



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

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

**SUPERINTENDENT:** ANTHONY LODICO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Fia Davis	*Principal or Designee	
Nakia Smith	*UFT Chapter Leader or Designee	
Kathleen Delgado	*PA/PTA President or Designated Co-President	
Elizabeth Whitaker	DC 37 Representative, if applicable	
Solasse Murphy	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Benjamin Schott	Member/Assistant Principal/SLT Chair/CSA	
Diane Johnson	Member/Teacher/UFT Delegate	
Daisy Goins	Member/Parent	
Thomasina Moore	Member/Parent	
Martha Rodriguez	Member/Parent/Title 1 Rep	
Michelle Jervis	Member/Parent	
Micai Moore	Member/Student	

\*\* 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**

In the 2012 – 2013 school year, in order to improve student academic performance and support teacher development, we will provide differentiated strategic support to teachers based on on-going data analysis from informal and formal observations and student achievement data.

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

In the 2012-2013 school year, in addition to the required formal observations all teachers will have ten to twenty mini-observations and participate in two inter-visitations and feedback sessions with a member of our instructional team.

- Differentiated teacher support will lead to improved student achievement as measured by:
  - Improved course pass rates
  - Increased regent pass rates
  - Increased credit accumulation
- Increase agree/ strongly agree 64% in response outcome on teacher question "School leaders give me regular and helpful feedback about my teaching." on page 13 of our 2012 Learning Environment Survey(LES) to 74% agree/strongly agree for the coming 2013 LES.
- Increase the overall score of of 6.2 on Academic Expectations on the Learning Environment Survey (LES) to 7.0.

### **August 2012**

- During Foundational Professional Development in August 2012, all UASPA teachers were introduced to the UASPA Instructional Handbook that includes the Charlotte Danielson framework, the timeline for mini-observations and feedback, formal observations and evaluation, and an outline of instructional supports available at UASPA.

### **November 2012**

- Administrators identify teachers who need weekly mini-observation and feedback support.

### **December 2012**

- PD Committee comprised of representative teachers is charged with directing professional development focus, inter-visitation calendar and resource allocation (i.e. coaching outside PD) needed to meet administrative expectations. Administration team meets with PD Committee twice monthly.

### **January - February 2013**

- Administrators conduct two Mock Learning Environment Surveys and use results to inform two teacher focus-group sessions and discuss with PD Committee.

### **January - June 2013**

- Admin feedback sessions with teachers layer in focused student progress monitoring data gathered from observed student work, DRP (Degree's of Reading Power) diagnostic, and mock regent exams.

### **September – June 2013**

- Following mini-observations, and based on the DOE Instructional Expectations and the UASPA Instructional mandate, teachers will receive administrative feedback and set goals to improve practice.
- Bi-Weekly professional development and Weekly Grade and Content Teams will be differentiated in order to meet the needs of teachers based on the NYC DOE Citywide Instructional Expectations and UASPA Instructional Mandates.

### **September – June 2013**

- Grade and Content team leaders will have monthly team leader meetings with the Administrative team to support their development as leaders and to meet the demands and requirements of the DOE instructional mandates and our Regents Readiness Plan.
- All new teachers will be matched with mentors and will participate in quarterly mentoring meetings with the administrative team

**Ongoing**

- Administrative Weekly Calendar Capturing Observation and Feedback Blocks
- PD Committee Agenda and PD Calendar
- Inter-visitation Sign-Up Sheets/Feedback Sheets
- Network Coaching Logs
- January and February Mock LES Survey Data

**Strategies to increase parental involvement**

Parents have opportunities to speak with teachers about their students' progress through:

- Parent/Teacher conferences
- Parent involvement on the School Leadership Team
- Teacher feedback on our online assessment system, Skedula
- Increase the amount of performances and decrease the cost in encourage parental involvement
- Phone messenger will be used to communicate with families
- Monthly calendar mailings will go out to parents
- Create UASPA website
- Teacher phone outreach

**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

Persession for Foundational Professional Development: FSF  
 Teacher Supplies: FSF and Title 1 SWP  
 Professional Development: Title 1 SWP  
 Staff Retreats: Title 1 SWP  
 DRP Assessment Supplies: Title 1 and FSF  
 Mock Regent Exam Supplies: Title 1 and FSF  
 Assistant Principal of Supervision: Title FSF  
 Summer Professional Development: RTTT/ARRA and FSF  
 Mailing Supplies: FSF/Title 1 SWP  
 Skedula: Title 1 SWP

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

In the 2012 - 2013 school year, we will implement a Regents Readiness Plan.

