



URBAN ASSEMBLY SCHOOL OF MUSIC AND ART, THE
2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: URBAN ASSEMBLY SCHOOL OF MUSIC AND ART, THE
ADDRESS: 49 FLATBUSH AVENUE EXTENSION
TELEPHONE: 718-858-0249
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331300011350 **SCHOOL NAME:** Urban Assembly School of Music and Art, The

SCHOOL ADDRESS: 49 FLATBUSH AVENUE EXTENSION, BROOKLYN, NY, 11201

SCHOOL TELEPHONE: 718-858-0249 **FAX:** 718-858-0492

SCHOOL CONTACT PERSON: PAUL THOMPSON **EMAIL ADDRESS:** PThompson@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dena Carraway

PRINCIPAL: PAUL THOMPSON

UFT CHAPTER LEADER: Junno Lee

PARENTS' ASSOCIATION PRESIDENT: Melva Smith-Taylor

STUDENT REPRESENTATIVE:
(Required for high schools) Kaleek Davis

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: JONATHAN GREEN/PATRICK FAGAN/Maria Broughton

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Paul Thompson	Principal	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□ Urban Assembly School of Music and Art (UAMA) is a small arts and music-based public high school in Downtown Brooklyn/DUMBO founded in 2005. UAMA serves close to 400 culturally diverse students that represent communities from all five New York City boroughs. Our student population is primarily Black (American and Caribbean) and Latino (American, Puerto Rican, Dominican and other Caribbean areas.) Over 80 % of our students qualify for free or reduced lunch. □ UAMA infuses college preparatory curriculum with intensive arts selective courses and arts integration. UAMA's Extended Studio program (xStudio) offers diverse arts electives taught by professional artists during the school day, with an emphasis on the use of new technologies and commercial art forms. These include graphic design, hip-hop dance and production, fashion, business entrepreneurship, and digital photography. We believe that all students can benefit from an arts education.

Teachers are held accountable for rigorous curriculum development and lesson-planning and cross-interdisciplinary development and implementation. They assess student engagement and understanding constantly through questioning, student portfolios that include student artwork, class projects, essays, homework, and tests.

All of UAMA's programs are built around core outcomes. In the arts, every UAMA student will:

- possess a functioning arts vocabulary
- understand the historical elements of the arts
- value the arts as a mode of personal expression
- produce art that encapsulates these elements
- defend their work through both written and verbal means

To this end, UAMA integrates the visual, literary and musical arts into the academic school day. Students participate in a four-year series of Extended Studio art classes, beginning with arts survey workshops (Studio 9), creative writing, and film critique classes in 9th grade. In 10th-11th grade students pursue two years of intensive art making electives (Studio 10 and 11), taught by professional artists during the school day. In their senior year (Studio 12), students will complete professional internships and undertake independent projects in a chosen art discipline, under the guidance of an Extended Studio teacher mentor.

Students share their work at the end of each semester through our Extended Studio Showcase, and at professional venues throughout the year. Field trips, events, and visiting artists further enrich students' experience and allow them to consider how their academic and arts experiences can translate into a career of their choice. UAMA also provides enrichment, internship, and mentorship programs that extend beyond the school day. These take place both at UAMA (through our After Hours Studio after-school program), and offsite, through our partnerships. Since the inception of UAMA, founding Principal Paul Thompson has worked closely with community partners to develop UAMA's special programs. Partnerships with organizations in the nonprofit and private sector have provided and supplemented on-site programming and hands-on learning opportunities at professional venues. Key cultural partners include The Brooklyn Academy of Music, Pratt Institute, Jazz at Lincoln Center, Smack Mellon Gallery, Eyebeam and many others.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Urban Assembly School of Music and Art, The									
District:	13	DBN #:	13K350	School BEDS Code:						
DEMOGRAPHICS										
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded				
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		83.3	85.5	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	0	0	0		95.6	98.40	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		64.4	69.1	80.6			
Grade 8	0	0	0							
Grade 9	110	105	114	Students in Temporary Housing - Total Number:						
Grade 10	103	103	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	94	96	86		2	6	TBD			
Grade 12	0	77	99							
Ungraded	1	0	2	Recent Immigrants - Total Number:						
Total	308	381	411	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					3	3	0			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	8	10	16	Principal Suspensions	22	6	TBD			
# in Collaborative Team Teaching (CTT) Classes	4	11	20	Superintendent Suspensions	15	19	TBD			
Number all others	21	27	30							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	7	9	7	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	3	5	Number of Teachers	18	23	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	4	TBD
				Number of Educational Paraprofessionals	0	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	13	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	11.1	17.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	65	TBD
American Indian or Alaska Native	1	1	1.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.1	95.2	TBD
Black or African American	72.4	70.9	72.7				
Hispanic or Latino	23.4	22.8	21.7				
Asian or Native Hawaiian/Other Pacific Isl.	2	2.4	1.5				
White	1.3	1.3	0.7				
Multi-racial							
Male	45.8	47	45.5				
Female	54.2	53	54.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√		
Ethnicity							
American Indian or Alaska Native							
Black or African American				√	√		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	▶
Overall Score	64.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	6.7	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	15.5	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	34	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	8	Quality Statement 5: Monitor and Revise	▶

