



URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS

ADDRESS: 509 WEST 129 STREET

TELEPHONE: 212-234-4631

FAX: 212-234-4975

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310500011369 **SCHOOL NAME:** Urban Assembly School for the Performing Arts

SCHOOL ADDRESS: 509 WEST 129 STREET, MANHATTAN, NY, 10027

SCHOOL TELEPHONE: 212-234-4631 **FAX:** 212-234-4975

SCHOOL CONTACT PERSON: FIA DAVIS **EMAIL ADDRESS:** FDavis3@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Natasha Liriano

PRINCIPAL: FIA DAVIS

UFT CHAPTER LEADER: Alan Alcalde

PARENTS' ASSOCIATION PRESIDENT: Milagros Saez

STUDENT REPRESENTATIVE:
(Required for high schools) Akyra Horry-Sams

DISTRICT AND NETWORK INFORMATION

DISTRICT: 5 **CHILDREN FIRST NETWORK (CFN):** CFN 105

NETWORK LEADER: JONATHAN GREEN/PATRICK FAGAN

SUPERINTENDENT: GERI TAYLOR BROWN

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/rdonlyres/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
Fia Davis	Principal	Electronic Signature Approved. Comments: Yes
Meghan Carroll	Admin/CSA	Electronic Signature Approved.
Alan Alcalde	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes
Milagros Saez	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Yes
Kathleen Delgado	Title I Parent Representative	Electronic Signature Approved. Comments: Yes
Idania Viguera	Parent	Electronic Signature Approved. Comments: Yes
Elizabeth Perelman	UFT Member	Electronic Signature Approved. Comments: Yes
David Ugarte	DC 37 Representative	Electronic Signature Approved. Comments: Yes
Natasha Liriano	Student Representative	Electronic Signature Approved. Comments: Yes
Akyra Horry-Sams	Student Representative	Electronic Signature Approved.
Kahlil Russell-Starks	Student Representative	Electronic Signature Approved. Comments: Yes
Sandra Jones	Parent	Electronic Signature Approved. Comments: Yes
April Robbins Bobyn	Parent	Electronic Signature Approved. Comments: Yes

* 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.

□ The Urban Assembly School for the Performing Arts (UASPA) aims to sustain a challenging college-preparatory curriculum that infuses the performing arts into all aspects of the academic experience. By using the arts as a teaching tool and providing students with means to express themselves, UASPA breathes life and creativity into all subjects and builds confidence in all members of our school community. We use the cultural and professional resources of New York City to ensure that students receive a rigorous education which exceeds state standards, are successful in earning a college degree, and have a vision for what their future holds.

Underlying our core curriculum is the belief that performing arts act as a tool for differentiated instruction and a catalyst for academic excellence for all students. Graduates of Urban Assembly School for the Performing Arts will be critical thinkers and problem solvers who can discuss their ideas about Mathematics, English, Science, History, Foreign Language and the Performing Arts with confidence and insight. Students will be a part of a personalized learning community in which all members of the faculty, staff, and parents contribute to the academic success of our students. Students will take ownership and be informed about their academic progress, strengths, and areas of development so that they can be active participants in their education. Finally, our students will be valuable contributors to a community of artists, students, and educators.

□ Our students are able to receive personalized attention in the classrooms by teachers who believe that all students can learn; they work diligently to build personal relationships with students and assist them in achieving academic success. We are a professional learning community where all staff and teachers collaborate to improve their craft through weekly content team meetings, grade team meetings, and professional development workshops.

The acronym, "I-CARE" means Integrity, Community, Artistry, Respect, and Excellence. Not only do these values provide a sense of structure for our community, they also provide our students with a set of standards and guidelines which they aspire to be excellent in representing. Along with our Core Values, we are a uniform school. This reinforces our serious academic tone, a sense of community, and an assurance that our students will bring their creativity to their art and not to their attire.

Our partners include:

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

Martha Graham School of Contemporary Dance

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 for the Performing Arts									
District:	5	DBN #:	05M369	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 type="checkbox"/> Ungraded				
Enrollment:				Attendance: - % of days students attended*:						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		82.7	85.2	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	0	0	0		95.7	94.81	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		74.1	68.8	91.7			
Grade 8	0	0	0							
Grade 9	89	88	133	Students in Temporary Housing - Total Number:						
Grade 10	59	78	88	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	52	66		2	12	TBD			
Grade 12	0	0	44							
Ungraded	0	0	0	Recent Immigrants - Total Number:						
Total	148	218	331	(As of October 31)	2007-08	2008-09	2009-10			
					1	1	0			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	3	Principal Suspensions	11	31	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	9	21	Superintendent Suspensions	14	18	TBD			
Number all others	12	20	20							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	0	0		
(As of October 31)	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	0	5	12	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	4	Number of Teachers	11	18	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	5	TBD
				Number of Educational Paraprofessionals	0	0	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
	3	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	18.2	5.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	64	61	TBD
American Indian or Alaska Native	0.7	0.9	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.4	94.7	TBD
Black or African American	57.4	62.4	59.2				
Hispanic or Latino	41.2	35.3	36.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.5	0.6				
White	0	0.9	1.5				
Multi-racial							
Male	18.2	18.8	22.1				
Female	81.8	81.2	77.9				
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 type="checkbox"/> 2006-07	<input 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:		X	
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				√	X		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				√	X		
Hispanic or Latino				√	X		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	X		
Student groups making AYP in each subject				4	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	√
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	7	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?

