



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** URBAN ASSEMBLY NEW YORK HARBOR SCHOOL

**DBN:** 02M551

**PRINCIPAL:** EDWARD BIEDERMANN

**EMAIL:** [ebiedermann@schools.nyc.gov](mailto:ebiedermann@schools.nyc.gov)

**SUPERINTENDENT:** MARISOL BRADBURY

07-02-2013

**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
Edward Biedermann	*Principal or Designee	
Michael Moshos	*UFT Chapter Leader or Designee	
May Taliaferrow	*PA/PTA President or Designated Co-President	
Edwin Castillo	Student Representative	
Makeda Bloomfield	Student Representative	
Murray Fisher	CBO Representative, if applicable	
Claire Lorenz	Member/Teacher	
Ann Fraioli	Member/Teacher	
Peter Malinowski	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature
Anna Lurie	Member/Teacher	
Adrienne Ferenczy	Member/Parent	
Cindy Palicka	Member/Parent	
Narissa Alavarez	Member/Parent	
Pauline Amegbedji	Member/Parent	

\*\* 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**

By June 2013, the percent of students passing Regents exams with a score greater than or equal to 65 percent will increase from 2011-2012 by five percentage points.

### **Comprehensive needs assessment**

Student achievement data based on Regents examination scores in 2011-2012 reveals descriptive statistics with a large standard deviation and a low mean and median, across all exams, grade levels, and student subgroups, including Black, Hispanic, ELL, lowest third, and gender. On all exams -- except Spanish, Geometry, and Living Environment -- the median score is below, and often well below, the 75 mark.

### **Instructional strategies/activities**

For each lesson, teachers will identify the learning target as an "I can" statement and cite its alignment to the New York State Learning Standards associated with the course and corresponding Regents examination. Teachers will ensure that the learning activity supports the learning target and that all student work products allow teachers to measure the extent to which a student has mastered the learning target. Additionally, teachers will provide multiple and frequent opportunities for students to demonstrate their understanding on Regents-based, in-class assessments, setting individual goals for students that exceed the annual goal. Teachers will have opportunities and team meetings to discuss the effectiveness of aligning a daily learning target with state standards and its impact on student scores on Regents examinations. Implementation of these strategies will begin immediately and a review of the strategies will occur periodically throughout the year.

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

Teachers will involve parents by providing them with timely updates about student achievement, using the Pupil Path portal of Skedula, an online communication tool for teachers and parents. Teachers will also ensure that parents are equipped with the information they need to support their child's learning at home and at school.

**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 Title Title  
 X  Levy  X  Title I \_\_\_\_\_ IIA \_\_\_\_\_ III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

The annual goal will be achieved using the following funding sources or budget categories:

- Title I SWP
- TL Fair Student Funding
- Contract for Excellence

Teachers will provide Regents preparation after school during Marking Period 3 in all Regents areas; Grade and department teams will devote time analyze student achievement data based on Regents examination scores; Regents workbooks and lab books in various subjects will be purchased for use as necessary; and Regents courses will be co-taught, whenever possible, with Special Education teachers and/or additional subject area teachers.

## 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**

By June 2013, teachers will have created and integrated at least one Common Core-aligned units of study within ELA, math, science and social studies.

### **Comprehensive needs assessment**

As of September 2012, only 23 percent of teachers in the core content areas had begun to align course units of study with Common Core State Standards.

### **Instructional strategies/activities**

Teachers will meet in teams to support the school's efforts to align its work with the Citywide Instructional Expectations for 2012-13. Team leaders will facilitate the meetings and work of their teams, and support teachers as they align their instructional plans and practices to meet the school's goals. Each unit of study will provide points of access for all students and culminate in a performance task aligned to the Common Core. In some cases, teachers may want to upgrade existing units so that the units align more tightly to the Common Core. As a result, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. Teachers will have an opportunity at the end of the year to assess the effectiveness of alignment and generate ideas for improvement for the following school year.