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

One of our greatest accomplishments has been the implementation of our arts program.

Another of our accomplishments was the introduction of Grade Level Teams (GLTs) to our community. These teams met weekly, developed teacher leadership and began to account for the achievement of their students. This year we are capitalizing on last year's success by growing this structure -- by grade level, content area, teaching expertise (coaching cabinet) and professional interest (reading groups). Teacher teams, we believe, will increase teacher capacity and accountability to overall student (and teacher) success.

The most critical dilemma we encountered this year was how to improve literacy levels in students with a very inexperienced teaching staff. Over 50% of our teachers had less than two years of teaching experience, and the majority of our incoming 9th grade students every year scored 1s and 2s on the New York State ELA test. Although we experienced high pass rates in class, our Regents scores were not strong. This and other data points to the need to improve literacy – and to train teachers better in teaching reading and writing – across the school.

To this end, we have built structures to support our progress in improving literacy:

- piloted the STAR reading level assessment with 9th graders to chart progress of students each semester. This also gives teachers an individualized learning plan in reading and writing for every student. We will roll this out for the entire school this year.
- hired an AP of Instruction with a background in teaching ELA. She will meet with all teachers one hour per week to provide individualized professional development and ensures quality of instruction.
- created a special education department which provides co-teaching opportunities and coaching in differentiating instruction.
- organized a summer professional development program that discussed Kylene Beers' *Adolescent Literacy* and enabled teachers to review and discuss each others' curriculum plans and incorporate meaningful literacy instruction.

- enabled the principal to teach a “master class” that models literacy instruction.
- supported teachers to write learning targets around literacy, and making the targets and student progress transparent to students and families.

Much work remains to be accomplished in the area of improving literacy levels of our students. Honing a scope and sequence in reading and writing, further training of teachers in literacy instruction, using the STAR data to drive instruction and differentiation strategies and raising academic expectations school-wide outline our work for this and future years.

Below is a list of some of our accomplishments this year as related to Instruction, Professional Development, Organizational Administration, and Community Relations:

Instruction

- Successful implementation of our studio arts program which culminated in our students participating in a number of professional level performances, exhibitions and recitals.
- Implementation and Creation of Grade Level Teams looking at student work to inform instruction.
- Successful integration of the 37 1/2 minutes, UAMA had a very similar program during the Fall semester so integrating these new guidelines was a simple fit; one that allowed us to be even more directed in our student supports.
- Technology has been successfully integrated into all of the core academic classes and extended studio classes.
- All teachers completed the teacher portfolio as an aspect of UAMA’s individualized approach to teacher development.
- We hired an AP of Instruction to give teachers ongoing individualized professional development.
- We offered a summer institute for credit deficient students and for students who have failed their Regents exams.
- We collected and facilitated an administrative and teacher-review of year-long curriculum maps in August.

Professional Development

- We had great success in having the staff run and model UAMA brand of professional development for cross-disciplinary planning
- Our UA Achievement Coach facilitated GLT meetings with an eye to looking at student work.
- We successfully integrated in PD sessions of the principles in *Beyond Discipline* by Alfie Kohn to ensure that we have a community where conversations, not punishments are the tactic used for un-social behavior;
- We designed and implemented a Curriculum Review protocol used with teachers over the summer to look at unit plans and promote cross-disciplinary planning.
- We read selections from Kylene Beers' Adolescent Literacy to raise the level of literacy awareness and training in our classrooms.
- We collaborated with professional development specialists from ATLAS to raise academic expectations in the classroom and to provide professional development on in-service days.

Organizational Administration

- We used the School Quality Review (SQR) process in confronting irregularities in our course pass rates, using data in the future in analyzing attendance, pass fail rates, lateness, test scores, and relating this data to instruction.
- We organized a Dean's Office structure in school that ensures regular parent outreach, counseling and discipline.
- We organized a college counseling office and program.

