assembly School of Music and Art consist of both push-in and pull-out services. Due to the low population of ESL students, the ESL teacher works in the school two out of five days a week. At Urban Assembly School of Music and Art each class travels together as a group although electives may vary. In order to best serve the students the ESL teacher works closely with the content area teachers by communicating with them before, during, and after school hours. During push-in classes the ESL teacher works with students one-on-one and in small groups.

Grouping during pull-out periods is mostly heterogeneous. Groups are formed by grade level for beginning and intermediate students while the advanced students are grouped by level and their grades vary. Pull-out instruction is data driven and guided by the individual needs of the students, working in groups of five students or less.

Differentiation for students within each subgroup is specific to the needs of each student. Students receive services in our extended day program.

All staff members are aware of the ESL students' levels and needs. The content area subjects are conducted in English. Scaffolding and differentiation are incorporated into all lessons. Guided reading, silent reading, small group instruction, and cooperative learning groups facilitate interdisciplinary and standards-based instruction. The majority of ESL students are Long-term ELLs. These students, as well as our newcomer student, receive language arts enrichment services during the schools extended day program.

In order to meet the needs of our ELL students with disabilities in the least restrictive environment we incorporate a push-in and pull-out program where the students with disabilities interact and engage in academics with students that do not have disabilities.

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:

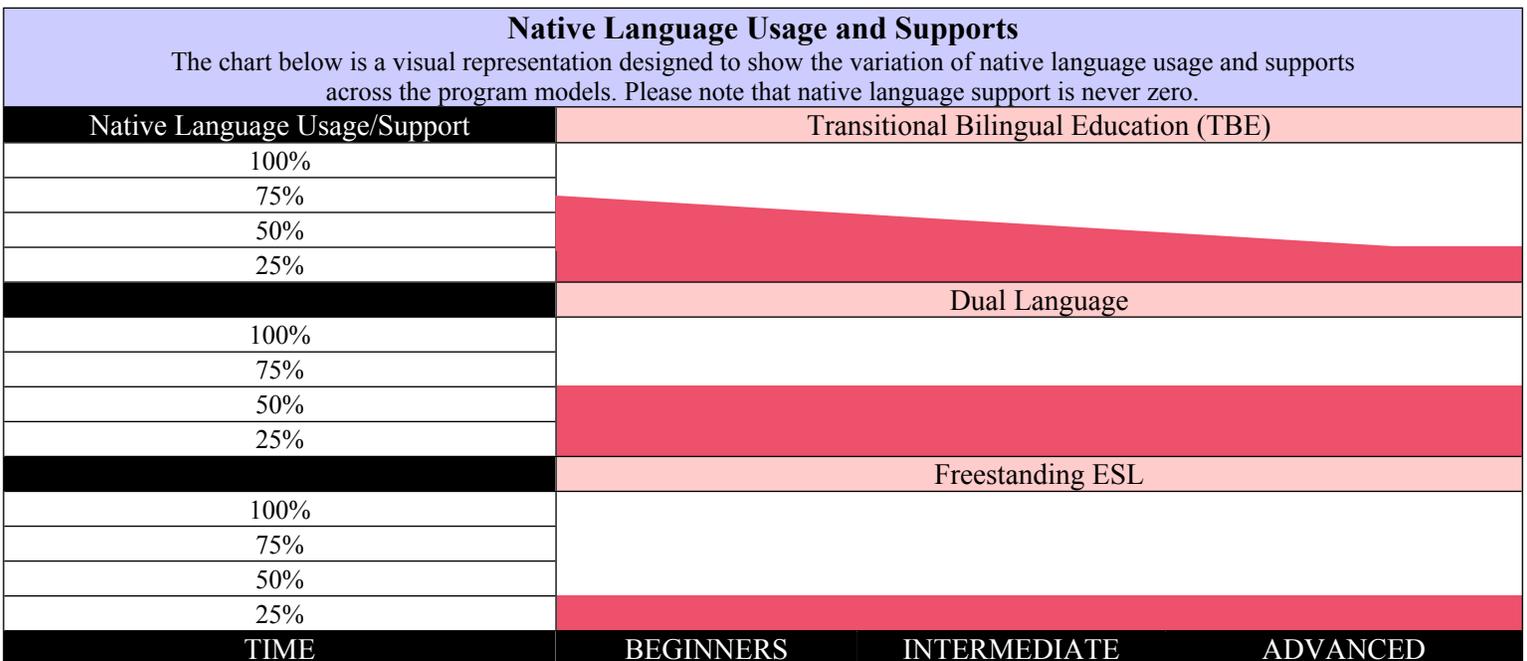
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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

Our targeted intervention programs for ELLs in ELA, Math, and other content areas include small group instruction, peer tutoring, and differentiation. Since this is the first year that Urban Assembly School of Music and Art has an ESL program there have not been any services discontinued. Students are encouraged to use Native Language/English dictionaries and to read books in both English and their Native Language. Many of the materials used during push-in and pull-out are culturally relevant to the students' background. All services and materials correspond to the ELL student's age and grade level. All students are offered Spanish as an elective.

