



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: URBAN ASSEMBLY ACADEMY OF GOVERNMENT AND LAW

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M305

PRINCIPAL: DAVID GLASNER

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SUPERINTENDENT: MARISOL BRADBURY

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
David Glasner	*Principal or Designee	
Pat Smith	*UFT Chapter Leader or Designee	
Erona White Frost	*PA/PTA President or Designated Co-President	
Carl Davis	DC 37 Representative, if applicable	
Misty Lee-Price	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Brian McCollam	CBO Representative, if applicable	
Amy Mendez	Member/Student	
Yvonne Walker	Member/Parent	
Kathleen Paul	Member/Parent	
Stephanie C. Luzzi	Member/Teacher	
Josephine Guzman	Member/Parent	
	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

Ensure that average daily attendance for the 2012-2013 School Year remains at or above 85%. Specifically focus on improving the attendance of the subgroup of incoming 9th graders who were considered chronically absent in 8th grade (students who had between 80-90% attendance in prior year).

Comprehensive needs assessment

UAAGL's 2011-2012 average daily attendance was 87.1%. Though this number represented an increase from the 2010-2011 School Year, attendance is critical to students achievement. In addition, approximately 36% of UAAGL students were considered severely or chronically absent in the 2011-2012 School Year (less than 80% attendance for the school year). This number means that over 1/3 of AGL students are absent 20% or more of the time. We believe that improved student attendance and consistency is a key step towards improved student achievement

Instructional strategies/activities

- Weekly meetings of the student support team, which includes the following staff members: the assistant principal, dean, the parent coordinator, social worker and AIDP social worker.
- The SST is tasked with creating a plan to support the needs of our lowest quartile of students in terms of attendance, credit accumulation and suspensions/discipline infractions. Each week, the SST looks at the YTD average daily attendance and compares it to prior years to measure whether we are on track to meet our attendance goal.
- Integrate attendance incentives, such as field trips and school spirit events, for students to come to school regularly. For example, the 9th grade class participated in an Adventure Ropes course field trip at the beginning of October. The 11th grade US History class traveled to Philadelphia in the middle of October.
- Build school spirit through after-school clubs and student involvement. The student government organized AGL's annual Halloween Dance and are organizing the annual Thanksgiving Family Dinner. School club attendance for 9th graders is mandatory and encouraged for non-9th graders. Club attendance is significantly up this year from last year.
- The AIDP team (social worker and coordinator) will monitor chronic attendance on a weekly basis and provide quarterly reports to the principal on the YTD progress of the chronic attendance cohort and improvement from the prior year.
- Refine the Attendance Improvement/Dropout Prevention (AIDP) grant program that the school has been enrolled in since 2010-2011 in the following ways:
 - Continue in more incentives and a better defined structure than the 2011-2012 School Year
 - Recruit social work interns who will be present for the entire year (not part of each semester)
 - Build academic advisement into the attendance counseling sessions
 -

Strategies to increase parental involvement

- Continue to find multiple ways of providing parents with the opportunity to access student attendance data from home, through ARIS parent link and Jupiter Grades
- Work with the AIDP team over the summer to conduct outreach to students and families prior to the beginning of the school year
- Ensure that the School Based Support Team members reach out to parents regularly with all the tools at the team's disposal (phone, email, attendance personnel)
- Regular parent outreach conducted by the Parent Coordinator
- Use of Jupiter Grades by all AGL faculty to ensure that parents/guardians remain up to date about their child's progress

- Use of a mass messaging system (Remind101) to communicate with parents/guardians