Community Relations

- The work with all of our artists and CBOs continued to grow and be the successful collaborations that we hoped and designed them to be. We have a list of over fifteen community arts organizations, universities, and individual artists that make up our community partners.
- Our students participated with established professionals in a variety of performances, exhibitions and recitals. The two most notable was that the UAMA jazz band performed at this year's fundraiser with members of the Saturday Night Live Band, and the photo class participated in an exhibition with the director of *Born Into Brothels* in Williamsburg Brooklyn.
- Our College Counselor offered parent workshops in college admissions, financial aid and career planning.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To graduate at least 70% of our twelfth grade seniors by August 2011.	<input type="checkbox"/> <input type="checkbox"/> This will be measured by graduating at least 68 of the 96 students that are presently in our senior cohort. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Increase the performance results of all State Regents exams for all students by improving the literacy skills in all four of the core content areas. <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> This will be measured by a 3% increase in passing rates in all State Regents exams for the 2010 11 school year.
<input type="checkbox"/> Increase our school wide attendance by 2%.	<input type="checkbox"/> This will be measured by moving our 2009 - 2010 86% attendance rate to 88% for the 2010 -2011 school year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> To graduate at least 70% of our twelfth grade seniors by August 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/><input type="checkbox"/></p> <ul style="list-style-type: none"> • Twelfth grade teacher team and guidance team will develop a detailed system for understanding where students are in completing all of the NYS and UAMA high school graduation requirements. • Each student will have a personal academic advisor to support them both academically and emotionally in fulfilling their final graduation requirements and completing their college applications. • Each student will have an individualized plan that throughout the year will be revised and updated when appropriate. • The college counselor will work with each student on identifying and applying to colleges that are appropriate to their future goals for life after high school
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>OTPS - CURRICULUM and STAFF DEVELOPMENT CONTRACTS Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Increase the performance results of all State Regents exams for all students by improving the literacy skills in all four of the core content areas. <input type="checkbox"/>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <input type="checkbox"/> <ul style="list-style-type: none"> • Continue to further develop and hone our school wide four year college ready key cognitive strategies scope and sequence and out school wide literacy standards • Align teacher schedules and resources to facilitate four hours a week of both grade level team and content team meetings to develop targeted assessment tools that embed our school’s literacy and college-ready cognitive thinking standards • Implement in all grade level teams the IMPACT Target Outcome database so to better track student outcomes • Department teams will hone their four-year scope and sequences of assessment outcomes that embed the school wide literacy standards • Grade level teams will dedicate their work to inquiry circles that focus on developing outcome-based units, lessons, and assessments that show evidence in the students work of the school wide literacy standards
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the</i>	Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS OTPS - NON-CONTRACTUAL SERVICES OTPS - CURRICULUM and STAFF DEVELOPMENT CONTRACTS

<i>actions/strategies/activities described in this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Increase our school wide attendance by 2%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> · Academic advisors will follow their advisees' attendance and keep outreach logs to track communication with parents · An attendance team made up of an attendance teacher and two school aides will examine daily teacher attendance sheets and follow up with individual teachers when corrections need to be made · The guidance team will work with the grade level teams and the academic advisors to create individualized attendance plans and counsel with parents students with attendance is below 85%
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the</i>	School Aides and Other Support Staff - Per Session - AFTER/BEFORE SCHOOL STUDENT PROGRAMS

<p><i>actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	81	59	66	79	7		3	
10	6	45	6	6	5		4	
11	29	43	23	24	3		4	
12	9	19	29	41	5		5	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> ELA: AIS in ELA is being implemented in several different ways during the school day and after school.</p> <ul style="list-style-type: none"> • ELA teachers are implementing strategies from the Readers and Writers Workshop model. • There is an emphasis on decoding and comprehension strategies in the ELA classrooms. • Students receive these services in both small and large group instruction. • Various comprehension instructional strategies are used. These strategies include Guided Reading, Shared Reading, and Independent Reading. <p>Four 50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandated periods of ELA instruction.</p>
Mathematics:	<p><input type="checkbox"/> Mathematics: AIS in Mathematics is being implemented in several different ways during the school day and after school.</p> <ul style="list-style-type: none"> • Students work in both small and large group instruction. • Manipulatives are used to aid in understanding various concepts. • Students tutor other students in mathematical concepts. <p>Four 50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandate of Mathematics instruction.</p>

Science:	<input type="checkbox"/> Science: AIS in Science is being implemented in several different ways during the school day and after school. <ul style="list-style-type: none"> • Students work in both small and large group instruction. • Students work in pairs and groups during lab periods. • Students tutor other students in scientific concepts. <p>Four 50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandated Science instruction.</p>
Social Studies:	<input type="checkbox"/> Social Studies: AIS in Social Studies is being implemented in several different ways during the school day and after school. <ul style="list-style-type: none"> • 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 students how to approach various types of texts. <p>Four 50-minute periods of extra AIS support are offered to students before school, during their lunch period, and after school. These periods are in addition to the State mandated Social Studies instruction.</p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> School counselor will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 9-12. The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at-risk students including student in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.