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.

All teachers are supplied with ELL data for the current school year. The ESL teacher works with the staff to further their understanding in ESL education by supplying the teachers with materials, resources, and strategies. Staff members communicate during planning meetings and through email throughout the school year. The ESL teacher will be attending on going professional development regarding the instruction and strategies used with ELLs. The ESL teacher will then bring the information from these various trainings and professional developments to the staff at UAMA.

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?

Parental involvement includes an ELL Parent Meeting, Parent-Teacher Conferences, New ELL Parent Orientation, and individual parent meetings and phone calls. Parents are encouraged to contact the ESL teacher at any time for assistance or with any concerns. The needs of parents are based upon oral or written communication from the parents. Our bilingual staff members conduct phone calls to determine what a parent may require. If our bilingual staff members are not able to translate or interpret we will then contact the Department of Education's translation services.

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)										2	0	0	0	2
Intermediate(I)										3	4	3	2	12
Advanced (A)										1	1	2	1	5
Total	0	0	0	0	0	0	0	0	0	6	5	5	3	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	9		0	
Integrated Algebra	12		2	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math <u>RCT</u>	5		1	
Biology	0		0	
Chemistry	0		0	
Earth Science	2		0	
Living Environment	9		1	
Physics	0		0	
Global History and Geography	7		1	
US History and Government	3		0	
Foreign Language	0		0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

Urban Assembly School of Music and Art uses the data from the NYSESLAT to provide information on how to better serve our ELLs and to aid them in gaining English language proficiency. Measurable data includes the levels students achieve on the four modalities that formulate the NYSESLAT. The patterns across the modalities will guide instruction by focusing on improving the modalities that are in need. In the case of the ESL students at this school all of the students scored higher in listening and speaking sections than in the reading and writing sections. Therefore, instruction will be heavily geared to the improvement of reading and writing. Students will still receive appropriate instruction to continue to strengthen their listening and speaking needs. The success of our program is measured by the ESL teacher's observation as well as the students' progress in their content area classes.

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.

Part VI: LAP Assurances

School Name: <u>UAMA</u>		School DBN: <u>K350</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Thompson	Principal		10/27/11
Robert Kopiec	Assistant Principal		10/27/11
Cecily Fonseca	Parent Coordinator		10/27/11
Dana Murillo-Romeo	ESL Teacher		10/27/11
	Parent		10/27/11
Thomas Doyle	Teacher/Subject Area		10/27/11
	Teacher/Subject Area		10/27/11
	Coach		10/27/11
	Coach		10/27/11
Pamela Brathwaite	Guidance Counselor		10/27/11
Jonathan Green	Network Leader		10/27/11
Tina Marsiello	Other <u>Speech Therapist</u>		10/27/11
	Other		10/27/11
	Other		10/27/11
	Other		10/27/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K350** School Name: **UAMA**

Cluster: **01** Network: **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.

It is our school's mission an expectation that all parents, including our non-English speaking parents, acquire the appropriate access to our school's general information and their children's educational options appropriately and in a timely matter. The data that is used to determine the translation and interpretation of our parents at Urban Assembly School of Music and Art (UAMA) is the Home Language Identification Survey (HLIS) that is given out upon entry to the New York City School system. All HLISs are reviewed by the appropriate staff in order to determine the home language of the parents. At UAMA we make sure that all parents are provided with general school information as well as their child's educational progress throughout the school year and in their native language.

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.

The majority of non-English speaking parents request to receive information in Spanish. A small number of parents request information in French/Haitian-Creole. These findings were reported to the school community through the interpretation of HLISs as well as the Language Identification Guide which is kept in school for parents to refer to.

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.

For our families with Spanish and French translation needs, most Department of Education correspondence is available in both their native language and English. All other correspondence which needs to be translated is done so at the school level by bilingual English and Spanish school staff members. At this time we have not hired an outside written translation service by an outside vendor. Our Parent Coordinator and ESL teacher utilize the Interpretation Unit at the Department of Education on an as need basis.

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.

Oral interpretation services for parents are provided at the school level regularly. At this time, we have not hired an outside interpreter. Oral translation/translation support is provided most school-sponsored parent meetings. Interpretation is also provided for individual parent meetings with teachers, counselors, and other parent activities on a need basis. In-house staff is primarily used for these meetings, although Department of Education "over-the-phone" interpretation is also occasionally used to facilitate interpretation.

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 school fulfills parental notification requirements as stated in Chancellor's regulations A-663, Section VII by posting notices of available services in key locations throughout the school. All general school information as well as student progress notifications are translated and sent home in a timely manner. The faculty and staff at UAMA utilizes the resources found on the translation and interpretation unit website. All resources are printed and kept in the main office in the case that parents may need them.