Student Performance Trends

- **Inquiry team data and recommendations from the Quality Review indicated that our inquiry protocol was successful in promoting student growth and achievement and could be implemented school wide.**
- **High Regents pass rates in ELA, Social Studies and low pass rates in Math and Science indicated the need to continue weekly content team meetings to analyze curricula, student work and course data. Content team meetings are also devoted to revising and improving Math and Science curricula.**
- **85% course pass rate and 72% graduation rate indicates the need to continue weekly grade team meetings to analyze student academic, attendance, and behavioral data and create individualized action plans for all students.**
- **Steady attendance at approximately 80% suggested that outreach to parents, attendance practices and communication needs to be improved.**

Greatest Accomplishments

- **Two-thirds of our graduating seniors from the class of 2010 came to us in 2006 in the bottom third of the city and at level one and graduated with Regents diplomas in four years.**
- **Forty six seniors entered their senior year in September 2009 and were present in school with us. Forty five of the forty six students graduated by August 2010.**
- **Our school earned an A on our first school report card.**
- **Our schools' advocacy along with support from our advisory board and parents enabled us to get a performing arts wing built in our basement, open to students September 2010.**
- **Our schedule has been modified to allow for weekly content and grade team meetings and weekly all staff professional development. At these meetings teachers follow a protocol to analyze student work, improve curricula, and create intervention action plans.**
- **All content teams collaborate to write scope and sequence and unit modelers for every course that aligns learning targets with assessments. This development has led us to purchase ImpactEd, which is an online assessment system that allows teachers to document student mastery of course learning targets. It will also allow students and parents to monitor their academic progress.**

- **At year five, our performing arts students are invited to perform with high caliber artistic institutions.**
- **Partnerships in the Performing Arts with community based organizations and cultural institutions have doubled over the past two years, further enhancing our visibility and enriching experiences for our students and staff.**
- **We have partnered with College Bound Initiative (CBI) and have a full time college bound counselor, increasing our guidance team to three members.**
- **We have established a thriving after-school program inclusive of Dance Ensemble, Instrumental Ensemble, Theater Ensemble, Choir, partnership led, and student initiated/staff supported programs.**
- **For the fifth consecutive year our entire staff returned to school three days early for foundational Professional Development. This time allowed us to communicate our school goals, to have teams connect to create goals that support school goals, to build community, to provide instructional development, and to plan for our front-loaded advisory initiative.**
- **To address the needs of our male population, we have single gender advisories, a Young Men's Club, and a male chorus.**
- **An Advisory Committee has been created to improve and help teachers implement advisory curricula based on our school core values.**

Barriers

- **Significant budget cuts**
- **Lack of designated performing arts funding continues to create a budget challenge for our programming and staffing**
- **Inadequate time for professional development**
- **Attendance continues to remain around 80%**

Aids

- **Assistance and support from our partners and advisory board**
- **Dedicated teachers and support staff who are willing to go above and beyond despite limited resources**
- **New Performing Arts wing**
- **Two Assistant Principals**
- **Instructional training provided by The Urban Assembly**
- **TurnAround program that allows us to strategize and support students with the most severe social, emotional, and academic challenges.**
- **Creation of an attendance team that creates and implements action plans to improve school attendance.**

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"/> <p>In the 2010-2011 school year, in order to improve academic achievement and challenge every student, UASPA will implement data systems and structures across all grades that monitor and track student promotion and progress towards graduation.</p>	<input type="checkbox"/> Grade teams will be using student data to inform instructional decisions in their classrooms.
<input type="checkbox"/> <p>In the 2010-2011 school year, we will increase student attendance to over 80% by developing an attendance team action plan and an advisory program that will focus on empowering staff and students to be active parts of the community.</p>	<input type="checkbox"/> There will be consistent and frequent use of attendance data in order to improve overall attendance.
<input type="checkbox"/> <p>In the 2010-2011 school year, the Performing Arts Department will produce performing arts majors who will be adequately prepared for the NYS or UASPA Exit Exam in the Arts.</p>	<input type="checkbox"/> Beginning in the 11th grade, scope and sequence documents and performance based assessments will reflect the NYS or UASPA Exit Exams in the Arts.