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

The school will involve parents by providing them with information about the Common Core at PTA meetings, in newsletters, and at Parent Teacher Conferences during the fall and spring semesters. Teachers will share information with parents about Common Core-aligned units of study and will communicate student achievement on Common Core-aligned tasks in each unit. The school will set up a committee of teachers, parents, and administrators to draft a FAQs document about Common Core in our school, which will be finalized and distributed during the 2013-2014 school year.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

The annual goal will be achieved using the following funding sources or budget categories:

- Tax Levy
- Title I SWP PD

Teacher teams will meet during designated professional periods, staff meetings, and before and after school as necessary.

### 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**

By June of 2013 school-wide attendance will improve at least 2 percentage points from our 2011-2012 YTD attendance of 89 percent.

#### **Comprehensive needs assessment**

The year to date attendance rate for 2011-2012 was 89 percent.

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

Teachers will create lessons that engage students who have poor or declining attendance. These lessons will include: (1) the use of materials and resources in the learning activity that are appropriately challenging and differentiated for students with gaps in attendance, (2) the organization of student groups to maximize learning and to build upon student strengths, (3) the use of student choice in the learning activity and work product, (4) the use of open-ended questions that allow students to offer multiple possible answers, and (5) the facilitation of a discussion that enables students to talk to one another without ongoing mediation by the teacher.

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

The school will use School Messenger to communicate (1) student absences, (2) important messages regarding school holidays and non-attendance days, (3) invitations to school events, including PTA meetings, SLT meetings, award ceremonies, and after school activities. The school will produce a directory of email addresses and school contact information so that parents have an easy reference guide for use at home. The school will mail home Principal Updates that include information about student attendance and school-wide attendance goals.

**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 Title Title  
X Levy X Title I \_\_\_\_\_ IIA \_\_\_\_\_ III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

The annual goal will be achieved using the following funding sources or budget categories:

- Title I SWP
- TL Fair Student
- Contract for Excellence
- Grand Street Settlement AIDP Grant

Teachers and school staff will meet weekly during attendance team meetings to discuss attendance trends for students with poor or declining attendance. They will coordinate their outreach efforts with teachers, the guidance department, and Grand Street Settlement AIDP social worker. School staff and the attendance team will make home visits, as necessary. Additionally, the school will enroll in Wake Up America phone calls.

**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	Office Hours	Individual tutoring Group tutoring	Before school After school Lunch periods Advisory periods
Mathematics	Office Hours	Individual tutoring Group tutoring	Before school After school Lunch periods Advisory periods
Science	Office Hours	Individual tutoring Group tutoring	Before school After school Lunch periods Advisory periods
Social Studies	Office Hours	Individual tutoring Group tutoring	Before school After school Lunch periods Advisory periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Group Individual	By appointment or scheduled time

**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 opportunities to enroll in credit-bearing, state-approved courses at local universities. In addition, teachers will be given opportunities to take state-approved CLEP exams administered by the College Board through ETS.

**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;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

### **I. School Responsibilities**

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

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

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

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 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>Anselmi/Green</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>551</b>
School Name <b>Urban Assembly New York Harbor School</b>			

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

Principal <b>Nate Dudley</b>	Assistant Principal <b>Edward Biedermann</b>
Coach <b>Allison Breedy</b>	Coach <b>N/A</b>
ESL Teacher <b>Marybelle Marrero-Colon</b>	Guidance Counselor <b>Phil Cohen</b>
Teacher/Subject Area <b>Jeremy Lynch/Social StudiesUFT</b>	Parent <b>Belkys Sanchez</b>
Teacher/Subject Area <b>Sarah Caufield/ESL</b>	Parent Coordinator <b>Silvia Imonode</b>
Related Service Provider <b>Nellie Garrow</b>	Other <b>Brendan Malone/CTE</b>
Network Leader <b>Jon Green</b>	Other <b>Rebecca Grusscott/Special Educ</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>2</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>4</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</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>426</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>4.23%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Answer

When a student is admitted to the Urban Assembly New York Harbor School, parents are actively involved in the decision-making process. This multi-step procedure ensures the identification, the appropriate placement and educational services for every youngster in the school. There is a step-by-step procedure utilized in this school in order to determine the appropriate placement for every student.

