



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE

DBN (DISTRICT/ BOROUGH/ NUMBER): 13K483

PRINCIPAL: SHANNON CURRAN

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SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Shannon Curran	*Principal or Designee	
Julian Sciammarella	*UFT Chapter Leader or Designee	
Pamela Faulk	*PA/PTA President or Designated Co-President	
Jaycia Chin	Student Representative	
Jerome Welcome	Student Representative	
Andrea Carrington	Member/Parent	
Evette Villafane	Member/Parent	
Ann-Marie Williams	Member/Parent	
Joshua Lupher	Member/Staff	
Megan Rose	Member/Staff	

*Core members of the team shall be the Principal, United Federation of Teachers (UFT) Chapter Chairperson and the Parent Association or Parent-Teacher Association (PA/PTA) President or Co-President or their designees.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, the PTA will utilize the Title I committee to strategize the usage Title I funding and hold at least three events during the school year that will facilitate parent involvement and educate parents on issues related to a student's readiness for post-secondary education.

Comprehensive needs assessment

Based upon the evaluation of student performance in the lowest third in Math and ELA, the rating received on the College Readiness Index, and Regents Passing Rates, the school community has determined that students need to be more engaged in their learning and have greater ownership and awareness of their progress towards college readiness. The next step in development for the school is to increase parent involvement and parent awareness of college readiness in order to facilitate their ability to support students and the school in this effort. In addition, by creating a more supportive learning environment, students and families will have greater success in facing and overcoming academic and social challenges while at school.

Instructional strategies/activities

The PTA will discuss a variety of events that can be held during the school year and elicit feedback from parents with the support of the Parent Coordinator :

- a Saturday Career Day for parents and students to include people from all fields of business and representatives from trade unions
- a Saturday brunch workshop to discuss issues like teen age depression, cyber bullying, etc..
- a day trip to foster camaraderie with other parents and discuss shared experiences and how to address them
- an event focusing on the involvement of fathers and developing the relationship between fathers and their sons or daughters in coordination with the Young Men's and Women's Initiatives
- Multi-cultural dinner and panel to foster community and create an opportunity for greater understanding of the various backgrounds of students within the school community

Strategies to increase parental involvement

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program
- conduct parent workshops
- publish monthly parent newsletter
- utilize automated phone system and email list to communicate with parents

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). Local services, such as outside agencies that provide guest speakers from local colleges and career centers will participate in parent meetings and workshops.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, building off of last year's work, over the course of the 2012-13 school year each department in the core content areas (English, math, social studies, and science) will revise, and all teachers in these departments will implement, two Common Core-aligned units.

Comprehensive needs assessment

Based upon student performance in three areas, students in the lowest third earning 10+ credit in a year, Regents passing rates, the College Readiness Index, it has been determined that students at SLJ need to improve their ability to be independent learners and achieve higher levels a academic success in order to be prepared for a successful transition to a post-secondary program. In addition, the school would like to track progress through the College Preparatory Course Index.

Instructional strategies/activities

- Through weekly department meetings, each teacher will revise a unit of study to reflect the CCLS.
- Department leaders will be charged with the practical roll out of this initiative. Direct study of the CCLS throughout the year will support this work. Summer planning and curriculum mapping will set the ground work to begin.
- Departments will engage in the revision process through a sequence of lesson study using student work, assessment data (interim assessments), and teacher created rubrics in order to fully align unit of study.
- Each department will create a master curriculum file on the school's server in order to collect all finalized documents.

Strategies to increase parental involvement

- providing written and verbal progress reports
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.

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).

We will work with local Universities and professional agencies for additional staff development and training with teachers on the Common Core. We will also fund our AP Instruction with Title I funding to support the Common Core effort in our school.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, the school community will reflect upon its understanding of what high-quality teaching looks like through professional development on three city-wide and one school-selected competencies from Charlotte Danielson's *Framework for Teaching* that supports the implementation of the Common Core.