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"/></p> <p><input type="checkbox"/> In the 2010-2011 school year, in order to improve academic achievement and challenge every student, UASPA will implement data systems and structures across all grades that monitor and track student promotion and progress towards graduation.</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"/></p> <ul style="list-style-type: none"> • Senior Team will model and teach other grade teams how to utilize data to improve academic achievement, challenge every student, and use data to inform instruction, improve student retention, and increase student promotion. • Grade Teams will analyze student transcripts, student report cards, and data from online grading systems in order to create action plans for students. • In Term 1 and Term 2, Grade Teams will meet with all students to review action plans and using the action plans, students will set personal goals for each semester. • Grade team leaders and content team leaders will meet with the administrative team every marking period to ensure that team goals based on student data align to the larger school goals. • Advisory committee met in the summer and continues to meet throughout the school year to write advisory curriculum that includes transcript review, Pathway to Graduation, and monitoring student academic progress.

<p>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 actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Grade Team and Content Team Leaders meet with the administrative team every marking period to assess the use of data in the teams and revise student actions plans (Path to Graduation) where necessary to improve student achievement. • Per session for Advisory Committee, Grade Team Leaders, Content Team Leaders • Purchase of online assessment system, ImpactEd that monitors students academic progress.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Grade Team and Content Team Leaders meet with the administrative team every marking period to assess the use of data in the teams and revise student actions plans (Pathway to Graduation) where necessary to improve student achievement. • Grade Team and Content Team Leaders meet with the administrative team each term to plan and revise programming. • At the mid-year retreat, grade and content teams analyze data, including transcripts, scholarship reports, and attendance reports to measure the progress toward meeting school goals, project interim gains, and modify action plans as needed. • Based on student and teacher and voice, tenth graders will take their pre-major in order to deepen their connection in school based on our theme and their interest, therefore improving 10th grade academic achievement. • By the end of Term 1 of the 2010-2011 school year according to the HSST Scholarship Report, UASPA had an 82% overall course pass rate. • By the end of the 2010-2011 school year according to the HSST Scholarship Report, UASPA will have an 80% overall course pass rate.

Subject Area
 (where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> In the 2010-2011 school year, we will increase student attendance to over 80% by</p>
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<p><i>Time-bound.</i></p>	<p>developing an attendance team action plan and an advisory program that will focus on empowering staff and students to be active parts of the community.</p>
<p>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></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • During the summer, the advisory planning committee created curriculum for the first semester of advisory, which was presented and reviewed during Foundational Professional Development. The advisory planning committee continues to meet throughout the school year to continue development of spring semester and monitor and revise existing curriculum. • The advisory committee writes curriculum that engages students and allows advisors to monitor and track student attendance. • Advisory committee collects and uses teacher feedback on advisory in order to improve curriculum. • Establish weekly attendance meetings to target students in need of attendance intervention and share information regarding student attendance. • The attendance team collaborates with advisors to target students in need of attendance improvement. • The attendance team creates an incentive program for student attendance. • The attendance team effectively communicates attendance data to UASPA community. • The attendance team establishes and maintains routines for effective collection of attendance data. • The attendance team establishes routines and systems for effective communication between UASPA advisors and families concerning student attendance. •
<p>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 actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Per session for Advisory Planning Committee • Purchased School Messenger System to relay messages to families • Community Assistant is an active participant on the Attendance Committee and handles outreach to families regarding attendance • Purchase of Impact Ed for teachers to record and update student attendance on a real

	<p>time basis</p> <ul style="list-style-type: none"> • Support staff members are included in the attendance team
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Weekly attendance meetings to monitor attendance and develop action plans for attendance improvement • Advisory Committee distributes surveys to teachers and students regarding advisory in order to revise and improve advisory curriculum • At the mid-year retreat, the attendance team, grade teams, and content teams analyze attendance data to measure the progress toward meeting school goals, project interim gains, and modify action plans as needed • Attendance team implemented new attendance system mid-year to obtain more accurate attendance data • Based on student and teacher and voice, tenth graders will take their pre-major in order to deepen their connection in school based on our theme and their interest, therefore improving 10th grade attendance. • Targeted students demonstrate attendance improvement • Attendance rate rises above 80%

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> In the 2010-2011 school year, the Performing Arts Department will produce performing arts majors who will be adequately prepared for the NYS or UASPA Exit Exam in the Arts.</p>
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<p>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></p>	<p>☐</p> <ul style="list-style-type: none"> ● Scope and sequence will include benchmarks of the exit exams beginning in the 11th grade. ● Exit exam performance based assessments will begin in 11th grade and continue through 12th grade. ● 12th grade majors will take exit exam predictive assessments. ● Students at the 11th and 12th grade level will study their performing arts major for a double period daily. ● Students at the 10th grade level will declare a pre-major and study their performing art daily.
<p>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 actions/strategies/activities described in this action plan.</i></p>	<p>☐</p> <ul style="list-style-type: none"> ● Four full time performing arts teachers ● Professional Development focuses on Scope and Sequence and Unit Modeler development and review ● Weekly Performing Arts Content Meeting during a professional period ● Per session for after school Performing Arts activities that will enhance student preparation for Arts exams ● Students at the 10th grade level will declare a pre-major and study their performing art daily.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐</p> <ul style="list-style-type: none"> ● Predictive Assessments ● Scope and Sequence and Unit Modeler Reviews ● 65% of graduating students will pass the NYS Exit Exam in the Arts ● 90% of graduating students will take the UASPA or NYS Exit Exams ● Students at the 10th grade level will declare a pre-major and study their performing art daily.