<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> We have partnered with an organization Interborough Development and Consultation Center that provides a counselor who works with our students in emotional needs, especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 9-12. Students receive individual and group counseling.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Health related services are offered during the school day, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 9-12. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. They are also educated about drug abuse, alcohol abuse and sexual health.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

N/A

Number of Students to be Served:

LEP N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

N/A

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

N/A

Section III. Title III Budget

—

School: N/A

BEDS Code: 331300011350

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At UAMA we understand that our students and their families speak many different languages. We have parents fill out a Parent/Guardian Home Language Identification Survey (HLIS).

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.

We analyze the information from the HLIS and then survey staff for possible translators. If a staff member does not speak the native language of one of our students, we then contact the DOE for a translator.

Part B: Strategies and Activities

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

We distribute all DOE documents in the parents' native language. Furthermore, we write all UAMA forms in both Spanish and English. If a parent requests that the UAMA form be in a different language, we acquire the services of a translator.

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.

We have several bi-lingual staff members. The languages that our staff is fluent in include, Spanish, French, and Creole. If a parent needs oral interpretation in a language other than these three, we will provide them with an appropriate translator.

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>.

In order to fulfill Section VII of the Chancellor's Regulations A-663 we administer and interpret the results of the HLIS within 30 days of a student's enrollment. We also distribute all DOE material in the 8 common languages. If a parent requests literature in a language other than the 8 common languages we contact central to acquire the materials in the appropriate language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$393,834.00	\$101,157.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,919.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,595.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$8,500.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□ Parents are vital and integrate partners of our school. They are not only the first educators to their children, but they are an important and essential component through their education. We value this partnership and encourage parental involvement. As partners we work closely with parents to meet the goals of all children. We facilitate the progress and development of all children’s academic, social, and emotional welfare. UAMA encourages and supports all aspects of parental involvement. We work along with parents to promote and encourage consequential involvement in the existence of the school. We do this through active involvement with the Parent-Teachers Association, School Leadership Team, parent workshops, parent-teacher conferences, and all other sub-committee meetings.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□ The Compact is constructed through parent and administration conferences. Meetings are held throughout the school year. The Parents-Teacher Association Executive Board works along with school officials to formulate short and long term goals for the school. The Summer Studio takes place every year and is an opportunity for parents to meet school administrators, teachers, and other parents. Following these meetings is an open general meeting and open forum for all parent members where they can elect their parent representative to sit on the SLT and PTA boards.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

N/A

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

N/A

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

N/A

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

N/A

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

N/A

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

N/A

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

N/A

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

N/A

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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		Schoolwide Program			amounts)	Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
5

2. Please describe the services you are planning to provide to the STH population.

Our Attendance Coordinator is working with these students and their families to find help in finding permanent housing. We also provide emotional counseling services through Inter borough and medical counseling through the NYU Nursing Mobil bus service.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
5

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_13K350_102510-160629.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Seven	District 13	School Number 350	School Name UA Music/Art
Principal Paul Thompson		Assistant Principal Robert Kopiec, Kristin Arndt	
Coach		Coach	
Teacher/Subject Area Daniel Yu-Special Education		Guidance Counselor Pamela Braithwaite	
Teacher/Subject Area Marni Spitz-Social Studies		Parent Dena Carroway	
Teacher/Subject Area Junno Lee-Math		Parent Coordinator Lisa Lugo	
Related Service Provider		Other	
Network Leader Jon Green		Other	

B. 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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	25

C. School Demographics

Total Number of Students in School	411	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.92%
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Part II: ELL Identification Process

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

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

1. Since we are a high school, most, if not all of our freshman class each year is comprised of students from the New York City Dept of Education. Due to this, every student was at one point given a Home Language Identification Survey and if warranted, they were administered the LAB-R. If a student does not have the survey in their cumulative file, then we have the parent fill out the form within ten days of the start of school. We then analyze the data to see if we have to administer the LAB-R. If a LAB-R needs to be administered then a team consisting of teachers and administrators administer the test. If a student is eligible to receive ESL services, this same team also administers the annual NYSESLAT exam in order to help demonstrate how many minutes a week a student will need of services. The team can then create a schedule of services based on this data.