Step 1: Parents are given a Home Language Survey (HLS) to identify a student's home language usage. If the student is identified as a possible eligible candidate for instructional services for ELLs, an informal interview is given to the parent & candidate by the ELL Coordinator and the Language Battery Assessment (LAB-R) is given to determine whether a student is an English Language Learner or English Proficient.

Step 2: Based on the results of the HLS and the interview, and the LAB-R score (40%ile or less), an entitlement letter is provided to parents to inform them about their son/daughter's eligibility, and the student is then enrolled in an appropriate program within ten days. In the NYHS, the program of choice is ESL (English as a Second Language).

Step 3: In order to enable parents to make sound educational decisions as to which program best meets the needs of their son/daughter, parents participate in several activities before they make a decision. Parents participate in an ELL Orientation that describes various programs for ELL students and visit classrooms with the various programs (whenever possible). These orientations are offered twice a year; once in the fall & once in the spring. Parents view a Parent Information DVD during the orientation where program placement options are presented with clarity and objectivity. This DVD is available in nine languages. Informative brochures are disseminated in the parents' native language to support their understanding of the available programs. For parents who are not able to attend the orientation, they may sign out the DVD for home viewing, or may arrange to come in & view the DVD with the ELL or Parent Coordinators. Based on this, the parent chooses the appropriate program for the youngster.

Step 4: If a parent wishes to place their son/daughter in a program that is not available at the school, school personnel will assist in identifying an appropriate program & facilitating a transfer. Over the past several years the parents at this school have indicated that they prefer an English as a Second Language Program. Only a handful have requested bilingual or dual language programs (no more than 4 over the past 9 years). Of those requesting such programs, some have returned to their native countries; some have moved to other states, while others have transferred to bilingual programs at other schools. At the present time, the NYHS offers an English as a Second Language Program, as per CR-Part 154 regulations and parent choice, with ESL for direct English language instruction, along with an ESL Push-in for specific content area classes.

# 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>										6	2	5	5	18
<b>Push-In</b>										6	2	3	10	21
<b>Total</b>	0	0	0	0	0	0	0	0	0	12	4	8	15	39

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	7
SIFE	3	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2			9	2	1	7	0	6	18
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>6</b>	<b>18</b>

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
<b>TOTAL</b>	<b>0</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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									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
Other									0	0
<b>TOTAL</b>	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:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	2	5	4	16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1			1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	6	2	5	5	18

# 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?

### General Overview:

The Urban Assembly - New York Harbor School (UANYHS) implements a Freestanding English as a Second Language (ESL) Program. The primary goals of the program is to assist students in achieving English Language proficiency within three years to five years by

- amplifying the literacy and academic skills of ELLs who participate in the program
- incorporate recognized and researched based ESL instructional strategies across content subject areas
- give students the skills to perform at city and state grade level in all subject areas

The English as a Second Language (ESL) program at the UANYHS presently services 18 ELL students. Our curriculum incorporates multicultural approach to learning. English language learning is an integral part of our curriculum program. Our instructional program is designed to meet the needs of the English Language Learners using the most current research on ELL instruction while taking into account the school's cultural diversity.

The ESL teacher(s) act as a consultant-teacher working with content area teachers in providing adequate instruction and support. All content area classes are taught in English. Native language support is offered on an as-needed basis through teacher interaction, peer tutors, use of native language textbooks and resource materials, as well as bilingual glossaries and dictionaries. Students are also included in all Extended Day & Tutorial programs. There are presently 6 Advanced, 10 Intermediate, and 2 Beginner Level students.

Grades 9-12 receive ESL Direct instruction for a total of 470 minutes in a ten day cycle. In addition to the direct instruction identified groups receive both direct ESL instruction and push-in ESL services in classes for a range of 705 and 940 minutes dependant on need and proficiency level. Additional assistance and modifications are given to students who have scored at the Proficient range, but who still need second language acquisition support. Ell students who demonstrate low literacy levels receive additional services in the form of push-in or or an addition direct instruction ESL class. All these adaptations in scheduling & programming are provided in order to meet the NYS CR-Part 154 mandates as per student English proficiency levels.