Comprehensive needs assessment

Based upon an assessment of student credit accumulation, four-year graduation rates, and the school environment survey it has been determined that the student population requires further support in engaging with the core curriculum and developing a critical understanding of the skills needed to necessitate a successful completion of post-secondary programs.

Instructional strategies/activities

- The teacher leadership body of the school will meet in the summer to develop the goals and objectives with this initiative to define effective teaching at SLJ.
- Grade Team Leaders will meet weekly to share outcomes and to develop the agendas and roll out for each weekly team meeting. Meetings will include low inference observations of teaching videos modeling these practices, sharing of best practices within teams, and peer observations.
- Teacher Leaders will create their own teacher portfolios in order to model for the teams the examples of items to include
- November 8th will include time for grade teams to meet and begin working on the actual teaching portfolio.
- Informal mini-observations and formal observations will be part of the process and feedback will be focused on these areas.
- Each teacher will self-evaluate in these areas and meet with the principal to goal set.

Strategies to increase parental involvement

- providing written and verbal progress reports
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year

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). We will work with our network, the NYC DOE and outside agencies to support our efforts for enhancing professional practice. We will use Title I and FSF to fund our Math/Science and Humanities coaches as well as any additional professional development including per session for teachers.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, in order to better serve our IEP students in the Least Restrictive environment, we will increase the effectiveness of ICT teams in the classroom as measured by team-teaching pairs participating in a series of professional developments and through shared video documentation of their practices in order to produce a 5% increase in the passing rate of ICT classes.

Comprehensive needs assessment

In considering Regents passing rates and credit accumulation of students with special needs, the school will reevaluate its support network for these students and develop strategies to implement during the school year that will improve engagement and academic performance.

Instructional strategies/activities

- ICT teams will participate in a series of professional development sessions aligned with the 6 types of effective team work for ICT classrooms
- ICT teams will videotape their work and share best practices regularly throughout the year
- SLJ will establish and develop a model ICT partnership that works directly with the network achievement coach each week to develop best practices
- Teacher teams will develop shared assessment practices for IEP students
- All ICT teams will meet during their common planning blocks, with the support of our school's network achievement coach.
- During meetings, ICT teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- The AP of Instruction will meet regularly with ICT teams with the support of the network achievement coach
- ICT teams will study the new network designed ICT rubric for effective practice. They will self-evaluate and the achievement coach and AP Instruction will use this as a guide for informal feedback.
- Teachers will have additional opportunities to earn per session for participation in afterschool professional development sessions provided by the network and by the school.

Strategies to increase parental involvement

- engage parents in discussion and decisions regarding policies that affect students with special needs.
- conduct parent workshops with topics that include academic and emotional supports that are needed to improve the performance of students with special needs.
- encouraging more parents to become trained school volunteers

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). We will use both Title I and FSF to support our actions and strategies as described above including per session for teachers in after-school workshops.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

By June 2013, the staff will enhance its ability to serve as effective advisors in order to continue to develop a positive and supportive school-wide culture conducive to academic achievement by participating in professional development in order to produce a 5% decrease in the number of classroom removals and suspensions from the previous school year.

Comprehensive needs assessment

- In considering Regents passing rates, credit accumulation of students in the lowest third, databases of behavioral issues, interventions, and counseling visits maintained by the Dean's office, the school will reevaluate its support network for these students and develop strategies to implement during the school year that will improve engagement and academic performance.

Instructional strategies/activities

- More advisors will report being supported in implementing the advisory curriculum and developing a cohesive advisory community
- Advisory curriculum will be solidified this year for each grade level
- All advisors will receive staff development in community building, case-conferencing, and handling difficult conversations
- Collaborate with *Facing History, Facing Ourselves* on advisory curriculum and professional development for advisors throughout the school year
- Grade teams will conduct bi-weekly meetings on specific students (kid talk) and advisory lesson development throughout the year
- The Guidance Team will review data on behavior referrals and other interventions on a regular basis
- All referrals will be logged in *Skedula* (on-line grade book and data management system) this year and guidance team will respond within 24 hours

Strategies to increase parental involvement

- engage parents in discussion and decisions regarding policies that affect students' social needs
- conduct parent workshops with topics that include emotional supports that are needed to improve the performance of students
- encourage more parents to become trained school volunteers

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.