2. We have clear structures in place at UAMA to inform parents of the three different types of ESL programs that exist within the New York City Department of Education. Parents participate in various activities in order to choose which program will best meet the needs of their children. Parents have the opportunity to participate in an orientation which discusses the various programs for ELL students. There is also a parent information CD which parents can use to aid them in making their decision. This CD is available in nine languages. There are also various parent brochures which are written in the parent's native language. Urban Assembly School of Music and Art is proud to offer a Freestanding ESL program to conform to the parental choice selections.

Urban Assembly School of Music and Art has a strong sense of community. The staff encourages community involvement of ELL families. During the school year, the parent coordinator provides meetings for parents focused on instructional issues such as assessments, standards, promotional policies, and strategies for them to support their children's academic progress. As part of the effort to strengthen the parental involvement, many school members are bilingual which helps ensure communication between the school and the home.

3. In order to ensure that entitlement letters and all surveys and forms are returned we have a variety of methods of outreach. We start with the student, and then make personal phone calls home. We also utilize our automated school messaging system, which will call the parents several times during the day letting them know that they have not sent in their paperwork. We also send home letters if the above-mentioned methods have no impact.

4. Since we have a Freestanding ESL program, we slowly integrate the assistance into the classroom. Prior to this though, our team of teachers and administrators counsel with all students eligible for services so they know what types of assistance they will get. Furthermore, the team also reaches out to the families to explain the program.

5. Since we have such a small percentage of an ELL population and have continued having a Freestanding ESL program, parents have usually chosen that program. If a parent feels that their child needs a more comprehensive ESL program, then our Guidance team helps facilitate a transfer to a school that might better serve his/her needs.

6. At this point the programs do align. We have not had many parent requests for a transfer based on our Freestanding ESL model. As we continue to grow, and our ESL population expands, we are looking to move towards a more comprehensive ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/> 12

Total	0	0	0	3	2	1	9	0	4	12
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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										6		5		11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	6	1	5	0	12								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. How is instruction delivered
 - a. The organizational models resemble our special needs models since we have a Freestanding ELL program. We have students mandated for ELL services in both complete General Education, CTT and Self Contained class. Since we do not have a State Certified ESL instructor, our special needs teachers in conjunction with general education teachers provide the services.
 - b. The program models are strictly heterogeneous. The groups of our ELL population follow in conjunction with our school-wide UAMA modified Workshop model of heterogeneous grouping based on academic and social needs.
2. Since we have a Freestanding ESL model and do not have a certified State ESL instructor, the instructional minutes delivered are within the 180 minutes mandatory for all students for each class.
 - a. Furthermore, we are in the process of providing extra support during the 37.5 minute period four times a week. Essentially though each ESL student receives the mandated number units of support stipulated in NYS CR Part 154 but do not meet the requirement of instruction being performed by a state certified ESL instructor because we are still looking for one. All ESL students whether they are Beginning, Intermediate or Advanced get at least 90 minutes a day of instruction through Humanities classes.
3. At UAMA we emphasize literacy in all subject areas. It is essential that every teacher's lesson must incorporate some type of reading and writing lesson and group/individual assignment. Every classroom also has a word wall, and teachers are consistently adding to these walls.
If students have language issues teachers work with their colleagues in differentiating the instruction so all students can understand lesson.
4. We differentiate instruction for the following subgroups by:
 - a. SIFE-Although Urban Assembly School of Music and Art does not currently have a large SIFE population, school leaders continue to implement programs that can and will attend to the needs of a SIFE population. Some of the programs are:
 - Individual student needs assessments.
 - Push in and pull out services.
 - Creation and implementation of an AIS plan that focuses on the literacy and math component.
 - Grade and level appropriate instructional materials.
 - Differentiation of instruction in all school level areas, both academic and extracurricular.
 - Continuous training and professional development for staff in the ALLA assessment to identify SIFE students.
 - b. Newcomers-When a new student is registered at Urban Assembly School of Music and Art, there are various resources provided to facilitate the transition.
 - There is an information student orientation before school officially starts.
 - Students engage in a buddy system to assist each other in the transition.
 - There is strong encouragement to participate in after school programs.