Budget and resources alignment

- Indicate your school's Title I status: X 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.
 X Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- School allocated TL Deferred Program Planning Initiative money to pay overtime to Parent Coordinator, Dean and College Counselor to provide outreach and attend meetings outside of the school day.
- Continue to work with Henry Street Settlement to administer a \$150,000 AIDP grant and a \$50,000 OSTI grant to fund the extended day 9th period program, the AIDP program and the salaries of two additional full time social workers, allowing the school to dedicate more TL Fair Student Funding to maintain teacher salaries.
- School used Fair Student Funding and TL Mandated Counseling money to fund a full time DOE Social Worker.
- School used TL Fair Student Funding and TL Parent Coordinator Funding to fund a full time Parent Coordinator position to ensure the high level of parent outreach.
- School allocated TL Fair Student Funding to pay for student transportation and admission to incentive field trips.
- School allocated TL Deferred Program Planning Initiative money to pay for supplies related to attendance incentives.
- School allocated TL Fair Student Funds to pay teachers per session for running after school clubs and working at afterschool events to increase student involvement in school activities and to provide incentives.
- School allocated the required 1% of Title I funding to boost parent involvement
- School used TL Fair Student Funding to pay per session to grade team leaders and department chairs to attend planning meetings around student interventions and attendance outside of the school day.

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

To increase the number of students with disabilities who are earning 10+ credits in the 9th grade.

Comprehensive needs assessment

UAAGL's 2011-2012 Progress Report shows improvement since 2010-2011, but still highlights areas of deficiency in terms of credit accumulation. Specifically, areas of need appeared in terms of students who are in the school's lowest third earning 10+ credits.

According to the 2011-2012 Progress Report

- 78.7.8% of students earned 10+ credits in the first year
- 60% of students in the school's lowest 3rd earned 10+ credits in the first year
- 68.1% of students earned 10+ credits in the second year
- 52.4% of students in the school's lowest 3rd earned 10+ credits in the second year
- 72.9% of students earned 10+ credits in their third year
- 66.7% of students in the school's lowest 3rd earned 10+ credits in the first year

These numbers put us slightly below or on par with our peer index and the citywide index. We are also aware, that many students earned credits toward their 10 credits during summer school and we aim to have a greater percentage of students earn their 10+ credits during the regular school year.

Instructional strategies/activities

- UAAGL administration created an instructional coach position to provide additional PD support to all teachers
- The principal, assistant principal and instructional coach have been conducting more frequent mini-observations to give teachers more immediate feedback on observations.
- Special education teachers are working with general education staff in team teaching classes to provide the services that special education students need in order to succeed
- Teachers have been working on integrated Common Core Standards work into their curricula, specifically focusing on reading non-fiction texts, writing persuasively and mathematical modeling – skills that will assist students in achievement across the school. Teachers have continued that process this year and attended a PD on November 8th to continue to integrate common core work in curricula.
- Teachers have been working in departments to develop and study unit plans and lesson plans in order to help students be successful
- Over the course of the first semester, the special education team will work to develop strong co-planning relationships and to help general education teachers differentiate their instruction.
- A special education coach is working with the special ed team to integrate structured conferencing in each of their ICT classes. The team is expected to roll out this initiative at the beginning of the second semester. The conferencing protocol will help to monitor SWD's progress in each of their classes and to provide additional targeted instructional support to students with IEPs.
- Grade teams meet quarterly and use a data reflection protocol to track student achievement and then develop interventions for struggling students.
- UAAGL has hired an additional special education teacher to provide additional support to students in ICT classes.
- In the fall, the UAAGL administration will identify a list of focus students and monitor their progress over the course of the year, including DRP score data, credit

accumulation data and Mock Regents pass rate data as a way of informing instructional strategies in the classroom throughout the year.

- UAAGL has refined its 9th period extended day program for 9th graders so that they have a more structured setting to access academic assistance and support. The 9th period has been refined to ensure that there is at least one tutor in each 9th period classroom and 9th period teachers share best practices to ensure that 9th period instruction and support is most effective.
- Teachers distribute progress reports regularly throughout the quarter in order to keep students and families informed of their progress. Once progress reports are distributed, teachers conduct outreach to each individual student so that parents/guardians are aware of their students' progress.
- Teachers have switched to Jupiter Grades, an electronic grading program that makes it easier to track and record grading information. Parents can access Jupiter Grades regularly.
- UAAGL hired an additional ESL teacher in the spring of 2012 to provide additional support to ELL students. The ESL teacher is dual certified in special education and is developing a conferencing protocol with the special ed team to implement in his co-taught classes. In addition, the ESL teacher is measuring ELL progress from year to year based on NYSESLAT scores.
- UAAGL's programming chair and Assistant Principal have worked to ensure that students are programmed into the courses they need to complete graduation requirements and that will best assist them in credit accumulation
- AIDP social workers now incorporate academic advisement in their counseling sessions to provide students with additional support in terms of credit accumulation.

