



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** URBAN ASSEMBLY SCHOOL OF MUSIC AND ART

**DBN (i.e. 01M001):** 13K350

**Principal:** PAUL JONATHAN THOMPSON

**Principal Email:** PTHOMPSON@SCHOOLS.NYC.GOV

**Superintendent:** KAREN WATTS

**Network Leader:** SHANNON CURRAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Paul Thompson	*Principal or Designee	
Augustine Rodriguez	*UFT Chapter Leader or Designee	
Daisy Campbell	*PA/PTA President or Designated Co-President	
Ileana Acevado	DC 37 Representative, if applicable	
Chyna Canada, Shakina Williams	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Samir Vural	Member/	
Kevin Doyle	Member/	
Virginia Crawford	Member/	
Cecily Fonseca	Member/	
Robert Kopiec	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

	Indicate using an "X" in the box to the left of each section that the section has been completed
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

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

### **Comprehensive Needs Assessment**

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

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- School leaders will meet regularly with teachers in teacher data conferences.

#### **B. Key personnel and other resources used to implement each strategy/activity**

- Teachers engage in self-assessment on selected components of the best practice Framework for Teaching rubric and identify at least two areas for growth
- Administration conducts ritualized classroom observations including all MOTP protocols and the Danielson Framework
- Network and Central support and professional development

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- MOTP
- MOSL
- DRP Assessments

#### **D. Timeline for implementation and completion including start and end dates**

School leaders set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson research-based rubric that will culminate in at least four informal and formal observations.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- School leaders will meet regularly with teachers in teacher data conferences.
- Teachers engage in self-assessment on selected components of the best practice Framework for Teaching rubric and identify at least two areas for growth.
- Teachers work in both department and grade level teams to support their areas for growth.
- School leaders set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson research-based rubric that will culminate in at least four informal and formal observations.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- UAMA will provide materials and training to help parents work with their children to understanding and achieve their graduation requirements, e.g., City, State and Federal standards and assessments;
- UAMA will provide parents with the information and training needed to effectively become involved in the planning and decision making so to best support

their child in meeting their graduation requirements;

- UAMA will work to foster a transparent, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- UAMA will share information about school and parent related programs, meetings and other activities related to graduation and completing college applications in a format, and in languages that parents can understand;
- UAMA will provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

### ***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.								

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

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

#### **Comprehensive Needs Assessment**

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

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will engage with weekly inquiry teams to analyze student work, create and/or refine units, performance tasks within the curriculum.
- Teachers will administer regular Targeted Growth Assessments to develop actionable data to set student expectations and drive their curriculum planning updates and revisions.
- Participating in school based and network PDs.
- Focused work with the network Achievement Coach to improve both teacher and administrator skills in assessing instructional planning.

##### **2. Key personnel and other resources used to implement each strategy/activity**

- Teachers engage in self-assessment on selected components of the best practice Framework for Teaching rubric and identify at least two areas for growth
- Administration conducts ritualized classroom observations including all MOTP protocols and the Danielson Framework
- Network and Central support and professional development

##### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- MOTP
- MOSL
- DRP Assessments

<b>4. Timeline for implementation and completion including start and end dates</b>
<ul style="list-style-type: none"> <li>School leaders set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson research-based rubric that will culminate in at least four informal and formal observations.</li> </ul>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ul style="list-style-type: none"> <li>School leaders will meet regularly with teachers in teacher data conferences.</li> <li>Teachers engage in self-assessment on selected components of the best practice Framework for Teaching rubric and identify at least two areas for growth.</li> <li>Teachers work in both department and grade level teams to support their areas for growth.</li> <li>School leaders set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson research-based rubric that will culminate in at least four informal and formal observations.</li> </ul>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>UAMA will provide materials and training to help parents work with their children to improve their achievement levels in all of their subject areas through the use of our online students data system JUMPROPE</li> <li>UAMA will provide parents with the information and training needed to effectively become involved in the planning and decision making to best support the education of their child;</li> <li>UAMA will foster a transparent, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;</li> <li>UAMA will provide ongoing assistance to parents in understanding City, State and Federal standards and assessments;</li> <li>UAMA will share information about school and parent related programs related to the Common Core, CPAS, the college ready Key Cognitive Strategies, and JUMPROPE through meetings and other activities in a format, and in languages that parents can understand;</li> <li>UAMA will provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards, students will show progress in being able to independently use David Conley's Five College Ready Key Cognitive Strategies, (KCS).</b>