### **Comprehensive needs assessment**

This will be an interim assessment plan aligned to the Regents and Common Core Learning Standards to formalize routines and create a coherent plan for grade teams, content teams, students, and parents to analyze student data in order to inform curriculum planning, improve instruction, meet the needs of all students, and increase Regents pass rates.

### **Instructional strategies/activities**

In the 2012-2013 school-year:

- Differentiated teacher support will lead to improved student achievement as measured by:
  - Improved course pass rates
  - Increased regent pass rates
  - Increased credit accumulation
- Increase agree/ strongly agree 64% in response outcome on teacher question "School leaders give me regular and helpful feedback about my teaching." on page 13 of our 2012 Learning Environment Survey(LES) to 74% agree/strongly agree for the coming 2013 LES.
- Increase the overall score of of 6.2 on Academic Expectations on the Learning Environment Survey (LES) to 7.0.

### **Summer 2012**

- UASPA's Common Core leadership team, comprised of administrators and teacher leaders, met during the to plan CCLS professional development for the school year.
- The Administrative Team and Network Achievement Coaches met to plan Regents Readiness Professional Development and to develop the UASPA Instructional Handbook for all teachers that outlines all of the instructional plans for the year.
- Our staff returned to school early on August 30, 2012 to learn about the Instructional Plan for the school year.

### **September 2012 – June 2013**

- Professional development will be provided on Common Core Learning Standards and our Regents Readiness Plan (RRP).
- Students in grades 9-12 will take four Regents aligned Interim Assessments (IA) and teachers will share data and steps for improvement with all students.
- Ninth and tenth Grade students will take three DRP assessments.
- Grade Teams and Content Teams will analyze IA data and teachers will deliver instructional modification plans to the Administrative team following IAs.
- Students and parents will be provided with IA data.
- Performing arts teachers will implement two common core aligned units that meet the DOE instructional mandates.
- All Unit Exams will be aligned to the Regents exams.
- Performing Arts teachers will administer IAs that align to the NYC DOE Performing Arts Exit exams.
- Following the administration of IAs, content teams will norm their grading process and analyze data.
- Grade and content teams will meet to analyze assessment data and student work to inform curriculum planning and improve instruction.
- Administrators will facilitate data analysis conferences with teachers following interim assessments.
- Building on our work last year with conferencing, in November, teachers will receive full day conferencing professional development and will begin student conferences and work with students to build learning portfolios.

- All teachers will facilitate students creating learning portfolios that capture artifacts of student data and demonstrations of their learning.

**Ongoing**

- Weekly content team meetings will include curriculum and assessment data analysis and instructional modification plans based on data.
- Weekly grade team meetings will include student inquiry work and data analysis
- All teachers will administer two CCLS aligned units and capture artifacts of student work and data from these units.
- All students will create Student Learning Portfolios in all classes in order to increase student autonomy and track student data and progress.

**Strategies to increase parental involvement**

Parents have opportunities to speak with teachers about their students' progress through:

- Parent/Teacher conferences
- Parent involvement on the School Leadership Team
- Teacher feedback on our online assessment system, Skedula
- Increase the amount of performances and decrease the cost to encourage parental involvement
- Phone messenger will be used to communicate with families
- Monthly calendar mailings will go out to parents
- Create UASPA website
- Teacher phone outreach
- Mass emails from the Parents Association

**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**

Persession for Foundational Professional Development: FSF  
 Teacher Supplies: FSF and Title 1 SWP  
 Professional Development: Title 1 SWP  
 Staff Retreats: Title 1 SWP  
 DRP Assessment Supplies: Title 1 and FSF  
 Mock Regent Exam Supplies: Title 1 and FSF  
 Assistant Principal of Supervision: Title FSF  
 Summer Professional Development: RTTT/ARRA and FSF  
 Mailing Supplies: FSF/Title 1 SWP  
 Skedula: Title 1 SWP  
 Conferencing Supplies: Title 1 SWP/FSF  
 Content and Grade Team: FSF/Title 1 SWP

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

In the 2012-2013 school year, we will establish a data based Student Conferencing Plan in which every student will get specific feedback and set individualized learning goals across all content areas.