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	94	84	80	72	24	2		
10	50	44	60	75	16	1		
11	40	43	25	30	8	1		
12	12	20	12	22	8			

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:	<input type="checkbox"/> Before and after-school group and one-to one tutoring Weekly content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction Credit recovery course
Mathematics:	<input type="checkbox"/> Regents prep course Credit recovery course Before and after-school group and one-to one tutoring Content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction
Science:	<input type="checkbox"/> Regents prep course Credit recovery course Before and after-school group and one-to one tutoring Content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction
Social Studies:	<input type="checkbox"/> Regents prep course Credit recovery course Before and after-school group and one-to one tutoring Content and grade team meetings to study student work and data to come up with intervention solutions Differentiated Instruction

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Counseling <input checked="" type="checkbox"/> Parent Outreach <input checked="" type="checkbox"/> Pupil Personnel Team
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Counseling <input checked="" type="checkbox"/> Parent Outreach <input checked="" type="checkbox"/> Pupil Personnel Team <input checked="" type="checkbox"/> Cognitive and psycho-ed assessment
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> n/a
At-risk Health-related Services:	<input type="checkbox"/> n/a

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)

9, 10, 11, 12

Number of Students to be Served:

LEP 17

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 4

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.

We do not receive title III funding.

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.

We do not receive title III funding.

Section III. Title III Budget

—

School: 05M369

BEDS Code: 310500011369

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	We do not receive title III funding.	<input type="checkbox"/> We do not receive title III funding.
Purchased services - High quality staff and curriculum development contracts	We do not receive title III funding.	<input type="checkbox"/> We do not receive title III funding.

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	We no not recieve title III funding.	<input type="checkbox"/> We no not recieve title III funding.
Educational Software (Object Code 199)	We no not recieve title III funding.	<input type="checkbox"/> We no not recieve title III funding.
Travel	We no not recieve title III funding.	<input type="checkbox"/> We no not recieve title III funding.
Other	We no not recieve title III funding.	<input type="checkbox"/> We no not recieve title III funding.
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.

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

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

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

Part B: Strategies and Activities

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

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

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

□

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

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

□

We ensure that all documentation and announcements that are made available to students and families within our community where English is the spoken language at home are also translated and provided to families where other languages are spoken at home.

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

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:	\$202,903	\$115,954	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,193		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,800	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$20,290	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94%

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.

- All teachers who are not highly qualified are offered limited tuition reimbursement to ensure that they become highly qualified. Consideration will be given to programming decisions for the 2010-2011 school year to ensure that highly qualified teachers are teaching in their content area.

* 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.

□

SCHOOL PARENTAL INVOLVEMENT POLICY 2010-2011

PART I – GENERAL EXPECTATIONS

- 1) The Urban Assembly School for the Performing Arts (UASPA) agrees to implement the following statutory requirements:
 - a) The school will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b) In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of all parents including those with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111–State Plans* of the ESEA in an understandable and uniform format, and including alternative formats upon request, and to the extent practicable, in a language parents understand.
 - c) The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

- d) The school will ensure that the required school-level parental involvement policy meets the requirements of *Section 1118b.-School Parental Involvement Policy* of the ESEA and includes as a component a school-parent compact consistent with the *Section 1118.d-Shared Responsibilities for High Student Academic Achievement* of the ESEA.
- 2) The Urban Assembly School for the Performing Arts will carry out programs, activities, and procedures in accordance with this definition of parental involvement:
- a) Parent Involvement is defined as the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities including ensuring that:
 - i.) Parents play an integral role in assisting their child's learning;
 - ii.) Parents are encouraged to be actively involved in their child's education at school;
 - iii.) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - iv.) The carrying out of other activities, such as those described in *Section 1118b.-School Parental Involvement Policy* of the ESEA

PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1) The Urban Assembly School for the Performing Arts will take the following actions to involve parents in the process of school review and improvement under *Section 1116 Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - a) Describe for the parents our Title I and NCLB Status on parent orientation nights and Title I night.
 - b) Provide opportunities to hear about the monthly status of the school's instructional and management goals via the principal's report at all PA meetings.
 - c) Parents will be able to conduct a school wide Mid-Year Quality Review in February in conjunction with the School Leadership Team on the content and effectiveness of this parental involvement policy. The evaluation will:
 - i.) Identify barriers to greater participation by parents in parental involvement activities.
 - ii.) The survey will be developed with parent input, reviewed by administration, and shared with School Leadership Team and Parents Association.
- 2) The Urban Assembly School for the Performing Arts will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement through the following activities specifically described below:
 - a) Increase parent involvement in school under the following programs
 - i.) Student Recruitment
 - Attend High School Fair
 - Open House
 - ii.) Fundraising
 - iii.) Parent Outreach
 - Prepare meeting mailings
 - Call parents for meetings, workshops, etc

- iv.) Special Activities (increase student talent showcases and celebrations)
 - Winter Showcase
 - Spring Showcase
 - Majors Showcase
 - Family Jam Session
 - Jam Sessions
 - Cultural Celebrations
 - v.) Parent Volunteer Program
 - b) Increase parent learning opportunities via the Parent Resource Center and implementing workshops that promote parenting skills
 - c) Use the Parent Coordinator to organize and implement our parent involvement program that will be jointly developed with parents during Monthly Parent Association meetings.
 - d) Encourage participation at Parents Association meetings by celebrating student accomplishments.
 - e) Create awareness of curriculum and assessment at Grade Orientation Nights, Parent-Teacher conferences, individual meeting with the guidance counselors.
 - f) Encourage use of UASPA website as a useful resources and communication tool.
- 3) The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking the actions described in this paragraph:
 - a) The State's academic content standards;
 - b) The State's student academic achievement standards;
 - c) The State and local academic assessments including alternate assessments;
 - d) The requirements of Title I, Part A;
 - e) How to monitor their child's progress; and
 - f) How to work with educators.
 - 4) The school will provide materials and training to help parents work with their children to improve their children's academic achievement to motivate and foster parental involvement.
 - 5) The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff in how to reach out to communicate with and work with parents as equal partners in the value and utility of contributions of parents and on how to implement and coordinate parent programs and build ties between parents and schools by:
 - a) Ensuring that the parent coordinator is held accountable to raising the level of parent involvement and quality of workshops for parents.
 - b) Ensuring that the best parent involvement practices are implemented at our school via our Parent Coordinator.
 - c) Training parent volunteers to take a more proactive role within our school community.
 - 6) The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with our partners Epic Theatre Ensemble, Apollo Theater Foundation, Mt. Sinai Adolescent Health Center, iMentor, HarlemStage/Aaron Davis Hall, Dance Theatre of Harlem, The Collegiate Chorale, National Jazz Museum in Harlem, Tony Bennett Foundation/Exploring the Arts

(ETA), Martha Graham School of Contemporary Dance and other programs that encourages parents participating in their children's education.

- 7) The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to all of the parents of our students in an understandable and uniform format, including alternative formats upon request, and, to the extent possible, in a language the parents can understand by:
 - a) Translating any and all communication to our parents in their native language;
 - b) Developing a list serve to reach out to parents;
 - c) Providing in-house translators to parents that don't speak English or speak English in a limited capacity;
 - d) Developing a website so that parents are apprised of school information;
 - e) Postings of meetings or notifications will be placed on the counter of the main office.

PART III - DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1) Other activities may include:
 - a) Providing parent courses in budgeting, healthcare, adolescent learning, ESL and among other training courses.
 - b) Parents creating our Parental Handbook with the Parent Coordinator.
 - c) Training parents to enhance the involvement of other parents in the many activities the school offers.
 - d) Teach parents how to access student performance information through the use of relevant websites such as Impact Ed and ARIS Parent Link.
 - e) Paying reasonable and necessary expenses associated with parental involvement activities; including transportation to enable parents to participate in school-related meetings and training sessions
 - f) Adopting and implementing model approaches to improving parental involvement.
 - g) Providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

PART IV – ADOPTION

- 1) This School's Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs for the 2009-2010 school year.
 - 2) This policy was adopted by the Urban Assembly School for the Performing Arts and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children in or before October 2009.
- 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.

□

School-Parent Compact

We, the school and parents, agree to work cooperatively to provide for the successful education of our children.

SCHOOL

We understand : the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation when possible.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need and function of a Pupil Personal team.

We understand: the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Consistent updates on Impact Ed that reports to parents on their children's progress**
- **Reasonable access to staff**
- **Observation of classroom activities**

PARENT/GUARDIAN

I understand: parental Involvement can improve student moral, attitude and academic achievement in all subjects. By getting involved, parents can reduce their learner's risk of academic failure and dropping out before graduation.

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities because parent involvement plays a critical role in helping students to achieve their greatest potential.