There is an informal assessment provided to identify the need for possible Academic Intervention programs.
There is continuous communication between school staff and student's families.

c. Plan for ELLs receiving service 4 to 6 years and Long-Term ELL Students (6+) are the same at UAMA. Long term ELL students are the largest number of ELLs across the four grades. A careful analysis of their scores on the NYSESLAT, ELA, MATH, and STAR assessments suggests that the major deficit occurs in reading and writing. Urban Assembly School of Music and Art's action plan includes:

- An after school program which targets reading and writing.
- Continuous monitoring of student progress in both reading and writing.
- Familiarization amongst teachers of all student data regarding reading and writing in order to help form appropriate instruction.

d. Long-Term ELL Students (6+)-See sections C.

e. Special Needs-Urban Assembly School of Music and Art has a special needs population that consists of approximately 18% of the total school population. There are 28 students in two Self Contained classes, 30 in three CTT classes, and 30 receiving SETTS services. Servicing special needs students is very important to the staff. Some of the policies that exist include:

- All teachers knowing and understanding their student's services mandated by their IEPs.
- Constant collaboration between IEP teachers and general education teachers.
- Examining newcomer and SIFE students for potential special needs status.
- Providing AIS services after school.

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

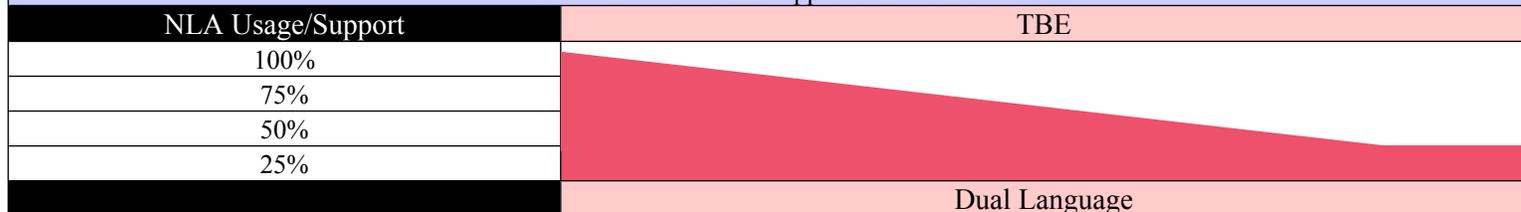
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Target intervention programs for ELL student in content areas-The design of Urban Assembly School of Music and Art's LAP and instruction is derived from the strengths and needs noted on the NYSESLAT and other assessments (STAR, LAB-R, ACUITY, Teacher Assessments, and informal observations). The improvements and adjustments to the ELL program this year include:

- Continue targeting language development in all content areas.
- Giving additional listening comprehension support to newly matriculated students.
- Providing instruction for identified SIFE students in their native language.
- Creating small group academic instruction to target language modalities for all ELL students.
- Providing intervention services for all SIFE students during and after school.
- Test preparation to familiarize students with the format of the NYSESLAT.

All activities and support to the ELL population is dedicated to the acquisition of language proficiency and academic progress.

Targeted Intervention for ELLS in English Language Arts Area:

Continuous search for a fully certified ESL instructor as stipulated by NCLB and CR Part 154.

Daily collaboration between special needs teachers servicing ELL students and ELA instructors.

Analyzing all data for ELL students from various databases in order to make the best educational decisions are made.

Fostering classroom conversations that are meaningful to ELL students. Specifically through heterogenous group work.

Pairing ELL students with non-ELL students inside the classroom to further create the possibility of these conversations taking place.

Incorporating various language modalities in all areas of teaching.

Ensuring that all English Language Arts teachers understand and utilize the data that is collected in regards to their ELL population.

Offering various ELL professional development opportunities for English Language Arts teachers to enhance their instruction.

Ensuring that a literacy coach or someone who has an expertise in literacy works with all Humanities teachers.

Creating and implementing a print rich environment in every classroom.

Targeted Intervention for ELLs in Mathematics Content Area:

Continuous search for a fully certified ESL instructor as stipulated by NCLB and CR Part 154.

Daily collaboration between special needs teachers servicing ELL students and Mathematics instructors.

Incorporating writing as a component of every Mathematics classroom.

Analyzing all data for ELL students from various databases in order to make the best educational decisions possible.

Fostering classroom conversations that are meaningful to ELL students in the Mathematics classroom.

Pairing ELL students with non-ELL students insid of the classroom to further create the possibility of these conversations taking place.

Incorporating various language modalities in the content area of Mathematics.

Ensuring that all Mathamatics teachers understand and utilize the data that is collected in regards to their ELL population.

Offering various ELL professional development opportunities for Mathematics teachers to enhance their instruction.