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will develop interdisciplinary, aligned lessons that incorporate oral and written skills needed for providing evidence to support their ability to practice the KCS's and show competency toward the NYS Regents exams.
- Teachers will administer regular Targeted Growth Assessments to develop actionable data to set student expectations and drive their curriculum planning updates and revisions.
- Teachers will meet weekly in grade level teams to align lesson plans across the curriculum that demand evidence of students learning the KCS's.
- Teachers will meet weekly in department teams to develop/refine units, lessons, tasks, and rubrics for teaching the KCS's.
- Formal and informal teacher observations and feedback.

**2. Key personnel and other resources used to implement each strategy/activity**

- Teachers engage in self-assessment on selected components of the best practice Framework for Teaching rubric and identify at least two areas for growth
- Administration conducts ritualized classroom observations including all MOTP protocols and the Danielson Framework
- Network and Central support and professional development

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- MOTP
- MOSL
- DRP Assessments

**4. Timeline for implementation and completion including start and end dates**

- School leaders set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson research-based rubric that will culminate in at least four informal and formal observations.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- School leaders will meet regularly with teachers in teacher data conferences.
- Teachers engage in self-assessment on selected components of the best practice Framework for Teaching rubric and identify at least two areas for growth.
- Teachers work in both department and grade level teams to support their areas for growth.
- School leaders set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson research-based rubric that will culminate in at least four informal and formal observations.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- UAMA will provide materials and training to help parents work with their children to improve their achievement levels in all of their subject areas through the use of our online students data system JUMPROPE
- UAMA will provide parents with the information and training needed to effectively become involved in the planning and decision making to best support the education of their child;
- UAMA will foster a transparent, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- UAMA will provide ongoing assistance to parents in understanding City, State and Federal standards and assessments;
- UAMA will share information about school and parent related programs related to the Common Core, CPAS, the college ready Key Cognitive Strategies, and JUMPROPE through meetings and other activities in a format, and in languages that parents can understand;
- UAMA will provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

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***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
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***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.
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***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> <li><b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Timeline for implementation and completion including start and end dates</b></li> </ul>
6.
<ul style="list-style-type: none"> <li><b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>
1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
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***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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 #5***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
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***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
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academic content and student achievement standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ELA: AIS in ELA is being implemented in several different ways during the school day and after school.	ELA teachers are implementing strategies from the Readers and Writers Workshop model. There is an emphasis on decoding and comprehension strategies in the ELA classrooms. Students receive these services in both small a large group instruction. Various comprehension instructional strategies are used. These strategies include Guided Reading, Shared Reading, and Independent Reading.	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandated periods of ELA instruction.
<b>Mathematics</b>	Mathematics: AIS in Mathematics is being implemented in several different ways during the school day and after school.	Students work in both small and large group instruction. Manipulative's are used to aid in understanding various concepts. Students tutor other students in mathematical concepts.	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandate of Mathematics instruction.
<b>Science</b>	Science: AIS in Science is being implemented in several different ways during the school day and after school.	Students work in both small and large group instruction. Manipulative's are used to aid in understanding various concepts. Students tutor other students in mathematical concepts.	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandate of Science instruction.
<b>Social Studies</b>	Social Studies: AIS in Social Studies is being implemented in several different ways during the school day and after school.	Students work in both small and large group instruction. Various reading strategies are used to improve comprehension. Text mapping is performed in order to show student show to approach various types of texts	Four50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandate of Social Studies instruction.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	School counselor will provide guidance and crisis Counseling services, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades9-12.	The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.	During the school day, one period a week or more frequently if needed.