I understand: having my partnership will encourage my child to work much harder to meet our goals of producing students who can and will perform at the very highest levels.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need to work with my child on schoolwork

I understand: the need for me to monitor my child's:

- Attendance at school

- Educational goals and Grades on Impact Ed
- Supporting performance events
- Encourage them to participate in extracurricular activities
- Health needs

I understand: the need to share responsibility for my child's improved academic achievement.

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need to help cultivate the environment in our school with your ongoing presence, commitment and support by tracking your child's learning and secure options for their future success. As now is our moment to be present and journey together with them toward college.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

I understand: the need for me to be present at the performing art events and activities. The performing arts element is important to develop my child's imagination as it is to develop their academic skills by promoting the development of communication, critical thinking, disciplined study, and active learning.

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.

See section IV

2. Schoolwide reform strategies that:

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

See sections III, V and VI

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.

See sections III, V and VI

- o Help provide an enriched and accelerated curriculum.
 - See sections III, V and VI
- o Meet the educational needs of historically underserved populations.
 - See sections III, V and VI
- 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.
 - See sections III, V and VI
- o Are consistent with and are designed to implement State and local improvement, if any.
 - See sections III, V and VI

3. Instruction by highly qualified staff.

We require all staff members to be highly qualified to work at Urban Assembly School for the Performing Arts.

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.

Teachers participate in weekly grade team and content team meetings where curricula, student work, and data are analyzed. Teachers participate in one hour and thirty minutes of professional development Monthly. All staff attends an annual two-day, overnight professional development retreat to improve student achievement. Annually, all staff participates in a minimum of three full days of professional development based on students and staff member need.

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

We attracted over fifty applicants for every position open at UASPA. We believe that applicants are attracted to us for the following reasons: Teachers at UASPA work collaboratively in teams. We are Professional Learning Community committed to developing all members of our community. In addition, many teachers are attracted to the Performing Arts theme and to the opportunity to infuse the performing arts in all lessons.

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

Parents Association and Parent Coordinator collaborate to bring-in professionals to offer workshops to parents throughout the year. Some of these workshops will be How to Talk to Your Child About “Hot Topics”, College Awareness, and The Financial Aid Process, among others. In addition we have set up a parent center equipped with a telephone for parents to use. We use the online system ImpactED to increase parental involvement in student progress and to increase parent-teacher communication.

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.

Teacher leaders head Content Teams. Content Teams create learning targets in order to track individual student growth towards reaching the learning targets. Professional Development is provided to support this work. ImpactED also supports this work and allows students and families to be able to see student progress.

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.

Grade Teams review data and create action plans for Academic Intervention. Special Education is provided using the Integrated Co-Teaching model that allows for intervention for Special Education and General Education students. Special Education teacher caseload is kept low to ensure that General Education students can receive needed services.

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.

School maintains compliance with Federal, State and Local service and programs.

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 Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</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. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			\$202,903	True	1, 2
Title I, Part A (ARRA)	Federal		No		\$115,954	True	1, 2
IDEA	Federal				\$84,264	True	1,2
Tax Levy	Local	Yes			\$2,005,852	True	1,2,3
C4E	State	Yes			\$18,766	True	1

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.)

6

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

This population is offered counseling, access to Academic Intervention Services and our parent coordinator is notified of the students' status.

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).

n/a

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_05M369_102610-160617.doc

LAP Narrative 05m369:

I. ELL Identification Process

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

When a student comes to our school who has not been administered the Home Language Identification Survey (HLIS) they are given this survey to determine LAB-R eligibility. They are given both the informal and formal initial assessment. If they qualify, they are administered the LAB-R. LAB-R assessment data is analyzed to determine whether the student is eligible for ELL services. At the end of the year ELL students are administered the NYSESLAT. This is all done by Ms. Carrie Jackson our ESL teacher. Ms. Jackson has taken all of the necessary course work for ESL certification and is waiting to take the CST exam. She is a highly qualified fully certified Social Studies 7-12 teacher.

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

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

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

II. Programming and Scheduling

The Urban Assembly School for the Performing Arts currently has seventeen English Language Learners ranging from grades 9 -12. Student proficiency levels range from beginning to advanced English Language Learners. The instruction delivery to support ELLs is differentiated and infused in the performing arts. The organizational model currently used is heterogeneous pull-out with small

group instruction and collaborative team teaching within 45 minute periods. Instructional approaches used to make content more comprehensible is infused with performing arts within the academic subjects. Students are able to speak, listen, write, and read using performing arts techniques. In addition, the ELL program is a student-centered curriculum that includes TESOL and QTEL teaching methods/strategies to support students. These techniques along with standards based curriculum are designed to ensure that they will graduate and be equipped with the skills to attend and complete college.

The intervention program targeted for ELLs include pull-out small group instruction within a 45 minute period. The range of intervention services include collaborative team teaching, differentiated instruction, support from guidance counselors and parent coordinator. The ELL program is a student-centered curriculum that includes TESOL and QTEL teaching strategies. The use of Smart Board technology and media is used with ELLs throughout the content areas. Providing programs and services for English Language Learners will continue to develop at our school content areas.