#### **Comprehensive needs assessment**

In service of our Regents Readiness plan, conferencing will allow our students to receive feedback and differentiated support from instructors. This will develop student ownership of learning and achievement.

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

In the 2012-2013 school-year:

- Differentiated teacher support will lead to improved student achievement as measured by:
  - Improved course pass rates
  - Increased regent pass rates
  - Increased credit accumulation
- Increase agree/ strongly agree "School leaders give me regular and helpful feedback about my teaching" from 64% to 74% in response outcome on teacher question on the Learning Environment Survey(LES).
- Increase the overall score (from parents, students and teachers) of 6.2 on Academic Expectations on the Learning Environment Survey (LES) to 7.0.
- Every student should have evidence of a minimum of three teacher conferences per semester in their portfolio.

#### **September 2012 – June 2013**

- Election Day Conferencing PD
- Weekly conferencing document tally checks
- Bi-Monthly Conferencing tally reports
- All teacher teams will review school goals and team goals at the beginning of every meeting.
- Content and Grade team goals will be created based on our 2012-2013 goals for the year.
- Teachers will facilitate a minimum of three student conferences per student per content area per term to monitor student learning and progress.
- Every Classroom has a unit bulletin board and a data bulletin board that includes current units of study, learning targets, student individual and collective unit assessment and interim assessment data and conferencing calendar/date.
- Every classroom has a Unit Resource Binder that provides students with additional resources that they can use to help them meet goals that that they set with teachers at conferences.
- Student Conferencing Binders for every teacher
- Establish professional development planning committee made up of teachers and the administrative team.
- Student Portfolios by Content
  - An increased number of students will pass courses
  - Increased regent pass rates
  - Increased credit accumulation

**Strategies to increase parental involvement**

Parents have opportunities to speak with teachers about their students' progress through:

- Parent/Teacher conferences
- Parent involvement on the School Leadership Team
- Teacher feedback on our online assessment system, Skedula
- Increase the amount of performances and decrease the cost in encourage parental involvement
- Phone messenger will be used to communicate with families
- Monthly calendar mailings will go out to parents
- Create UASPA website
- Teacher phone outreach

**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**

Persession for Foundational Professional Development: FSF

Teacher Supplies: FSF and Title 1 SWP

Professional Development: Title 1 SWP

Staff Retreats: Title 1 SWP

DRP Assessment Supplies: Title 1 and FSF

Mock Regent Exam Supplies: Title 1 and FSF

Assistant Principal of Supervision: Title FSF

Summer Professional Development: RTTT/ARRA and FSF

Mailing Supplies: FSF/Title 1 SWP

Skedula: Title 1 SWP

Conferencing Supplies: Title 1 SWP/FSF

Content and Grade Team: FSF/Title 1 SWP

## **ANNUAL GOAL #4 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 #4**

In the 2012-2013 school year we will increase students' college and career readiness.

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.**

Our motto is "Education Equals Options." In order to achieve this goal, students must have the necessary skills as demonstrated by mastery of the Regents and support through the college application process.