The English as a Second Language (ESL) program focuses on a variety of research based methodologies to ensure that students make adequate yearly progress in second language acquisition. The objective is to prepare students who are English Language Learners (ELLs) in the interpersonal communication skills needed in academic, social and societal situations; along with the cognitive academic

## A. Programming and Scheduling Information

language proficiency skills needed for scholastic advancement. The overall goal being the preparation of students to exit into the general education program, as demonstrated by student scores on the New York State English as a Second Language Achievement Test (NYSESLAT), as well as to provide the support needed in successfully meeting the standards for the New York State Regents exams. The ESL program utilizes as its focal point the New York State ESL, Content Area, Core Standards. Additionally, the New York City Performance Standards are utilized to reinforce the academic skills needed to meet Regent’s preparation.

All proficiency levels focus on the listening, speaking, reading, and writing modalities in addition to the general preparation for the NYSESLAT and Regents exams. However, in order to better serve students within each level, differences in curriculum will be implemented based on individual proficiency, as well as the reinforcement of strengths and remediation of weaknesses throughout the modalities. The ESL concentration for the Advanced and High Intermediate students is in literature, language arts, and content area information and vocabulary. This allows for the optimal acquisition of cognitive academic language proficiency skills needed for academic growth and success. The ESL concentration for the Low Intermediate and Beginners is based on language arts and English language usage/literacy. This provides the support necessary for the students to take command of their basic interpersonal communication skills while being offered an introduction to cognitive academic language tasks and activities which will assist them to meet the needs of both their content area classes and Regents preparation. Students identified as SIFE, Long-term ELLs, receive additional instructional support such as push-in content area support from content specific teachers or instructional specialists, they are closely monitored for academic advancement, individual support is given on an as needed basis. Since these students need to meet the same standards and Regents requirements as the general education population, they receive Regents Preparation classes and/or workshop as part of the their daily programs or through the extended day. Likewise NYSESLAT preparation and support are offered through the ESL classes. Related service providers such as guidance counselors, speech therapist, and social workers push-in to the general education classes to provide additional support, especially for those students who being ELLs are also identified as needing special education services. These students grades and performance are tracked from marking period to marking period. Parental conversations and support are provided through the ELL coordinator.

The ELL students receive content area support through push-in/team teaching model in specific content area classes or content area sheltered instruction (when needed). In order to adapt curriculum material for ELL student, content area teachers utilize differentiation techniques within their classes. Q-TEL Methodologies, SIOP, & Differentiated Instruction organization is are strongly advised. Additionally, dependant on the tasks, activities, and concentrations for a particular week, an ESL push-in is scheduled for field or CTE activities.

