

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**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	
IN/A	DC 37 Representative, if applicable	
Tamia Morilla, Shatori Haughton	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Robert Kopiecl	Member/ Assistant Principal	
Kevin Doyle	Member/ Teacher	
Virginia Crawford	Member/ Parent	
Monique Morman	Member/ Parent	
Gladys Lopez	Member/ Chairperson	
Patricia McCann	Member/ Parent	
Lanetta Jeffers	Member/ Parent	
Megan Cook	Member/ Teacher	
Rebekah McPheeters	Member/ Treasurer	
	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

#### **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.

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

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### **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.

**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).**

#### **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.

**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.**

#### **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>
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List any additional fund sources your school is using to support the instructional goal below.

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## 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.

**To increase the ELA and Math Regents scores of students in cohort Q above 75 and 80 respectively.**

### 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.

**This year we were assigned a Local Assistance Plan (LAP) by the State. In order to address this we will target 28 students in ELA, and 45 students in math for support to increase their Regents scores.**

### 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**
  - The administration will identify students in cohort Q who have passed the ELA regents exam but have not received a score of 75 for target instruction and preparation.
  - The administration will identify students in cohort Q who have passed the IA regents exam but have not received a score of 80 for target instruction and preparation.
  - The administration will identify students in cohort Q who have passed the Geometry regents exam but have not received a score of 80 for target instruction and preparation.
- **Key personnel and other resources used to implement each strategy/activity**
  - Members of the administration who will identify the students for targeted instruction and align the schedule and budget to facilitate support.
  - Members of the senior team will message the importance of this opportunity and monitor student attendance and progress.
  - The College Counselor will message the importance of this opportunity and monitor student attendance and progress.
  - Members of the ELA department will develop and deliver the targeted support.
  - Members of the Math department will develop and deliver the targeted support.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - Students scoring 75 or higher on the NYS Regents ELA exam.
  - Students scoring 80 or higher on the NYS Regents IA exam.
  - Students scoring 80 or higher on the NYS Regents Geometry exam.
- **Timeline for implementation and completion including start and end dates**
  - The first window to meet these targets will be the January 2015 Regents Administration, (ELA January 26, IA January 27, Geometry January 28).
  - The second window to meet this target will be the June 2015 Regents administration.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - For ELA, students will meet after school four days a week for instructional support, specifically to improve their ability to score a 5 or higher on the essay section of the exam.
  - For IA and Geometry, students will be divided into three cohorts (two IA and one Geometry), and meet afterschool four days a week for instructional support.

***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>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>
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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.

### **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.

### **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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
ELA	Last school year we began, “Need To Read,” which is our school wide reading intervention program. During a common period, all students are designated to classrooms where the expectation is to read. The teachers are trained by our English teacher who helped launch the program, on how to properly assess and conference with students. Through the conferencing model, student voice is the primary focus.	Since the “Need To Read” initiative requires every student in the school to have that particular class at the same time, we had to be creative with how we constructed our program. We were able to find a common time where the core teachers on all four grade levels could teach at the same time without it affecting contractual stipulations. Due to this fact, we generally keep the groups under 15 students.	The “Need to Read” intervention is provided during the school day. In addition we offer five forty-five minute periods of ELA AIS support during the week. This is done before school, during the student’s lunch and after school. This time is in addition to the State mandated weekly minutes of ELA instruction.
Mathematics	There are various ways we provide Mathematics intervention. Our Mathematics department assesses each student and then creates a common time when at least one of the teachers can work on specific skills with the student. Furthermore, the Math department has dedicated time to transition to project based learning which allows for reading and writing skills to be incorporated into the Mathematics environment.	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.	. We offer five forty-five minute periods of Mathematics AIS support during the week. This is done before school, during the student’s lunch and after school. This time is in addition to the State mandated weekly minutes of Mathematics instruction.
Science	There are various ways we provide Science intervention. Our Science department assesses each student and then creates a common time when at least one of the teachers can work on specific skills with the student. The students also get to engage in experiment based projects.	Students work in both small and large group instruction. Each Science class has a lab component where the students get to perform hands on experiments. This type of learning further brings a real world connection to their lives.	We offer five forty-five minute periods of Science AIS support during the week. This is done before school, during the student’s lunch and after school. This time is in addition to the State mandated weekly minutes of Science instruction.
Social Studies	There are various ways we provide Social Studies intervention. Our Social Studies department assesses each student and then creates a common time when at least one of the teachers can work on specific skills with the student.	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 how to approach various types of texts.	. We offer five forty-five minute periods of Social Studies AIS support during the week. This is done before school, during the student’s lunch and after school. This time is in addition to the State mandated weekly minutes of Social Studies instruction.
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	School counselors will provide guidance and crisis Counseling services, to all students especially SWD, LEP, Black,	The service is offered in English and Spanish. Students are assisted in learning how to deal with various	The service is offered on an as needed basis before, during and after school.