III. Professional Development and Support for School Staff

The ELL teacher has attended training through the Office of English Language Learners and continues to seek additional professional development opportunities to support ELL instruction. Teachers receive ongoing instructional strategies and methods across the curriculum to support the needs of English Language Learners. Teachers receive 90 minutes of professional development per month and also meet in grade and content teams weekly to target groups of student for inquiry and intervention. Students are assigned to an advisory and work with their advisor through their transition to high school.

IV. Parental Involvement

Parents are involved through the Parents Association, the School Leadership Team, Open School, Workshops, Performances, and numerous other celebrations. These activities address the needs of

I. Parental Involvement

As we are a new school and a small program we have only had six students take Regents exams. The remaining students who have not taken exams yet are underclassmen. None of our students have opted to take the exams in their native language and we did not think it was appropriate for them given the following organizations to enrich our community:

- Epic Theatre Ensemble
- Apollo Theater Foundation

It is difficult to analyze test data and determine patterns when six students have taken exams.

Native language has not been used for those two students but systems are in place to use native language as an aid when appropriate.

- Dance Theatre of Harlem

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

- The Collegiate Chorus

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Assembly School for the Performing Arts					
District:	5	DBN:	05M369	School		310500011369

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		82.7	85.2	79.2
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	88	133	121				
Grade 10	78	88	105				
Grade 11	52	66	65				
Grade 12	0	44	54				
Ungraded	0	0	2				
Total	218	331	347				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.7	94.8	96.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.1	91.7	83.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	12	6

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	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	0	3	2	Principal Suspensions	11	31	34
# in Collaborative Team Teaching (CTT) Classes	9	21	28	Superintendent Suspensions	14	18	20
Number all others	20	20	22				

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	11	18	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	5	4
# receiving ESL services only	5	12	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	4	TBD				

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
	3	1	37	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	0.0	0.0	24.0
				% more than 5 years teaching anywhere	18.2	5.6	20.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	61.0	72.0
American Indian or Alaska Native	0.9	0.6	0.6	% core classes taught by "highly qualified" teachers	85.4	94.7	76.8
Black or African American	62.4	59.2	58.8				
Hispanic or Latino	35.3	36.9	38.6				
Asian or Native Hawaiian/Other Pacific	0.5	0.6	0.9				
White	0.9	1.5	1.2				
Male	18.8	22.1	20.7				
Female	81.2	77.9	79.3				

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	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	v
Math:	X
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	X		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	X	
Hispanic or Latino				v	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	X	
Student groups making				4	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	70.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	4.7	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	15.6	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	46.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

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

**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 CFN-7	District 05	School Number 369	School Name UASPA
Principal Fia Davis		Assistant Principal Benjamin Schott Meghan Carroll	
Coach N/A		Coach N/A	
Teacher/Subject Area Carrie Jackson, ESL, Social St		Guidance Counselor Dina Colon	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Jason Lopez	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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	0
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	359	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	4.74%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

When a student comes to our school who has not been administered the Home Language Identification Survey (HLIS) they are given this survey to determine LAB-R eligibility. They are given both the informal and formal initial assessment. If they qualify, they are administered the LAB-R. LAB-R assessment data is analyzed to determine whether the student is eligible for ELL services. At the end of the year ELL students are administered the NYSESLAT. This is all done by Ms. Carrie Jackson our ESL teacher. Ms. Jackson has taken all of the necessary course work for ESL certification and is waiting to take the CST exam. She is a highly qualified fully certified Social Studies 7-12 teacher.

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

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

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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	To t#

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
TOTAL	0	10	4	2	1	17								

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 L	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									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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										10	4	2	1	17
Chinese														0

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	10	4	2	1	17								

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.

The Urban Assembly School for the Performing Arts currently has seventeen English Language Learners ranging from grades 9 -12. Student proficiency levels range from beginning to advance English Language Learners. The instruction delivery to support ELLs is differentiated and infused in the performing arts. The organizational model currently used is heterogeneous pull-out with small group instruction and collaborative team teaching within 45 minute periods. Instructional approaches used to make content more comprehensible is infused with performing arts within the academic subjects. Students are able to speak, listen, write, and read using performing arts techniques. In addition, the ELL program is a student-centered curriculum that includes TESOL and QTEL teaching methods/strategies to support students. These techniques along with standards based curriculum are designed to ensure that they will graduate and be equipped with the skills to attend and complete college.