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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)

We will partner with additional groups and pay per session for the activities described above. We will pay a portion of our AP for Student Support Services salary to support this work at the leadership level.

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	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning opportunities inside and outside the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
Mathematics	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
Science	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.

	shared by department members.	Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	
Social Studies	Strategies implemented by instructors are aligned with the Danielson Teaching Framework, Common Core Learning Standards, and best-practices shared by department members.	Students are supported by various instructional settings. This can be implemented in pull-out models, such as small group instruction and individual tutoring, the Integrated Co-Teaching setting, the incorporation of student-teachers to reduce the teacher to student ratio in the classroom, and the integration of community partnerships with classes to provide experiential learning experiences inside and outside the classroom setting.	Services are provided before, during, and after the school day as well as on Saturdays for targeted remediation or test preparation.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The psychologist will advise staff members involved in academic intervention services of possible academic ability and cognitive issues that could be causing a student difficulties as well as give insight into the accompanying behaviors that are exhibited by students requiring intervention services. The psychologist will advise staff members involved in academic intervention services of possible academic ability and cognitive issues that could be causing a student difficulties as well as give insight into the accompanying behaviors that are exhibited by students requiring intervention services.	Services are provided in a one-to-one or group setting in the guidance suite.	Services are provided before, during, and after the school day.

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.

One of the core values of SLJ is a commitment to creating an academically rigorous environment. One way we support teachers in creating this environment is through weekly professional development. Teachers meet several times a week in small teacher groups to develop curriculum, discuss student performance, receive feedback on lessons and execution of lessons, discuss teacher development using the *Danielson Framework* and other relevant teaching guides, and plan necessary curricula to support a rich academic environment. These opportunities for development include common planning time meetings (CPT) and other forms of professional development such as:

Grade Team Meetings

Teachers are assigned to grade teams based on the grade they teach. The goals of the grade team structure are to provide teachers with a forum for communication and support in creating a cohesive experience for grade level students. Grade teams will meet weekly on Wednesday afternoons.

Department Meetings

Each department has weekly meetings to discuss curriculum, review assessments and student work, collaborate on assessments, share best practices, evaluate data sets, and work toward developing a cohesive scope and sequence.

Integrated Collaborative Teaching Planning Meetings

Teachers will meet weekly with other teachers who teach their subject, special education teachers, and other specialists to plan curriculum, discuss student development, and to create modifications for various learning styles.

Instructional Coaching Meetings

New and non-tenured teachers are provided with an instructional coach to guide them in curriculum development and classroom management techniques. Coaches observe these teachers at least once weekly and meet with teachers at least once weekly to provide feedback on classroom practices and lesson development.

Cravath Planning Days

On occasion and when necessary, teachers may request a planning day with their coach, department leader, or a co-teacher. These planning days are meant to give teachers an opportunity to step back from the regular school day in order to reflect on their instructional practices and to plan for upcoming assessments and learning. Requests for these planning days are to be made through your department leader.

Other forms of Professional Development

SLJ maintains a robust relationship with a number of professional development programs such as AVID, Facing History, Math for America, StoryCorps, The Reading and Writing Project at Teachers College, The Institute for Writing and Thinking at Bard, College Board, and Street Law, among others. When funding is needed, a member of the instructional team will assist you in requesting funds from the school's professional development budget or writing grants to cover your costs. Please see your department leader or the Assistant Principal of Instruction for further information.