### 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:

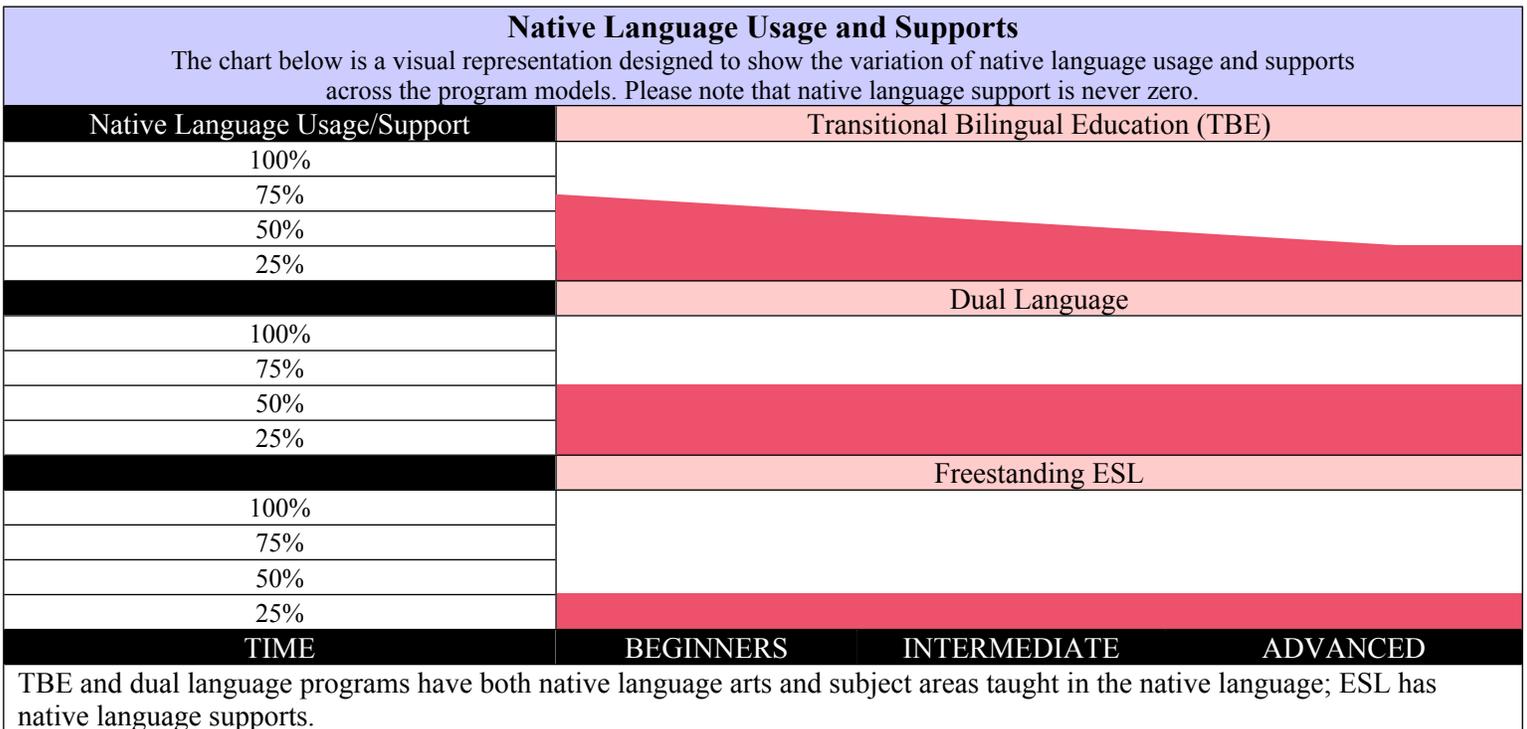
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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?

ELL students are targeted for intervention based on pre-assessments and performance in the classroom and on report cards. Data is collected based on in-class exams, sample Regents exams, and the Regents or RCT exams. We offer tutoring programs before and after school during our 37.5 minutes, specifically targeting SIFE students. In addition there is counseling available when necessary.

Students who achieve proficiency on the NYSESLAT are still grouped together whenever possible in order to receive push in services in their various subject areas. We focus the push in teachers in Regents classes as well as classes that are graduation requirements in the upper grades (such as civics and economics. As our population has diminished this year, we must be much more targeted in our grouping of students for push in and ESL support, which is always a challenge in a small school. Since our population has diminished we have had to cut back our city trips orientation program for newcomers, which exposed new students to the city, and taught them vocabulary along the way.

ELLs have and are an integral part of every aspect of the Harbor School, both academically and on our extracurricular teams and programs. ELL students have access to all facilities, technology, and academic support as all other students. When appropriate, or available, Native Language resources are made available to students.

We say at the Harbor School that if you can build a boat you can build anything. We sail, row, swim, build boats, scuba, grow fish and oysters, and all of this requires the use of a vocabulary that most students, both English Learners and English speakers, must learn. So the materials that we use are the materials of the Harbor. We have various teachers fluent in Spanish and they provide support as necessary, but usually during one on one tutoring sessions. Yes, we are very conscious of student grade levels and ages, in terms of assigning support and resources.