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

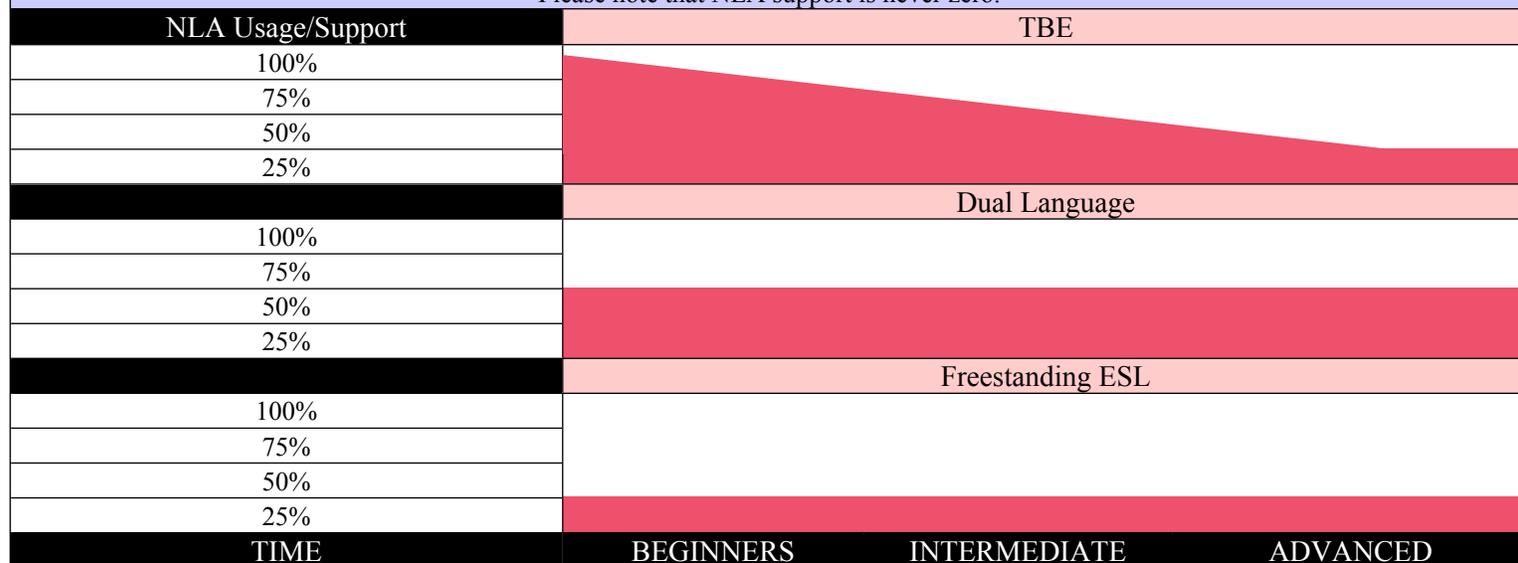
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

The Urban Assembly School for the Performing Arts currently has seventeen English Language Learners. The intervention program targeted for ELLs include pull-out small group instruction within a 45 minute period. The range of intervention services include collaborative team teaching, differentiated instruction, support from guidance counselors and parent coordinator. The ELL program is a student-centered curriculum that includes TESOL and QTEL teaching strategies. The use of Smart Board technology and media is used with ELLs throughout the content areas. Providing programs and services for English Language Learners will continue to develop at our school content areas.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ELL teacher has attended training through the Office of English Language Learners and continues to seek additional professional development opportunities to support ELL instruction. Teachers receive ongoing instructional strategies and methods across the curriculum to support the needs of English Language Learners. Teachers receive 90 minutes of professional development per month and also meet in grade and content teams weekly to target groups of student for inquiry and intervention. Students are assigned to an advisory and work with their advisor through their transition to high school.

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										6	1	1	0	8
Advanced (A)										3	3	1	1	8
Total	0	0	0	0	0	0	0	0	0	10	4	2	1	17

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										3	1	1	1
	A										4	0	0	0
	P										3	3	1	0
READING/ WRITING	B										3	0	1	1
	I										4	2	0	0
	A										3	2	1	0
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
English	Native Language	English	Native Language	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Math <u>Integ Alg</u>	4		2	
Math <u>Geo</u>	2		1	
Biology				
Chemistry				
Earth Science				
Living Environment	4		3	
Physics				
Global History and Geography	3		3	
US History and Government	1		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

appropriate for them given their native language abilities. Testing modification were provided (ie. Enlarged text, questions read aloud, and extended time) and benefited the students.

It is difficult to analyze this data and comment on patterns when six students have taken exams. Native language has not been used for those two students but systems are in place to use native language as an aid when appropriate.

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

Overall all of our students are working on writing skills to meet the demands of high school and the assessments needed to graduate. We work on reading skills to improve content literacy. As we are a performing arts school, performing arts is incorporated into the classroom. (ie. role play, use of media, playwriting, music – listening and performing). This infuses listening, reading, writing and speaking into activities that both strengthen skills and allow content to be comprehensible. We have recently required all freshmen to take a writing class to address the needs that were discovered through assessment.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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		