	<p>The school psychologist will offer clinical services, agency referrals, and educational, social and personal services to at risk students including student sin the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</p> <p>We have partnered with an organization Interborough Development and Consultation Center.</p>	<p>This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that at risk students need by suggesting additional student support services.</p> <p>They provide a counselor who works with our students in emotional needs, especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 9-12.</p>	<p>During the school day on an as needed basis.</p> <p>Students receive individual and group counseling.</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• <b>Annually UAMA engages in a spring hire season that includes:</b> <ul style="list-style-type: none"> <li>○ <b>Attending Urban Assembly and DOE Teacher Recruitment Fairs</b></li> <li>○ <b>Conducting a series of rigorous two day hiring vetting interviews</b></li> <li>○ <b>Profession Development for the Hiring Committee</b></li> <li>○ <b>Returning Teachers Submit Preference Sheets for their upcoming years assignment</b></li> </ul> </li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• <b>We believe that developing a teacher culture based on furthering ones craft through profession development is the strongest way to attract, train, and retain highly a qualified staff. To this end, in conjunction with the Urban Assembly network we participated in a summer working group comprised of Principals, Assistant Principals, Teachers, and members of the Network's Instructional Team to devise an Observation Cycle for the upcoming school year. As the team reviewed the three priority areas from the City 3b, 3c, and 3d, they decided that as a network we would also focus on components 2b and 2d as foundations. This team focused on fleshing out what the five priority components look like in terms of what teachers are doing and students are doing in a proficient classroom. We will also follow the MOTP observation cycle throughout the school year.</b></li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• <b>All SWP and Tittle IA funds are uses in accordance with City and State regulations to fund all school activities including STH and all students in targeted support populations.</b></li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,
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high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

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

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>350</b>
School Name <b>Urban Assembly School of Music and Art</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Paul Thompson</b>	Assistant Principal <b>Robert Kopiec</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Danielle Boccia</b>	Guidance Counselor <b>Pamela Brathwaite</b>
Teacher/Subject Area <b>Gus Rodriquez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Cecily Fonseca</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>432</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>1.39%</b>
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## Part II: 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										2	1	1	2	6
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	1	1	2	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1						2		3	3
Total	1	0	0	0	0	0	2	0	3	3

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<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											1	1	2	4
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	1	1	2	6

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1			
Physics				
Global History and Geography	1			
US History and Government	3			
Foreign Language				
Other				
Other				
NYSAA ELA	3			
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

### 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The Urban Assembly School of Music and Art uses the DRA and mock regent exams to assess early literacy skills of ELLs. The data provides insight in regards to ELLs' individual reading levels and comprehension skills. The DRA also helps the school determine each ELLs reading fluency level, vocabulary comprehension skills, reading for understanding comprehension skills and academic content comprehension skills. The data helps our teachers to differentiate instruction and make instructional modifications for all ELLs. Subject area teachers give students appropriate reading materials and books so that all ELLs can be an active member in their classrooms.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
What is revealed by the data patterns across proficiency levels is that most of the students score higher in the listening and speaking sections of the NYSESLAT than in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Instruction will be geared to the improvement of reading and writing. Students will still receive continued instruction to further strengthen their listening and speaking skills.
4. For each program, answer the following:
  - a. 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?a.N/A b. School leadership and teachers are using the results to better instruct ELLs and to make appropriate changes in teaching strategies where needed. c. The school is learning how ELLs are improving across the board in all four language modalities.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
N/A
7. 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our program is measured by the ESL teacher's observation as well as the students' progress in their content classes. Success is also measured by each students' NYSESLAT scores, DRA scores and mock regent's scores as well.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) At the beginning of the school year the ESL teacher examines ATS reports (RLAT, RYOS, RNMR) and NYSESLAT data to determine which students will need to receive ESL services. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey provided in their home language. This survey allows us to identify what languages other than English is spoken at home. The pupil personnel secretary assists parents with the completion of the HLIS and conducts an oral interview with new parents with a translator if necessary. The secretary also reviews the HLIS together with the certified ESL teacher and then another informal oral interview is conducted by the ESL teacher if needed. After looking at the Home Language Identification Surveys that have been given out to new students, the ESL teacher can determine whether or not an incoming student is eligible to take the LAB-R. This is determined by following the LAB-R guidelines. Any student that is LAB-R eligible must take the test within the first ten days of school. Once students have taken the LAB-R which is administered by the ESL teacher and the results show that they are or are not English Language Learners, the students that are ELLs and Spanish speaking will be given the LAB to determine their underlying transferable skills in Spanish. The Spanish Lab as of now is not administered at Assembly for Music and Art.