Teachers will work with the principal, assistant principals, instructional coaches, and their colleagues at the grade team and department levels to develop their instructional practice throughout the year. Teachers will spend time at the beginning of the year assessing their practice using the *Danielson Framework* and setting individual goals for their instruction. Throughout the year, teachers will receive feedback on these goals and have the opportunity to seek professional development in these areas.

Each teacher will meet with the principal or an assistant principal to develop his or her practice several times throughout the course of the year. These meetings may be discussions based on observations of a lesson, conversations accompanied by student and teacher work from a project or large assessment, intervisitations to another teacher's classroom, etc. In every case, they are intended to be collaborative and to offer teachers at all levels opportunities for feedback and growth. Teachers may seek feedback from any one of their colleagues as often as they like, and because usually our colleagues' classrooms are the best sources of strategies for good teaching, the instructional team encourages teachers to maintain an open door, feedback driven culture.

Hiring

Our hiring practices are rigorous and surface the best fit candidates for our school. Every candidate must submit a teaching portfolio including resume and recommendation letters. Once reviewed using our portfolio rubric, the best candidates are called in for interviews. Interview panels are made up of the AP Instruction and other teacher leaders including department and grade team leaders. Additional staff members may also be called to serve on the hiring committee depending on the duties. After the interview, candidates are recommended for demo lessons. Demo lessons are done in front of a class of our students. Students are given feedback forms so that we can get their opinions as well as we consider each candidate's rating. Once we have a finalist, the Principal and AP do a final interview and review of the candidate's credentials.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement.

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

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

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

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

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

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

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

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

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 Anselmo/Green	District 13	Borough Brooklyn	School Number 483
School Name Urban Assembly School for Law & Justice			

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

Principal Shannon Curran	Assistant Principal N/A
Coach Suzette Dyer	Coach Josh Lupher
ESL Teacher S. Curran	Guidance Counselor Debby Wallace
Teacher/Subject Area Renee Hampton	Parent n/a
Teacher/Subject Area Merilee Valentino	Parent Coordinator Marvin Harris
Related Service Provider n/a	Other Adria Hasha, Teacher
Network Leader J. Green	Other n/a

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	6
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	453	Total Number of ELLs	4	ELLs as share of total student population (%)	0.88%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *i*

- All new students receive the HLIS, informal interview in English and the initial formal assessment. The Principal completes this evaluation. Each year, we administer the NYSESLAT to all ELLs.
- Every parent of an ELL receives a letter (in the home language) describing the programs that their son/daughter is eligible for. A meeting is scheduled at the beginning of the year for all ELL families. Each family receives an invitation to the meeting and a follow up phone call for an RSVP within the first month of school.
- All forms are distributed and collected at the beginning of the year. Follow up is done for any outstanding forms.
- Because our program is so small, all instructional program decisions are done in close consultation with teachers, parents and students (translation provided if necessary). Criteria used are the NYSESLAT scores, interim assessments, student work, grades, and a holistic review of all student data.
- 100% of families choose freestanding ESL.
- There is no discrepancy between our offerings and parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	2	0	1	0	0	0	2	0	2	4
Total	2	0	1	0	0	0	2	0	2	4

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										1	1	0	2	4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	1	0	2	4								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. We use a departmentalized, collaborative approach with some push in and some pull-out. Classes are heterogeneous.
2. For our ESL minutes per week, we structure this along with the English Language Arts curriculum (240 minutes per week) and an additional pullout class which meets for 240 minutes per week for all levels of students. This gives our ESL students 480 minutes a week.
3. We use the language experience approach along with the academic language development model in our classrooms. Literacy instruction is also infused across all content areas.
4. Our newcomer student (the first one in our school's history) receives additional instructional pull out time including software programs and language lab technology to assist him in building the language skills he needs. We incorporate leveled texts into his independent

A. Programming and Scheduling Information

reading time and he works with a language specialist for pull out. He receives all testing accommodations that he is entitled to for ELA assessments. Our special needs students receive additional support in their CTT classes, literacy class, and resource room. Paste response to questions 1-7 here