We have a summer program that includes ESL and outdoor physical activities on Governors Island, as a means to introduce new students and new ESL students to our school. ESL students take Spanish as a foreign language, unless exempted by a score of 85% or better on the Spanish Regents. We hope to develop our foreign language program further in the future which may include Native Language Arts.

### 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.

Paste rThe UANYHS Professional Development program will focus on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within the content areas. Some of the topics that will be addressed during these professional development sessions are:

1. Differentiated Instruction Utilizing Q-Tel & Sheltered Instruction Strategies
2. Development & utilization of Learning Targets as part of the students language and academic programs
3. Push-in & Team Teaching Strategies Implementation (multi-session study group)
4. Integration & adaptation of Regents vocabulary building techniques.

Professional development in Regents preparation for ELL students will be provided through various conferences and workshops sponsored by the New York City Department of Education, the New York State BETAC, and various colleges and universities. Q-Tel Professional Development, provided by West-Ed Corporation, will be offered for content area teachers to be trained in the implementation of ESL methodology for the subject area classroom. Additionally, the 7-hour (10 hour for teachers of ELL Special Education) training will be offered to new faculty members, and to those who have been teaching 3 or fewer years as per NYC/NYS mandates. esponse to questions 1-3 here

## 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?

To encourage continuing community involvement, ELL parents are very much involved in the life of our school. In order to enable parents to make sound educational decisions as to which tyupe of academic program best meets the needs of their sons/daughters, parents participate in several activities before they make a decision. Parents participate in an ELL Orientation that describes various programs for ELL students and visit classrooms with the various programs (whenever possible). These orientations are offered twice a year. During the school year, UANYHS provides meetings and workshops for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children’s academic progress. The ELL Coordinator meets with parents individually regarding student issues and areas of concern; she, along with the Parent Coordinator, acts as an intermediary between the school and the the parent.

ELL Parents are involved in various extended day activities and are offered opportunities to be involved in school leadership. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual (Spanish/English; Haitian-Creole-English; Portuguese-English) and ensure communication between the school and the home. For those language groups not represented in our faculty, the PTA has reached out to parents to act as intermediaries and interpreters to those parents who may not speak English well (i.e. Albanian-English translation).

## 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)										1	1			2
Intermediate(I)										3	1	2	4	10
Advanced (A)										2	0	3	1	6
Total	0	0	0	0	0	0	0	0	0	6	2	5	5	18

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	0	0
	I										1	1	1	1
	A										4	1	3	3
	P										5	2	0	1
READING/ WRITING	B										1	1	0	0
	I										3	1	4	4
	A										2	0	2	2
	P										5	2	0	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
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	11	0	5	0
Integrated Algebra	12	3	3	2
Geometry	13	0	4	0
Algebra 2/Trigonometry	1	0	0	0
Math <u>Math A</u>	10	1	5	0
Biology	0	0	0	0
Chemistry	3	0	1	0
Earth Science	13	3	2	2
Living Environment	13	3	8	3
Physics	0	0	0	0
Global History and Geography	14	4	8	3
US History and Government	9	3	5	2
Foreign Language	0	14	0	14
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**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.

## ASSESSMENT ANALYSIS

The UANYHS' ESL program utilizes data from various sources to determine students' strengths and areas of concern. Through careful analysis of the NYSESLAT scores, Regent's scores, alternative school-based assessments, classroom grades, baselines set by the 8th grade ELA & Mathematics exams, and teacher assessments and observations, cohorts are being developed for additional support.

### NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers or students who have basic literacy or learning difficulties that affect their ability to acquire a second language.

After reviewing the NYSESLAT & Regents data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediate and advanced students. In recent years this the Speaking & Listening skill areas were of major concern, however with the focus given in ESL & Content area classes, the students have progressed at a large degree. In fact, twelve out of the twenty-six students who took the exam, 48% scored at the Proficient Level for the Speaking & Listening portions. It is the Reading and Writing skills that are holding our students back from the proficiency level.

Only

eight students out of the 26 (30%) scored at the Proficient level. This is especially the case in the ELLs who are on the intermediate level.