### **Instructional strategies/activities**

- College and career readiness index on the progress report will increase based on CRE for students completing high school in 4 and 6 years based on students meeting the Regents exam, SAT and or course standards for passing out of remedial coursework at CUNY.
- Every student will attend three college visit/ fair or information session
- Increased 4-year college readiness index
- Increase number of cohort O students who earn 80% on the integrated algebra regents from three percent to six percent of students or more.
- Increase number of cohort O students who earn 75% on the comprehensive English exam from 14 percent to 20 percent of students
- Add elective math class to the 9<sup>th</sup> grade program in order to build a strong math foundation
- Partner with CUNY at Home program to prepare students for college level math and ELA courses
- Continue partnership with CBI to ensure college awareness, acceptance, matriculation
- ELA teachers will be trained to have reading and writing conferences.
- Based on academic data and funding 35% of the Senior and Junior classes will take an SAT prep class afterschool facilitated by the Ivy Key SAT prep organization

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

Parents have opportunities to speak with teachers about their students' progress through:

- Parent/Teacher conferences
- Parent involvement on the School Leadership Team
- Teacher feedback on our online assessment system, Skedula
- Increase the amount of performances and decrease the cost in encourage parental involvement
- Phone messenger will be used to communicate with families
- Monthly calendar mailings will go out to parents
- Create UASPA website
- Teacher phone outreach
- College Awareness Night for 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**

Perseption for Foundational Professional Development: FSF

Teacher Supplies: FSF and Title 1 SWP

Professional Development: Title 1 SWP

Staff Retreats: Title 1 SWP

DRP Assessment Supplies: Title 1 and FSF

Mock Regent Exam Supplies: Title 1 and FSF

Assistant Principal of Supervision: Title FSF

Summer Professional Development: RTTT/ARRA and FSF

Mailing Supplies: FSF/Title 1 SWP

Skedula: Title 1 SWP

Conferencing Supplies: Title 1 SWP/FSF

Content and Grade Team: FSF/Title 1 SWP

College Bound Counselor: Title 1 SWP

Guidance Counselors: Title 1 SWP and FSF

**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"> <li>• Literary circles</li> <li>• Wilson</li> <li>• Great leaps</li> <li>• Literacy strategies</li> <li>• Application of common core learning standards</li> <li>• Regents Readiness Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instructions</li> <li>• Whole group</li> <li>• One to one</li> <li>• Afterschool homework club</li> </ul>	<ul style="list-style-type: none"> <li>• Before the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• Saturday academy</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Application of common core learning standards</li> <li>• Regents Readiness Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instructions</li> <li>• Whole group</li> <li>• One to one</li> <li>• Afterschool homework club</li> </ul>	<ul style="list-style-type: none"> <li>• Before the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• Saturday academy</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Application of common core learning standards</li> <li>• Regents Readiness Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instructions</li> <li>• Whole group</li> <li>• One to one</li> <li>• Afterschool homework club</li> </ul>	<ul style="list-style-type: none"> <li>• Before the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• Saturday academy</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Application of common core learning standards</li> <li>• Regents Readiness Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instructions</li> <li>• Whole group</li> <li>• One to one</li> <li>• Afterschool homework club</li> </ul>	<ul style="list-style-type: none"> <li>• Before the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• Saturday academy</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Mandated counseling</li> <li>• At risk counseling</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instructions</li> <li>• Whole group</li> <li>• One to one</li> <li>• Afterschool clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Before the school day</li> <li>• During the school day</li> <li>• After the school day</li> <li>• Saturday academy</li> </ul>

	<ul style="list-style-type: none"><li>• Group counseling</li><li>• Family counseling</li></ul>		
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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.

- Teachers will be offered tuition reimbursement (up to CUNY rates) in order to become highly qualified in their subject area.
- Hiring criteria will require that teachers are highly qualified in their content
- Create UASPA website
- Teachers are offered classroom management training through the Urban Assembly
- Attend teacher recruitment fairs
- Examine resumes as part of hiring team
- Examine teacher portfolios throughout the hiring process
- Practice collaborative leadership
- All staff and leadership retreat to build community and collaborate to create school goals
- New Teacher mentoring
- Weekly teacher support meetings

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

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

### D. School Demographics

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

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

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

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

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	2	2	2	8
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	2	2	8

## B. ELL Years of Service and Programs

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

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

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

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

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

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	6	3	2	24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>24</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