Courses Taught in Languages Other than English i

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
8. We have targeted intervention services through our SPED program and our Literacy program which provides AIS for SPED ELLs and ELLs. All services are provided in English.
 9. We support our students through transitions in offering literacy support as long as students need it, tutoring, small group instruction and CTT classes.
 10. We are establishing a language lab now that we have a new ELL in our school.
 11. We are not discontinuing any services.
 12. All students (SPED, ELLs) are included in all programs at our school and have equal access to services.
 13. We provide leveled readers, adapted texts, ESL appropriate text books, teacher created modifications, and language software.
 14. Native language support is provided through our language program.
 15. Yes.
 16. We have a summerbridge program for all incoming 9th graders.
 17. We offer French. -17 here

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)?

N/A

D. Professional Development and Support for School Staff

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

1. We send teachers to ELL workshops offered through the DOE and other vendors.
2. We have transition meeting with staff working with new to high school ELLs. We review records, test scores, etc. and make a plan for that student (s).
3. Through our monthly staff meetings and weekly department meetings, we concentrate on different aspects of language acquisition and development for all teachers.

E. Parental Involvement

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

1. All parents are invited to grade specific as well as school-wide events including monthly PTA meetings.
2. We do not partner specifically for ELL parents but we have many partnerships with CBOs that provide services around immigration issues, college process for undocumented students, and others.
3. We conduct various surveys in order to get feedback from parents.
4. We plan activities according to student needs. If there is something that we are not providing, we will provide it in the future. We are constantly reviewing our plans in accordance with parent needs.

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)														0
Intermediate(I)										1			1	2
Advanced (A)										0	1		1	2

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

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			
	A													1
	P											1		1
READING/ WRITING	B													
	I										1			1
	A											1		1
	P													

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

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

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

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

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

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

1. We do not have ELLs of this type at our school. If we did, we would use our in-house literacy test as well as the QRI reading assessment.
2. ELLs without SPED seem to be able to increase their scores each year; SPED ELLs have a difficult time with the test.
3. We started a literacy course for the upper grades based in part on the NYSESLAT scores in addition to other assessments.
4. a. We cannot offer tests in other languages because our students have not been exposed to academic language in their native language.
- 4b. We examine our periodic assessment data to inform instructional decisions on a quarterly, semesterly and yearly basis.
- 4c. We are learning about the needs of our ELLs. Our SPED ELLs have not been exposed to native language instruction therefore we do not offer this as an alternative.
5. n/a
6. Each year we analyze the data and progress of our ELLs along with other groups of students. We make program and curriculum adjustments accordingly.

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.

N/A

Part VI: LAP Assurances

School Name: <u>UA School for Law and Justice</u>		School DBN: <u>483</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shannon Curran	Principal		12/1/10
N/A	Assistant Principal		1/1/01

School Name: UA School for Law and Justice**School DBN: 483****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marvin Harris	Parent Coordinator		12/1/11
S. Curran	ESL Teacher		12/1/11
N/A	Parent		1/1/01
Merilee Valentino	Teacher/Subject Area		12/1/11
Renee Hampton	Teacher/Subject Area		12/1/11
Suzette Dyer	Coach		12/1/11
Josh Lupher	Coach		12/1/11
Debby Wallace	Guidance Counselor		12/1/11
Jon Green	Network Leader		12/1/11
Adria Hasha	Other <u>French Teacher</u>		12/1/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 483 School Name: UA School for Law and Justice

Cluster: CFN105 Network: UA

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

Part A: Needs Assessment Findings

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

We gather this data at the beginning of each year based on surveys and new student data in ATS.

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.

We report the number of families with a language other than English informing all staff and the community.

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.

We provide written translation of documents as provided through the DOE and then we also use in-house and parent volunteers.

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.

We have staff members available for translations and we also use the outside DOE contractors by phone when necessary.

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>.

We send home the documents at the beginning of the year and post the translation posters in the entry way and main office.