Strategies to increase parental involvement

- Teachers are now using Jupiter Grades, an electronic grading program that allows parents to access student grades in real-time.
- Every grade meets in a grade-specific seminar class during which the seminar teacher meets with students quarterly to track student progress and to communicate that progress with parents
- In each grade team, a number of teachers have been assigned parent outreach as their Professional Assignment. These teachers contact the parents/guardians of the students in their caseload regularly throughout the quarter.
- Regular parent outreach conducted by the Parent Coordinator

Budget and resources alignment

- Indicate your school's Title I status: X 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.

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

If other is selected describe here:

Service and program coordination

- School used TL Fair Student Funding to fund per session for teacher to attend the summer retreat
- School allocated TL Fair Student Funding to fund per session to pay per session to teachers that serve as department chairs and grade team leaders. This money is paid to compensate teachers for the numerous hours they devote to attending grade team leader and department chair meetings outside of the school day.
- School allocated TL Fair Student Funding to fund an additional special education position and instructional coach position
- School allocated ARRA RTTT Data Inquiry (Citywide Isnt. Exp.) funding to pay per session to grade team leaders and department chairs to analyze data for inquiry projects that aim to boost student achievement and credit accumulation
- UAAGL is continuing its partnership with the Henry Street Settlement to provide 9th grade students with an extended day 9th period. All students in the extended day program receive additional academic support, counseling and participate in after school clubs.

- School allocated TL Fair Student Funding to pay per session for each teacher to provide afterschool tutoring and Regents prep tutoring after school.
- School used a combination of Title I and Fair Student Funding to fund a full time instructional coach position.
- School utilized TL Fair Student Funding to employ five English teachers to be able to offer students two periods of English (Reading and Writing) in their freshman and sophomore years.
- School utilized TL Fair Student funding, Title I funding and TL Salary Subsidy money to fund the salaries of two special education teachers to ensure that the special education population adequately receives services.
- School is working with network to secure over-register TL Fair Student Funding to fund an additional special education/ESL teaching position to ensure that the ELLs and special education students are adequately served.
- School paid for Jupiter Grades accounts for all staff members using NYSTL Software money.
- School allocated TL Fair Student Funds to pay per session to special education teachers for planning meetings and conferences that occur outside of the school day.
- School used ARRA RTTT Data Specialist money to pay the programming chair to analyze student transcripts and program students during the summer for the fall semester and after school hours for the spring semester.
- School allocated 5% of the total Title I funding to pay for professional development to ensure that teachers are and continue to be highly qualified.
- School utilized 10% of the total Title I funding to pay for the salary of the instructional coach who mentors teachers to improve the quality of instruction.
- School allocated TL Fair Student Funding to pay teachers to stay after school to work in department teams to grade CPAS projects and analyze the data.
- School allocated Title I funds to purchase basic instructional supplies to ensure a high level of instruction
- School allocated NYSTL Textbook money to purchase textbooks for new classes offered this year (like AP United States History) and to complete class sets due to increase enrollment

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

To meet the citywide Common Core standards expectations around literacy tasks in all core subject areas by integrating at least two Common Core aligned units in each core subject area during the 2012-2013 School Year.

Comprehensive needs assessment

Like all New York City schools, UAAGL is committed to meeting the citywide expectations in the Common Core standards. For the past three years, UAAGL has administered the C-PAS, a common core-aligned performance task, in all math and ELA classes twice a year. However, we have not expanded common core work to other core subject areas until this year.

At the beginning of the 2012-2013 School Year, UAAGL students also took the Degrees of Reading Power (DRP) assessment. This literacy assessment identified that the vast majority of UAAGL students fall well below grade level in terms of reading skill. For example, the mean score among 9th graders is a 37 when a 62 is considered on grade level.

The average Regents score in ELA and Mathematics for the 2011-2012 School Year also falls below master level. In integrated algebra, the average Regents score was 65. In ELA, the average score was 75. Emphasizing common core skills such as reading for information and fluency and understanding in mathematics should have a positive impact on Regents scores.