	<p><b>Hispanic and Economically Disadvantaged students in grades9-12.</b></p> <p><b>The school psychologist will offer clinical services, agency referrals, and educational, social and personal services to at risk students including student in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</b></p> <p><b>We have partnered with an organization, Interborough Development and Consultation Center.</b></p>	<p><b>personal issues including school, friends, family, current events, etc.</b></p> <p><b>This service will identify emotional, social and neurological factors that impede on student performance and provide prescriptive measures that at risk students need by suggesting additional student support services.</b></p>	
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## II. Parent/Guardian Responsibilities:

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

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

## III. Student Responsibilities:

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

**DBN: 13K350**

### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$289,422.54	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,120,453.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers 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>430</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>1.86%</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	Tot #
<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	2	1	3	8
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	1	3	8

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	3
SIFE	1	ELLs receiving service 4-6 years	1	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	1		1			5		3	8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	2	1	0	1	0	0	5	0	3	8
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	
	ELL	EP	ELL	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	
<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	1	2	5
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian										1	1			2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>								

## 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
Intermediate(I)										2	2		2	6
Advanced (A)												1		1
Total	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>7</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2			
Integrated Algebra	4			
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	3			
Physics				
Global History and Geography	3			
US History and Government	2			
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- 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.  
 Paste response to questions here  
 The Urban Assembly School of Music and Art uses the DRA and the 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 Urban Assembly School of Music and Art 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?  
Paste response to question here: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/NYSITELL than in reading and writing. Students overall perform better in listening and speaking activities in the classroom as well.
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 [AMAQO tool](#))  
Paste response to question here:Classroom instruction/assignments will be geared to the improvement of reading and writing. All ELLs' will also receive continued instruction /assignments 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?Paste response to questions herea.N/A b.School leadership and teachers are using the results to provide better instruction and teaching materials for ELLs. The results enable teachers to make appropriate changes in teaching strategies where needed. c. The Urban Assembly School of Music and Art is learning how ELLs are improving across the board in all four language modalities. Native language is not used as an assessment. :
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.).  
Paste response to question here:The success of our ESL program is measured by the ESL teacher's observation of each student. It is also measured by the students' progress in their content classes. Success is measured by each student's NYSESLAT scores, DRA scores and mock regents 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](#).)  
Paste response to question here:At the beginning of the school year the ESL teacher examines ATS reports and NYSESLAT data to determine which students will need to receive ESL services. All parents and guardians of newly enrolled students are required to complete a Home Language Identification Survey. The survey allows us to identify what languages other than English are spoken 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 along with the certified ESL teacher reviews the HLIS together. If needed, another

informal oral interview is conducted by the ESL teacher. After reviewing the HLIS for each student, the ESL teacher can determine whether or not an incoming student is eligible to take the NYSITELL.

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.  
Paste response to question hereThe ESL teacher provides parents/guardians with the information regarding the programs that the New York City Department of Education has to offer. All information is provided in the parents' home language. Parents are informed about the Urban Assembly School of 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 if 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 [\[see tool kit\]](#).)  
Paste response to question here: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.  
Paste response to question her 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. e:
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.  
Paste response to question hereAll students that are NYSESLAT eligible will take the exam each Spring starting with the speaking test, followed by listening, reading and then writing. The speaking test is administered individually by a certified teacher and the other sections in small groups by the certified ESL teacher. All testing materials are secured during the examination period by the ESL teacher (and principal) 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.   
Paste response to question hereThe 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. :

# 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])?

Paste response to questions here:he ESL program at the Urban Assembly School of Music and Art consists of 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 the 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 communicating with them before, during and after school. During push-in classes the ESL teacher works with students one-on-one or in small groups. Grouping during pull-out services 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 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)?

Paste response to questions hereThe organization of the staff at the Urban Assembly School of Music and Art ensure that mandated instruction is provided according to CR Part 154 by providing a free standing pull-out/push-in program so that students are serviced with the appropriate amount of time that is mandated. All teachers working with ELLs are aware of their student's level and needs. All ESL students have one 45 minute period of ELA every day. All beginners are serviced 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.

Paste response to question here: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?  
Paste response to question here:Spanish is an elective available to all students and this is a tool that may be 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?  
Paste response to question here:ELLS are evaluated in all four language 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).

Paste response to questions here:a.N/A

b.N/A

c.These students are given mandated instructional time.

d.These students are given mandated instructional time.

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

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?

Paste response to question here: Grade level material 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. 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?

Paste response to question here: 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	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	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**

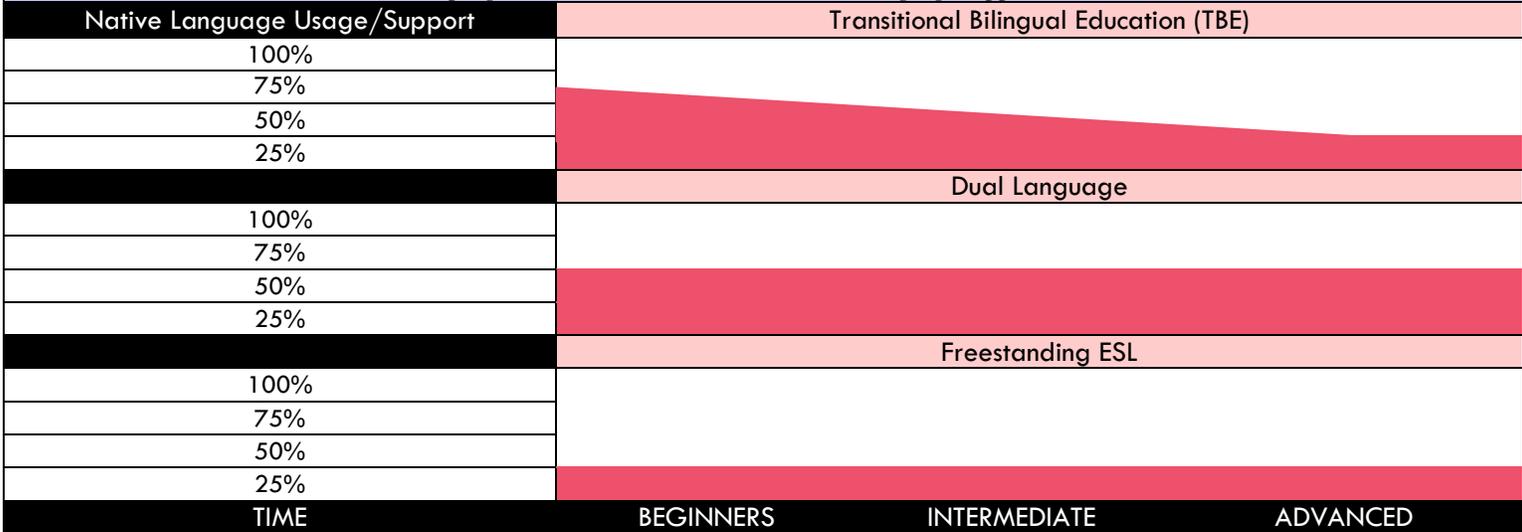
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.  
Paste response to question here: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.  
Paste response to question here: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?  
Paste response to question here:All classroom teachers plan lessons using a five week unit planner. At the end of the five weeks of instruction, students are required to hand in a project to each classroom teacher or one cumulative project across the grade level. Also, during all 4th period classes every day, sustained silent reading is held throughout the school. During this time, students read a grade/age appropriate book and 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?  
Paste response to question here: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.  
Paste response to question here:X-studio after school classes are offered to all students. Programs offered range from art classes, to dance, 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)?  
Paste response to question here: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)?  
Paste response to question here: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.  
Paste response to question here: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.  
Paste response to question here:There's a parent/student orientation with the ESL teacher and the parent coordinator to help assist newly enrolled ELLs.
18. What language electives are offered to ELLs?  
Paste response to question here: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)?

Paste response to questions here:a-e. 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.

Paste response to questions here: 1-4. All teachers are supplied with ELL data for the current school year. The ESL teacher works with the staff to further their understanding in ESL education by supplying the teachers with materials, resources, and strategies. Staff members communicate during meetings and through emails throughout the school year.

### **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?

Paste response to questions here 1-4. 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. The Urban Assembly School of 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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Thompson	Principal		10/8/14
Robert Kopiec	Assistant Principal		10/8/14
Cecily Fonseca	Parent Coordinator		10/8/14
Danielle Boccia	ESL Teacher		10/8/14
	Parent		1/1/01
Gus Rodriguez	Teacher/Subject Area		10/8/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Pamela Brathwaite	Guidance Counselor		10/8/14

	Network Leader		1/1/01
Alex Zaugg	Other <u>Special Education</u>		10/8/14
	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' language needs. 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 parents' home language. Translators whether school faculty members or parent volunteers are present at school orientations, meetings, and workshops, if needed.

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.

The Urban Assembly School of Music and Art EsL population is very small. Written translation and oral interpretation is rarely needed. All staff though that has direct contact with an ESL student whose parents need oral/written translations are immediately informed.

## 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, parent workshops and conferences, if needed. The parent coordinator, the school secretary or a parent volunteer 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.