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.  
If throughout the school year a student's HLIS indicates that he/she is LAB-R eligible and those results indicate that the student requires ELL services, the ESL teacher and the Assistant Principal will host a parent orientation at the school in order to provide parents/guardians with the information regarding the programs that the New York City Department of Education has to offer. All information will be given in the parents' home language and our Spanish speaking pedagogues will be there to assist with the orientation. Parents are then informed about Assembly for Music and Art Freestanding ESL program. Parents that are interested in TBE/DL obtain appropriate information from the parent coordinator or the school secretary on how to apply to those schools that have these programs in needed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
All entitlement, non-entitlement, and continued-entitlement letters are copied, mailed or hand-given to parents in their home language by the school secretary. When returned by parents either by mail or in person are kept in the student's school files by the school secretary.
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.  
If there are twenty students or more speaking the same language then bilingual services must be offered. Since The Urban Assembly School of Music and Art has a small, diverse population, a free-standing ESL instructional program is provided. As mentioned above parents receive any information in regards to the ESL program in their native language. Placement letters are mailed home and a copy is put in the student's file by the school's secretary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
All students that are NYSESLAT eligible will take the exam each Spring starting with the speaking test first, followed by listening, reading and then writing sections which are administered in small groups. The speaking test is administered individually and the other sections in small groups. All testing materials are secured during the examination period by the ESL teacher who administers the test to all active ELLs in the ESL program.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The Urban Assembly School of Music and Art offers a freestanding ESL program to our ELLs which consists of both push-in and pull-out services. Our program is very small and parents do not have any specific requests at this time.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

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

During push-in classes the ESL teacher works with students one-on-one and in small groups.

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

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)?

The organization of the staff at Urban Assembly school of Music and Art ensure that mandated instruction is provided according to CR Part 154 by providing a pull-out/push-in program so that students are serviced with the appropriate amount of time that is mandated. All staff members are aware of the ESL students' levels and needs. All ESL (beginners, intermediates, and advanced) students have one 45 minute of ELA every day. All beginners are seen for the mandated time of 540 minutes a week, intermediates 360 minutes and advanced students 180 minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content area subjects are conducted in English. Scaffolding and differentiation are incorporated into all lessons. Guided reading, silent reading, small group instruction, and cooperative learning groups facilitate interdisciplinary and standard based instruction. The ESL teacher pushes in and collaborates with the subject area teacher to provide students with modified worksheets/handouts. The ESL teacher works with ELLs in small groups when needed.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish is an elective available to all students and this is a tool used to evaluate Spanish speaking ELLs in their native language. Other ELLs are encouraged to read in their native language and are occasionally asked questions in regards to what they are reading.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs are evaluated in all four modalities several times throughout the year. ELLs are administered past NYSESLAT to appropriately evaluate them in all four modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. n/a

B. n/a

C. These students are given the mandated instructional time.

D. These students are given the mandated instructional time.

E. Testing accommodations are made available to ELLs when necessary. Such accommodations include time extension, bilingual glossaries, separate location, and translated written versions of tests.

7. 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?

Grade level materials that are used are appropriate to the students age, grade level and English language proficiency. Instructional strategies include but are not limited to visual lessons, linking new information with prior knowledge, cooperative learning, modifying instruction, test, handouts, etc., and determining key concepts and vocabulary words in reading passages. Students have access to bilingual dictionaries. The school ensures that students receive all services mandated on their IEP by having ESL and Special Educators push-in the classroom or pull-out students for services. Also, the ESL specialist, the Special Education teacher and classroom teachers collaborate on what handouts, reading materials, and books are appropriate for these particular ELLs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

Class/Content Area	Language(s) of Instruction

### 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


### 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	45 minutes per day	45 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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- Our targeted intervention programs for ELLs in ELA, Math, and other content areas include small group instruction, peer tutoring, and differentiation.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The material used for instruction during push-in and pull-out services are relevant to the students' language proficiency background. All services and material correspond to the ELL student's age and grade level.
11. What new programs or improvements will be considered for the upcoming school year?
- During all seventh period classes every day, sustained silent reading is held throughout the school. During this time, students read a grade/age appropriate book and the teachers conduct a 10 minute mini-conference with individual students to assess their reading comprehension skills.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued because our program is successful.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- X-Studio after-school classes are offered to all students. Programs offered range from art classes, to dance to even poetry writing. All students are encouraged to sign up for activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Differentiated worksheets and reading handouts, post-its, over head projectors, the smart board, computers, electronic translators bilingual dictionaries help to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are encouraged to use native language and English dictionaries. They are also encouraged to read books in both English and in their Native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Resources and support for ELLs are modified when needed and instruction for all ELLs are differentiated.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There's a parent/student orientation with the ESL teacher and the Assistant principal to help assist newly enrolled ELLs.
18. What language electives are offered to ELLs?
- Spanish is offered to all students as an elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

PD dates for this school year for ESL teachers are on December 12, 2013 and January 14, 2014. These PD dates are offered to teachers of ELLs to engage them in the Common Core Learning Standards. The guidance counselor is encouraged to attend these PDs as well. In addition all subject area teachers are supplied with ELL data for the current school year whether it's the LAB or NYSESLAT. Records of teachers attending workshops are kept in the teacher's file.

#### **D. Parental Involvement**

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

Parental involvement includes an ELL parent meeting, parent-teacher conferences, new ELL parent orientation, individual parent meetings and phone calls. Parents are encouraged to contact the ESL teacher at any time for assistance or with any concerns. The needs of parents are based upon oral or written communication from the parents. Our bilingual staff members conduct phone calls to determine what a parent may require. If our bilingual staff members are not able to translate or interpret we will then contact the Department of Education's translation services. Assembly School for Music and Art does not partner up with other agencies to provide workshops or services to ELL parents. Parents needs are evaluated through parent surveys.

#### **E. 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 response to question here:

## Part VI: LAP Assurances

School Name: Urban Assembly School of Music

School DBN: K350

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Thompson	Principal		11/7/13
Robert Kopiec	Assistant Principal		11/7/13
Cecily Fonseca	Parent Coordinator		11/7/13
Danielle Boccia	ESL Teacher		11/7/13
	Parent		1/1/01
Gus Rodriquez	Teacher/Subject Area		11/7/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Pamela Brathwaite	Guidance Counselor		11/7/13
	Network Leader		1/1/01
Jacob Cespedes	Other <u>Special Education</u>		11/7/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** 13K350      **School Name:** Urban Assembly/Music and Art

**Cluster:** 105      **Network:** Urban Assembly

**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.

The Urban Assembly School of Music and Art uses the home language survey, parent conversations and other parent surveys to determine parents' needs.

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.

Based on individual students home language survey, all memos and letters to parents are sent out in the home language and in English. Phone calls and messages left on voicemail are made in the parent's home language. Translators whether school faculty members or parent volunteers are present at school orientations, meetings, and workshops.

## 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.

Any memo that is not translated directly by the DOE is translated by the foreign language teacher, parent volunteers, or other school personnel. Memos or letters are translated as soon as they need to be distributed to parents.

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.

Translators are present at all orientations and parent workshops. The parent coordinator or the school secretary translates the registration process. Attendance calls are made in the parent's home language. Phone calls home and messages left on voicemail are in the home language as well.

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>.

A parent/student handbook is available in the main office. Translations services is provided by the school and is available upon request. Within the handbook is information on how to request a translator, if needed. The Urban Assembly School of Music and Art also uses the DOE's translation services to provide parents with necessary memos, letters, and documents that they need to stay inform.