Instructional strategies/activities

- Held a staff-wide PD during our summer instructional retreat to review the Common Core instructional shifts that should be integrated into all courses
- Meet with every teacher from September through October to review curriculum plans and to establish instructional goals for the year.
- From October through January observe teachers through the mini-observation cycle to observe the integration of Common Core work in each subject area.
- In February-March, meet with the entire staff again to discuss mid-year progress toward instructional goals.
- From March-May, continue the mini-observation process and observe teachers regularly in every class.
- In August, educate staff about the CCLS at the annual staff retreat
- In August, departments work to develop CCLS-aligned units and tasks. Teachers submit unit plans for feedback to principal periodically throughout the year, including at the beginning of each semester.
- Teachers integrate CCLS-aligned units in their instruction and administer CCLS performance tasks from October through December and again from February through April.
- Throughout the year, departments study student work to inform their CCLS instruction moving forward. Departments also begin to collect a four-year portfolio for students' CCLS-work.
- Ensure that teachers adhere to the workshop lesson plan template that includes an introductory activity, a clear lesson plan structure and an exit activity
- Administration of Degrees of Reading Power (DRP) assessment 3 times a year, in September, January and May. After each administration of the DRPs, conduct a faculty-wide analysis of the data to identify longitudinal trends and implications of this data for instruction.
- Administration of mock Regents exams in January and in April
- Department teams implement the AGL assessment plan throughout the school year, including the administration of Regents Predictive as well as Performance Based and major written assessments.
- After administering the CCLS-assessments, departments hold meetings in December and January and again in April and May to analyze the data and discuss the implications of assessment data
- Throughout the year, departments and grade teams use protocols to analyze student work, refine curriculum and model lessons
- The principal, assistant principal and instructional coach have been implementing a new feedback protocol that is based on the Danielson Rubric, more frequent

informal observations and a web-based observation tool to give teachers more immediate feedback on observations.

- Teachers have been working in departments to develop and study unit plans and lesson plans in order to help students be successful
- Throughout the 2012-2013 School Year, teachers in all core subject areas are implement the UAAGL Periodic Assessment Plan which includes the administration and analysis of Regents Predictive Exams as well as common-core aligned assessments (CPAS).
- Teachers submit CCLS-aligned unit plans on a regular basis throughout the school year.
- Departments analyze CCLS-performance task student work regularly throughout the school year to inform instruction moving forward

Strategies to increase parental involvement

- Teachers are now using Jupiter Grades, an electronic grading program that allows parents to access student grades in real-time.
- Every grade has a grade advisor who meets with students at least once a week and who helps to track student progress and to communicate that progress with parents
- In each grade team, a number of teachers have been assigned parent outreach as their Professional Assignment. These teachers contact the parents/guardians of the students in their caseload regularly throughout the quarter.
- Regular parent outreach conducted by the Parent Coordinator

Budget and resources alignment

- Indicate your school's Title I status: X 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.

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

If other is selected describe here:

Service and program coordination

- School used TL Fair Student Funding to fund per session for teacher to attend the summer retreat
- School allocated TL Fair Student Funding to fund per session to pay per session to teachers that serve as department chairs and grade team leaders. This money is paid to compensate teachers for the numerous hours they devote to attending grade team leader and department chair meetings outside of the school day.
- School allocated ARRA RTTT Data Inquiry (Citywide Isnt. Exp.) funding to pay per session to grade team leaders and department chairs to analyze data for inquiry projects that aim to boost student achievement and credit accumulation
- School used a combination of Title I and Fair Student Funding to fund a full time instructional coach position.
- School utilized TL Fair Student funding, Title I funding and TL Salary Subsidy money to fund the salaries of two special education teachers to ensure that the special education population adequately receives services.
- School is working with network to secure over-register TL Fair Student Funding to fund an additional special education/ESL teaching position to ensure that the ELLs and special education students are adequately served.
- School paid for Jupiter Grades accounts for all staff members using NYSTL Software money.
- School allocated TL Fair Student Funds to pay per session to special education teachers for planning meetings and conferences that occur outside of the school day.
- School allocated TL Fair Student Funding to pay teachers to stay after school to work in department teams to grade CPAS projects and analyze the data.
- School allocated Title I funds to purchase basic instructional supplies to ensure a high level of instruction