- After looking at the Long Term ELLs scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing causing students to remain on the advanced level, rather than testing out.
- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Due to the limited time in this country and as active members of the NYCDOE school system, ELL students have great difficulty with the essay portions of the Regents exams. Listening and multiple choice areas are also of major concern, especially when vocabulary is becoming advanced in the content area subjects.

### Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in reading skills for Newcomers and Beginner level students, including increased use technological activities in the classroom. All ELL students, regardless of level of English Language Proficiency should be programmed for ELA classes in support

of

Regents preparation and advanced vocabulary usage.

- During the extended day sessions, identified SIFE students will receive differentiated instruction and native language support to strengthen their literacy skills.
- Small group Academic Intervention classes that include ELL to target language modalities according to their needs.
- Academic Intervention Services include SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Early morning classes offered to target Regents preparation and English Language Standards.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### Additional Information

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

## Part VI: LAP Assurances

<b>School Name: <u>Urban Assembly New York Harbor</u></b>			<b>School DBN: <u>02M551</u></b>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nathan Dudley	Principal		12/1/11
Edward Biedermann	Assistant Principal		12/1/11
Silvia Imonode	Parent Coordinator		12/1/11
Marybelle Marrero Colon	ESL Teacher		12/1/11
Belkys Sanchez	Parent		12/1/11
Sarah Caufield	Teacher/Subject Area		12/1/11
Brendan Malone	Teacher/Subject Area		12/1/11
Allison Breedy	Coach		12/1/11
	Coach		1/1/01
Phil Cohen	Guidance Counselor		12/1/11

**School Name:** Urban Assembly New York Harbor

**School DBN:** 02M551

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jon Green	Network Leader		12/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 2M551      **School Name:** UA New York Harbor school

**Cluster:** 1      **Network:** 105

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

**Part A: Needs Assessment Findings**

---

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

There are four formats we utilize in order to assess the linguistic and translation needs of our school community. First we review & update our policy on a yearly basis. Second we review the cultural and linguistic breakdown of our students and their families as per ATS reports (RPOB). Third, we review the Home Language Surveys as to identify student and parent proficiency levels. Finally we ask parents to indicate their need for translation/interpretation services whenever we have an Orientation, Open School Parent Teacher Conferences, Open Houses, and other workshops or meetings. This information is retained for future analysis and use. In addition, the school's Parent Coordinator, PTA, and ELL Coordinator collect information from parents in regards to home language use, student & parent language proficiency, and parental language preferences. All information is collected & distributed to school personnel.

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.

According to our analyses, we found that the home languages represented by our population of 418 students are, 69.6 % (291) English; 26.8% (112) Spanish; 1.2% (5) Haitian/French Haitian; .48% (2) Yoruba, Bengali, & Albanian; .24% (1) Arabic, Chinese, & Polish. The findings of these analyses were communicated to the Harbor School community through data analysis reports and staff meetings, professional development workshops/trainings, School Leadership meetings, and PTA.

## 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.

As per New York City Regulations, our school will provide in a timely manner translations of written communication in the nine major languages five of which are represented in our school (Spanish, Arabic, Bengali, Chinese, Haitian Creole). Documents needed in additional languages will be translated by available members of the Translation and Interpretation Unit, faculty, staff, or community personnel that is qualified to do so. Computer programs will be utilized to complete translations, however qualified personnel will be utilized to review and correct these documents. Centrally produced documents or communications will be provided by the Department of Education's central offices to the school.

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.

Interpretation services will be provided in the school to the maximum extent practicable. For the languages of Spanish, Haitian Creole, and Chinese, faculty and staff are available to assist with interpretation. In various instances members of the PTA and School Leadership Team have been utilized in interpreting additional language groups (i.e. Albanian). When additional services are needed, the school will contact the Translation and Interpretation Unit for assistance or language support.

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

We will fulfill these requirements by sending out a mailing at the beginning of the mail and by indicating to parents upon entry to the school that translation services are available in the principal languages spoken by the parents of our school. Signs will be posted and Guidance Department and office staff will instruct parents that translation services are available.