Ensuring that a Mathematics coach or someone who has an expertise in Mathematics works with all Mathematics teachers.

Creating and implementing a print rich environment in every classroom.

6. Plan for continuing transitional support (2 years) for Ells reaching proficiency on the NYSELSAT-At UAMA we strive to make sure all students get various supports in literacy. For students who are reaching proficiency on the NYSELSAT, the classroom teachers know how these students performed on the NYSESLAT and through their instruction; they differentiate the lessons to aid in reaching proficiency. Furthermore, teachers group these students with mentor students for projects.

7. New programs for upcoming school years-Each year UAMA increases its literacy based programs. We will transition our ninth grade literacy intensive program to all grades. Furthermore, we will be implementing a modified Workshop Model, which will include interventions such as Literature circles and heterogeneous student grouping for all projects.

8. What program/services for ELL students will be discontinued-At this point we are not looking at discontinuing any programs.

9. How are ELLs afforded equal access to all school programs? What additional help is provided-We give all students equal access to all programs. Furthermore, we have programs such as Interborough, which is an outreach program for students. One of the Social Workers is bilingual and works closely with our ELL population.

10. What instructional materials, including technology, are used to support our ELL population-We use a multitude of materials in the classroom that speak to all students. For example, we level our classroom libraries and coach teachers on how to use several different leveled texts for students to work with on any given assignment. In regards to technology, every student has access to a Mac laptop and some teachers use Smart Boards in their classrooms.

11. How is native language support given-Since we are a Freestanding program, all instruction is in English. If students are identified as having language needs, we have some of our bilingual staff work with them outside of the classroom.

12. Do required services support, and resources correspond ELLs grade and age group-We do our best make these services and programs grade and age appropriate.

13. Describe what activities will assist newly enrolled ELLs before they begin the school year-Over the summer we hold several workshops for all families. Furthermore, our Parent Coordinator who is Bi-Lingual provides additional workshops for any ELL family that wants to learn more about services and options.

14. What language electives are offered for ELLs-We currently only offer Spanish electives. We would though, like to expand to a more diverse group of electives for our ELL population.

C. Schools with Dual Language Programs

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

N/A-Free Standing ELL

D. Professional Development and Support for School Staff

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

1. All staff members at Urban Assembly School of Music and Art attend various professional development workshops and in-school activities. The main form of professional development focuses on differentiating instruction in the classroom for all students. Teachers are also given the opportunity to attend professional development that focuses on particular content areas and differentiation in these areas. Support personnel are also given various professional development opportunities on how to support the students both inside and outside of the classroom. In addition to outside workshops, and informal school based professional development opportunities, school days that are designated to professional development provide workshops that focus on differentiation on all school levels.

2. What support do you provide staff to assist ELLS as they transition from middle to high school-Since we are a high school these question is not applicable.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.-We are in the process of creating these opportunities.

E. Parental Involvement

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

1. Describe parent involvement including parents of ELLs-Parents participate in various activities in order to choose which program will best meet the needs of their children. Parents have the opportunity to participate in an orientation which discusses the various programs for ELL students. There is also a parent information CD which parents can use to aid them in making their decision. This CD is available in nine languages. There are also various parent brochures which are written in the parent's native language. Urban Assembly School of Music and Art is proud to offer a Freestanding ESL program to conform to the parental choice selections.

Urban Assembly School of Music and Art has a strong sense of community. The staff encourages community involvement of ELL families. During the school year, the parent coordinator provides meetings for parents focused on instructional issues such as assessments, standards, promotional polices, and strategies for them to support their children’s academic progress. As part of the effort to strengthen the parental involvement, many school members are bilingual which helps ensure communication between the school and the home.

2. Does the school partner with other agencies to provide workshop or services to ELL parents-Urban Assembly School of Music and Art uses a portion of its funding each school year to create supplementary programs for all students and their families.

-Clubs: There are various music, art, sport, and drama clubs which not only provide extra curricular opportunities, but also help support ELL students through differentiation of the programs.

-Intro to Publishing: Is a literacy-based program that helps students with all needs in areas of writing.

-I Mentor: Is an after school mentoring program that pairs students with adults. Most of the communication is done through written correspondence which helps aid ELL students with improving their literacy skills.

3. How do we evaluation the needs of parents-The PTA and SLT provide surveys to evaulate the needs of the parents. These surveys help inform the needs of parents.