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	<ul style="list-style-type: none"> • Daily classroom instruction using the reading workshop model methods for all 9th grade students, including students who scored a 1 on 8th grade ELA exams • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • 9th period mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders 	<ul style="list-style-type: none"> • Classroom instruction • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During 9th period extended day program
Mathematics	<ul style="list-style-type: none"> • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • 9th period mandatory extended program that includes tutoring, 	<ul style="list-style-type: none"> • Classroom instruction • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During 9th period extended day program

	counseling and after school activities for all 9 th graders		
Science	<ul style="list-style-type: none"> • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • 9th period mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders 	<ul style="list-style-type: none"> • Classroom instruction • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During 9th period extended day program
Social Studies	<ul style="list-style-type: none"> • CTT classrooms: small group, integrated instruction for mixture of 1s and 2s and higher-level students • 9th period mandatory extended program that includes tutoring, counseling and after school activities for all 9th graders 	<ul style="list-style-type: none"> • Classroom instruction • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During 9th period extended day program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • The school psychologist serves on the building School Based Support Team and provides services related to IEP compliance. • Mandated and crisis counseling provided as necessary • Campus nurse Provides medical counseling to students as 	<ul style="list-style-type: none"> • One-to-one 	<ul style="list-style-type: none"> • During school day

	necessary		
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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.

- UAAGL's staff is currently Highly Qualified, as defined by NCLB. Teachers who are not yet highly qualified are in the process of continuing their education in order to become so.
- All AGL teachers, including those who are highly qualified, meet weekly in department teams and grade teams to support each other and to access ongoing professional development.
- All AGL teachers, including those who are highly qualified, have access to outside Professional Development opportunities that are sponsored by the Urban Assembly and other outside organizations.

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 1. Initial Identification ELL	District 02	Borough Manhattan	School Number 305
School Name UA Academy of Government and Law			

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

Principal David Glasner	Assistant Principal Assistant Principal
Coach Maribel Nieves	Coach Maribel Nieves
ESL Teacher type here	Guidance Counselor Maritza Samul
Teacher/Subject Area Elizabeth Hamilton	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Jonathan Green	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	316	Total Number of ELLs	24	ELLs as share of total student population (%)	7.59%
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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. 

1.

Initial Identification

ELL students are already identified prior to enrolling at UAAGL. Students who are coming from a middle school that is out of state or out of the country and who are identified by Ms. Nieves in an interview as possible ELLs are provided the opportunity to take the Home Language Identification Survey within ten days.

Pedagogue Responsible

Ms. Nieves is our instructional coach who is also a native Spanish speaker, certified in ELL instruction and a Spanish teacher. Ms. Nieves has been teaching for over 20 years and has been at UAAGL since its inception. Ms. Nieves is very experienced in working with students who are English Language Learners.

Annual Evaluation

All ELLs sit for the NYSESLAT every spring as required by New York State regulations. Once they take the exam, UAAGL uses that data to identify what services each student must be provided.

2. Program Choices

When a student enrolls at UAAGL, parents receive an orientation packet that describes the ELL program choices, course offerings and support that UAAGL provides each ELL student. Parents also attend an orientation session in June of the preceding year to learn about UAAGL and the ELL services we offer.

3. Entitlement Letters

Entitlement letters and program selection forms are distributed at the orientation session and by mail. Parents complete the program selection forms each school year and the documentation is added to their child's school records.

4. Placement

All ELLs sit for the NYSESLAT every spring as required by New York State regulations. Once they take the exam, UAAGL uses that data to identify what services each student must be provided.

5. Trends, Program Models and Program Description

UAAGL has an instructional coach who is a certified ESL teacher who has taught ESL for the past 20 years. The instructional coach has informally given teachers ESL methodology strategies to implement in their classes and further assist ELL students. She also provides ESL support in classrooms by pushing in when necessary for teachers and ELL students. She also occasionally provides the students with additional ELL support outside the classroom as a group by pulling students out when necessary.

The Instructional Coach has a wide range of books in the ELL students native language accessible to them at all times. Additional resources such as magazines, papers, etc. are accessible to students in classrooms as well. Students who are identified as ELLs and have an IEP are also eligible to take a Wilson reading class to assist them in their courses. Students who reach proficiency still receive tutoring assistance and extra resources from their teachers and instructional coach as needed. All teachers at AGL hold after school tutoring sessions at least once a week. All ELL students have equal access to all after school and during school resources and programs. ELL students have access to a wide range of supportive technology in the classroom and in specific content areas such as: SMART boards in every classroom, mobile computer labs and a computer lab in the school. All students take a Spanish language elective while enrolled at UAAGL.

6. Alignment

The administrative team meets twice a year to review and revise the program offerings to ensure that UAAGL is meeting the needs of its students and families.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	6	3	9	6	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	11

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		1	8		4	11		4	21
Total	2	0	1	8	0	4	11	0	4	21

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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																		
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: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	3	9	6	22
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	7	3	9	6	25

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. Unfortunately, UAAGL does not currently have the funds to hire an ESL-certified teacher. In addition, we have a relatively small number of ELLs and all of our ELLs are currently at intermediate level or higher (based on the 2010-2011 NYSESLAT). As a result, ESL instruction is not currently delivered by an ESL teacher to ELL students. However, UAAGL's instructional coach is certified in ESL instruction and does coach teachers on appropriate strategies to use with English Language Learners. She does not regularly push into classrooms unless she is there to coach the teacher (she observes each teacher approximately once per month). In addition, all 9th and 10th graders take both reading and writing workshop classes which supports literacy skill development. Furthermore, ELLs who also have IEPs are placed in CTT classrooms, where they receive additional support from a special education teacher. In addition, students receive extra support in 9th and 10th grade literacy and math skills through a mandatory extended day program where they get tutored in small groups. Instruction is delivered in co-teaching and self-contained ELL classrooms. Our instructional coach is also a certified ELL ELA teacher and she teaches 2 sections of ELA classes for students who require ELL services. We use a heterogeneous program model at AGL.

2. Unfortunately, at this time, due to limited resources and funding, we are not providing the mandated instructional minutes to ELL students.

3. All instruction at AGL is delivered in English. However, all students take supplemental reading and writing courses in the 9th and 10th grade to assist them with literacy development. ELLs who have IEPs are also programmed into CTT classes where they have additional teachers helping to deliver content and instruction.

4. Incoming ELLs who are new to the NYC Public School System are administered the LAB-R within the 10 day mandated period. We rely on prior NYSESLAT exams for ELLs who are not new to the DOE school system. All 9th graders also take a literacy diagnostic and math diagnostic so that we can program students according to their needs. Students also have the option, when required, of taking assessments in their native language so that they are evaluated appropriately.

5. Unfortunately, as mentioned above, we are short-staffed in ELL compliance areas. However, we do provide ELLs with differentiated

A. Programming and Scheduling Information

instruction. SIFE, newcomers, mid-term (4-6 year) and long term ELLs are programmed into classes based on their need. For example, ELLs take supplemental reading and writing courses in the 9th and 10th grade to provide them with additional literacy skill development. At this time, the majority of our ELLs are mid or long-term students.

6. Students with ELL-SWDs can be programmed into CTT classrooms for all core subject areas. As a result, they have a teacher who specializes in helping to teach students with disabilities in most of their classrooms. CTT teachers use instructional strategies such as differentiation and the workshop model, as well as pull-out strategies when necessary to ensure that ELL-SWD students are getting appropriate instruction.

7. As a small school, we are limited in the program choices that we can offer students. However, we do offer ELL-SWD students as much flexibility as possible to ensure that they are placed in the least restrictive environment. This means that they are only placed in CTT classrooms if necessary, otherwise they are placed in general ed classrooms.

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:				

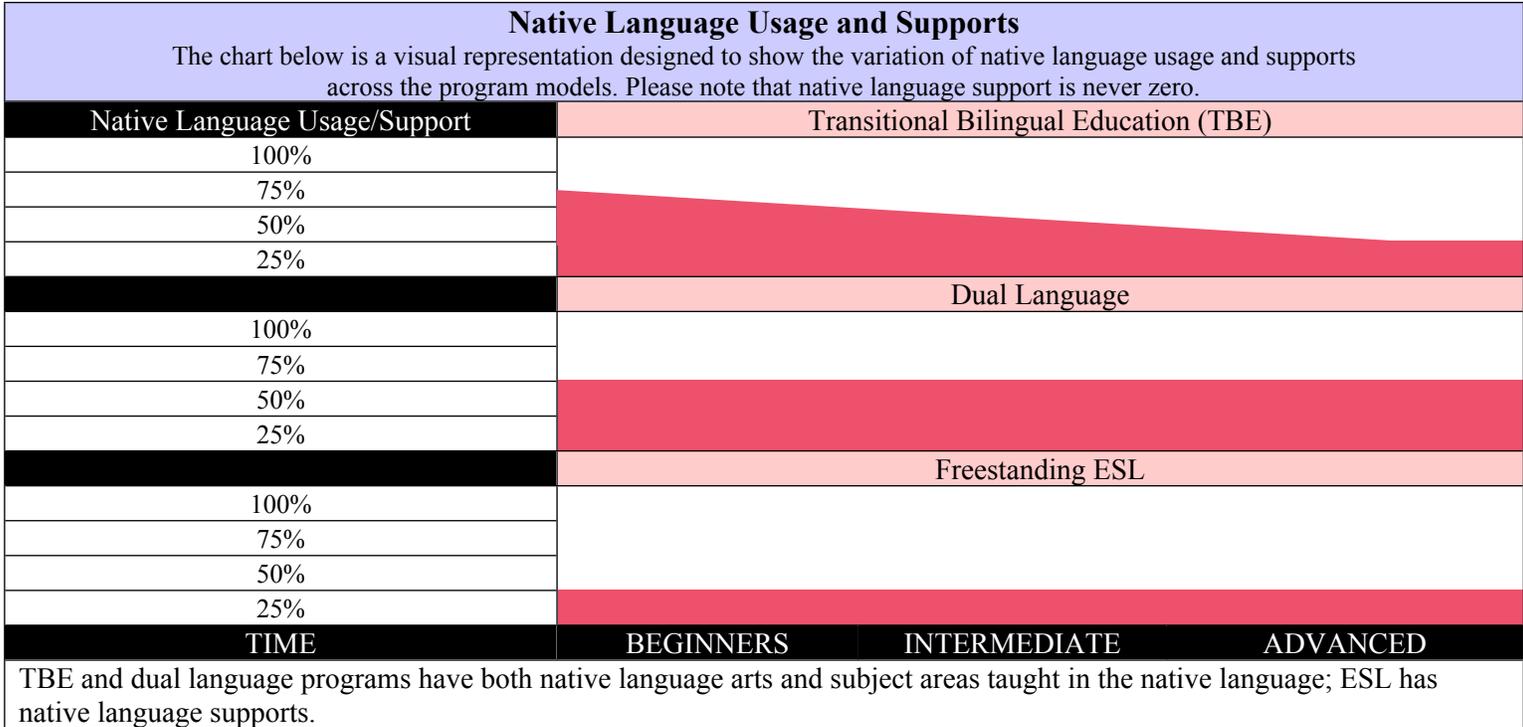
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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



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. Unfortunately, as mentioned above, UAAGL does not currently have an ESL-certified teacher in the classroom. However, students receive extra support in 9th and 10th grade literacy and math skills through a mandatory extended day program where they get tutored in small groups.

9. Students who reach proficiency on the NYSESLAT still receive additional assistance through team teaching classes and remedial ELA classes as necessary.

10. UAAGL is working on institutionalizing ELL-specific classes for students who are Intermediate and Advanced. Until this point, we have only provided push-in or pull-out services as needed. We are also working on ensuring that at least one classroom teacher is certified in ESL instruction.

11. We are not planning to discontinue any programs for ELL students at this time.

12. All ELLs have access to after-school tutoring. 9th grade students have access to the 9th period mandatory extended day program where they receive individualized support from teachers and college tutors.

13. Every classroom at UAAGL is equipped with a SMART board. Students also have access to two mobile laptop cart and a computer lab.

14. Our ESL certified instructional coach is a native Spanish speaker and is able to provide support to all native language speakers when necessary.

15. Yes.

16. Prior to the school year, all newly enrolled students participate in an orientation to the school to help them integrate into the school community.

17. Students are able to take advanced Spanish as a language 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.

1. Professional Development Plan Overview

The purpose of the Professional Development Plan for ELL students is to provide teachers and staff support in teaching ELL students with different types of methodologies and learning strategies to ensure that all ELL students are being served according to CR Part 154.

2. Throughout the year, AGL's instructional coach, who is a certified ESL teacher for the past 22 years, will meet with teachers to provide them with ESL methodology strategies to implement in their classes and further assist ELL students. She will also meet with different staff members on a bi-weekly basis to plan lessons to that will further help ELL learners. Besides informally giving the strategies, she also models them in the classroom for teachers through team-teaching. The instructional coach also meets with ELL students outside the classroom to give them additional support when necessary.

3. Time Line

The professional development plan for ELL students is being implemented with several major dates in mind:

January 24-28 2011 (Regents Week)

January 31, 2011 (In-Service Day)

June 9, 2011 (Chancellor's Conference Day)

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. The Urban Assembly Academy of Government and Law, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. This policy was developed with the input of the SLT and PTA. Concerns rest primarily on ensuring that parents are kept abreast of their child's education and are able to give input to the school on effective strategies for education. UAAGL's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate in the School Leadership Team, the PTA, as members of PTA subcommittees and as members of C-30 committees when necessary. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole. Parental involvement at the school has improved over the past two years with additional parents joining the PTA and SLT and taking on active roles such as planning schoolwide events and workshops.

2. The school partners with the Henry Street Settlement Organization.

3. All new parents to the school are required to fill out a language survey at the beginning of the school year.

4. The PTA surveys parents and develops parent education workshops to meet the needs of parents.

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)										5	1	5	1	12
Advanced (A)										1	1	3	1	6
Total	0	0	0	0	0	0	0	0	0	6	2	8	2	18

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3		31	
Integrated Algebra	10		7	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	12		11	
Physics				
Global History and Geography	10		2	
US History and Government	3		1	
Foreign Language	4		4	
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. N/A
2. Overall, UAAGL ELL students have a relatively high proficiency rate.
3. We need to continue providing ELLs with supplemental reading and writing support courses and services.
4. Students are faring ok in English tests, but there is a major deficiency in social studies exams. From the ELL periodic assessments we are reevaluating the need to give students exams in native languages.
5. N/A
6. Our ELL program is moderately successful, more improvements need to be made. Assuming our ELL population continues to grow, we will need to invest in an ESL-certified teacher.

Additional Information

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

Paste additional information here

School Name: UA Academy of Govt and Law

School DBN: 02M305

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Glasner	Principal		10/31/11
Andrea Brand	Assistant Principal		10/31/11
Emily Woods	Parent Coordinator		10/31/11
	ESL Teacher		1/1/01
Montrese Meeks	Parent		10/31/11
Elizabeth Hamilton	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		1/1/01
Maribel Nieves	Coach		10/31/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 02M305 **School Name:** UA Academy of Govt and Law

Cluster: _____ **Network:** CFN 105

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

Part A: Needs Assessment Findings

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

All new incoming students receive an orientation packet which includes a home language survey. The AGL parent coordinator also reaches out to student families regularly and keeps a record of parents that require written and oral interpretation services.

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.

Approximately 10% of AGL parents require written or oral translation services. The vast majority of these parents require translation services in Spanish. We currently have one student who requires translation in Chinese. We are able to provide translation services as necessary since we have a number of staff members who are fluent in Spanish. We also have access to Chinese language services when necessary. These needs have been communicated to the school community through the student support team that meets weekly as well as through grade team leaders who meet bi-weekly.

Part B: Strategies and Activities

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

The school provides written translation services largely through in-house school staff. In-house school staff translates all relevant materials that are distributed to parents and families.

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

The school provides oral translation services largely through in-house school staff. In-house school staff translates all relevant conversations that are had with parents and families.

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 notifies all parents of translation and interpretation services at the beginning of each year through a mailing and at Parent Teacher conferences. In addition, new incoming students are provided both written and verbal information about translation services at the beginning of the School Year (or when they are admitted to the school).