### Courses Taught in Languages Other than English ⓘ

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

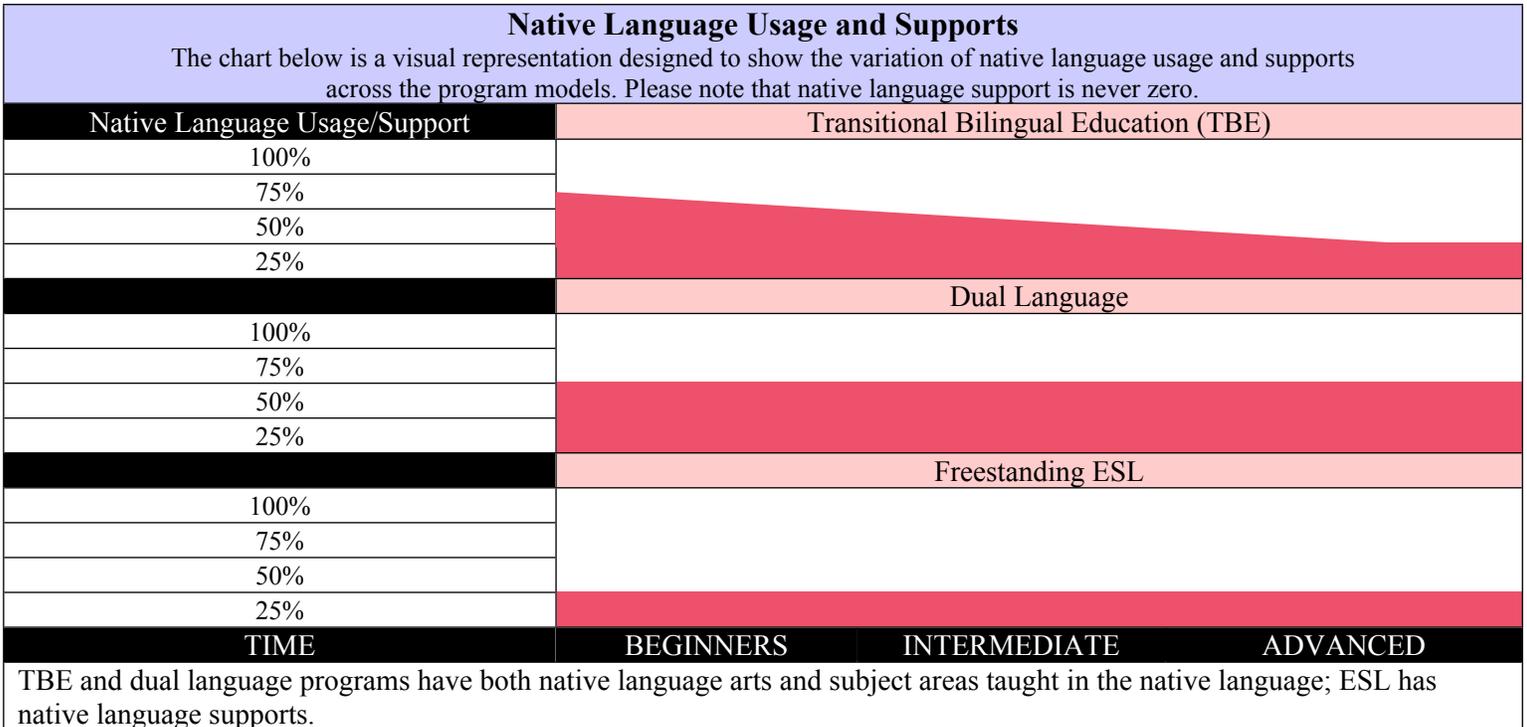
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



## B. Programming and Scheduling Information--Continued

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

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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

## E. Parental Involvement

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment	4		2	
Physics				
Global History and Geography	4		2	
US History and Government	2		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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.

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

Overall all of our students are working on writing skills to meet the demands of high school and the assessments needed to graduate. We work on reading skills to improve content literacy. As we are a performing arts school, performing arts is incorporated into the classroom.

(ie. role play, use of media, playwriting, music – listening and performing). This infuses listening, reading, writing and speaking into activities that both strengthen skills and allow content to be comprehensible. We have recently required all freshmen to take a writing class to address the needs that were discovered through assessment.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

## Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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