4. How do your parental invovlement activities address the needs of the parents-The PTA and SLT incorporate their own workshop as well as DOE workshops that help address the needs of the paretns. The members of the both the PTA and SLT address the needs from the conversations they have with other parents during the PTA and SLT meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

New York State Regents Exam										
		Number of ELLs Taking Test				Number of ELLs Passing Test				
		English		Native Language		English		Native Language		
Grade	Subject	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	
3	Comprehensive English	5				1				
4	Math IA	10				1				
4	Math									
5	Biology									
6	Chemistry									
7	Earth Science									
8	Living Environment	2				1				
8	Physics									
	NYSAA Bilingual Spe Ed Global History and Geography	6				3				
	US History and Government	1				0				
		Level 1		Level 2		Level 3		Level 4		Total
Grade	Foreign Language	English	NL	English	NL	English	NL	English	NL	
3	Other									0
3	Other									0
4	NYSAA ELA									0
5	NYSAA Mathematics									0
6	NYSAA Social Studies									0
6	NYSAA Science									0
7										0
8										0

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

NYS Social Studies										
		Level 1		Level 2		Level 3		Level 4		Total
B. After reviewing and analyzing the assessment data, answer the following										
5	1.	Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.								
8	2.	What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?								
N	3.	How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?								
Bi	4.	For each program, answer the following:								
Sp	a.	Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?								
	b.	Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELL's-The design of Urban Assembly School of Music and Art's LAP and instruction is derived from the strengths and needs noted on the NYSESLAT and other assessments (STAR, LAB-R, ACUITY, Teacher Assessments, and informal observations). The improvements and adjustments to the ELL program this year include:

- Continue targeting language development in all content areas.
- Giving additional listening comprehension support to newly matriculated students.
- Providing instruction for identified SIFE students in their native language.
- Creating small group academic instruction to target language modalities for all ELL students.
- Providing intervention services for all SIFE students during and after school.
- Test preparation to familiarize students with the format of the NYSESLAT.

All activities and support to the ELL population is dedicated to the acquisition of language proficiency and academic progress.

2. What is revealed by the data patterns across proficiency levels (on LAB-R and NYSESLAT) and grades-The NYSESLAT is an annual exam given to ELL students. The test serves as an indicator as to the student's proficiency level. The goal of the test is to move to the next level of proficiency until the student actually becomes English language proficient.

3. After reviewing the NYSESLAT data at Urban Assembly School of Music and Art, several patterns emerged:

The majority of the students are proficient in their speaking abilities.

The reading and writing components demonstrate that the students who are on the Intermediate and Advanced level are struggling to become proficient in these areas.

The reading and writing scores varied greatly during three years of testing for all students. In certain cases, reading improved from year to year and in other cases it did not improve. Similar data was found for the writing component. The inconsistencies associated with this data demonstrate the need to stabilize reading and writing instruction during the intervention process.

4. For each program (ESL Freestanding) answer the following.

- a. The students seem to be consistent among grades although their English Regents test scores seem to be lower compared to their other Regents scores. This has made our leadership consider to moving to the Native Language tests.
- b. We have not used the ELL periodic assessment but are planning to use it for next year.
- c. As we begin to use the ELL periodic assessments we will be able to have teacher and parents analyze the data.

5. N/A

6. How do we assess the success of our ELLs-We use a variety of methods by using our new Outcome Based Learning, Assessing Regents, and creating/implementing inquiry teams which always include ELL students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Assembly High School of Music and Art at Wat					
District:	13	DBN:	13K350	School		331300011350

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.3	85.5	86.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	105	114	122				
Grade 10	103	110	102				
Grade 11	96	86	87				
Grade 12	77	99	80				
Ungraded	0	2	2				
Total	381	411	393				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.6	98.4	96.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	64.4	80.6	76.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	6	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	16	30	Principal Suspensions	22	6	90
# in Collaborative Team Teaching (CTT) Classes	11	20	29	Superintendent Suspensions	15	19	15
Number all others	27	30	25				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	18	23	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	4	4
# receiving ESL services only	9	7	TBD	Number of Educational Paraprofessionals	0	2	3
# ELLs with IEPs	3	5	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	38	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	13.0	25.9
				% more than 5 years teaching anywhere	11.1	17.4	44.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	65.0	88.9
American Indian or Alaska Native	1.0	1.7	1.5	% core classes taught by "highly qualified" teachers	90.1	95.2	100.0
Black or African American	70.9	72.7	70.5				
Hispanic or Latino	22.8	21.7	24.7				
Asian or Native Hawaiian/Other Pacific	2.4	1.5	1.8				
White	1.3	0.7	0.8				
Male	47.0	45.5	42.7				
Female	53.0	54.5	57.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				3	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	65.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	18.4	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	36.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf