



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS
DBN (i.e. 01M001): 05M369
Principal: FIA DAVIS
Principal Email: FDAVIS3@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: SHANNON CURRAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Fia Davis	*Principal or Designee	
Nakia Smith	*UFT Chapter Leader or Designee	
Daisy Goins	*PA/PTA President or Designated Co-President	
Elizabeth Whitaker	DC 37 Representative, if applicable	
Destiny Snipe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diane Johnson	Member/ Teacher	
Kathie Delgado	Member/ Parent	
Martha Rodriguez	Member/ Parent	
Thomasina Moore	Member/ Parent	
Micai Moore	Member/ Student	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Goal# 1: In the 2013 – 2014 school year, in order to improve student academic performance and support teacher development, we will provide differentiated strategic support to teachers based on-going data analysis from observations (Option 2), and student achievement data.

QR 1.2* Pedagogy, 1.3* Leveraging Resources, 1.4 Positive Learning Environment, and 4.1 Teacher Support and Supervision

Danielson Domains 1 – 4 – UASPA Focus Components 2B, 2C and 3B, 3C Engagement

Depth of Knowledge is used to assess Rigor (DOK)

Measurable Objectives:

Building on our cycle of frequent mini-observations from the 2012-2013 school year, we have a 100% option two school for the 2013-2014 school year. Feedback at our school will continue to be meetings with respective administrators and coaches. In addition to evaluation our goal and expected outcome is to improve teacher practice and move our teachers to effective and highly effective practice based on the Danielson Domains.

Differentiated teacher support will lead to improved student engagement and achievement as measured by:

- Improved course pass rates
- Increased regent pass rates
- Increased credit accumulation

Based on our Progress Report Data and LES data we have made gains and still have to focus on our challenge areas. Last year we increased the overall score of 6.2 on Academic Expectations on the Learning Environment Survey (LES) to 7.6. We decided to continue this work as it has been a high leverage goal in our school community. In addition, with the new teacher evaluation system adding an instructional coach to our team who would be able to support teachers, give them critical feedback without evaluation, has only helped to strengthen the work of our team. We moved our **school progress** grade from and F to a C and we are two points away from a B in school progress. Our work is to build on the action plan implemented by the 9th grade team for credit accumulation (84.8% earned 10+ credits) and to continue to track the credit accumulation in grades 10-12 using the same process we implimented in our 9th grade team in order to improve credit accumulation in those grades.

Math is a challenge area for our school. In order to meet this challenge, we have anchored our Math team with two ninth grade math teachers and provided the team with coaching support from our instructional coach and additional coaching support from the network. We have restructured our math course offerings to create opportunities for deeper mathematical study. Our Math team requested and has attended common core training together as a team this year. The goal for the team is to really focus on CCLS alignment with attention to the instructional shifts. The team will use our interim assessments to meet students where they are and move them as mathematical thinkers and learners and to increase our overall regents and college readiness pass rates.

Comprehensive Needs Assessment

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

Based on new DOE initiatives (Charlotte Danielson, Common Core) it is necessary to develop a set of clear expectations for all teachers that will inform observations as well as Professional Development. Building on our cycle of frequent mini-observations from the 2012-2013 school year, we have a 100% option two school for the 2013-

2014 school year. Feedback at our school will continue to be meetings with respective administrators and coaches. In addition to evaluation our goal and expected outcome is to improve teacher practice and move our teachers to effective and highly effective practice based on the Danielson Domains. Differentiated teacher support will lead to improved student engagement and achievement as measured by:

- Improved course pass rates
- Increased regent pass rates
- Increased credit accumulation

Instructional Strategies/Activities

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

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

Math is a challenge area for our school. In order to meet this challenge, we have anchored our Math team with two ninth grade math teachers and provided the team with coaching support from our instructional coach and additional coaching support from the network. We have restructured our math course offerings to create opportunities for deeper mathematical study. Our Math team requested and has attended common core training together as a team this year. The goal for the team is to really focus on CCLS alignment with attention to the instructional shifts. The team will use our interim assessments to meet students where they are and move them as mathematical thinkers and learners and to increase our overall regents and college readiness pass rates.

Two Algebra sequences are offered to meet the needs of students: Algebra (for all students), and the Algebra 'Stretch' course (offering targeted support for students). Algebra II is offered to students who have met the minimum graduation requirement in Mathematics.

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

1. All Math teachers
2. Instructional Coach
3. Principal/Assistant Principal
4. Network Instructional Coaches
- 5.

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

1. Quarterly interim assessments to evaluate the progress and effectiveness: September, December, March and April.

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

1. August 2013 – June 2014

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

August 2013

- During Foundational Professional Development in August 2013, all UASPA teachers were introduced to the UASPA Instructional Handbook that includes the Charlotte Danielson framework, the timeline for mini-observations and feedback, formal observations and evaluation, and an outline of instructional supports available at UASPA.

November 2013

- Administrators identify teachers who need weekly mini-observation and feedback support.

December 2013

- PD Committee comprised of representative teachers is charged with directing professional development focus, inter-visitation calendar and resource allocation (i.e. coaching outside PD) needed to meet administrative expectations. Administration team meets with PD Committee twice monthly.

January - February 2014

- Administrators conduct two Mock Learning Environment Surveys and use results to inform two teacher focus-group sessions and discuss with PD Committee.

January - June 2014

- Admin feedback sessions with teachers layer in focused student progress monitoring data gathered from observed student work, DRP (Degree's of Reading Power) diagnostic, and mock regent exams.

September – June 2014

- Following mini-observations, and based on the DOE Instructional Expectations and the UASPA Instructional mandate, teachers will receive administrative feedback and set goals to improve practice.
- Bi-Weekly professional development and Weekly Grade and Content Teams will be differentiated in order to meet the needs of teachers based on the NYC DOE Citywide Instructional Expectations and UASPA Instructional Mandates.

September – June 2014

- Grade and Content team leaders will have monthly team leader meetings with the Administrative team to support their development as leaders and to meet the demands and requirements of the DOE instructional mandates and our Regents Readiness Plan.
- All new teachers will be matched with mentors and will participate in quarterly mentoring meetings with the administrative team

Ongoing

- Administrative Weekly Calendar Capturing Observation and Feedback Blocks
 - PD Committee Agenda and PD Calendar
 - Inter-visitation Sign-Up Sheets/Feedback Sheets
 - Network Coaching Logs
1. January and February Mock LES Survey Data

Strategies to Increase Parental Involvement

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

Parents have opportunities to speak with teachers about their students' progress through:

- Parent/Teacher conferences
- Parent involvement on the School Leadership Team
- Teacher feedback on our online assessment system, Skedula
- Increase the amount of performances and decrease the cost in encourage parental involvement
- Phone messenger will be used to communicate with families
- Monthly calendar mailings will go out to parents
- Create UASPA website

Teacher phone outreach

Budget and Resource Alignment

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

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

Service and program coordination

Per session for Foundational Professional Development: FSF

Teacher Supplies: FSF and Title 1 SWP

Professional Development: Title 1 SWP

Staff Retreats: Title 1 SWP

DRP Assessment Supplies: Title 1 and FSF

Mock Regent Exam Supplies: Title 1 and FSF

Assistant Principal of Supervision: Title FSF

Summer Professional Development: FSF

Mailing Supplies: FSF/Title 1 SWP

Skedula: Title 1 SWP

Goal and Action Plan #2

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

Annual Goal #2

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

Goal #2: In the 2013 - 2014 school year, we will continue to implement Common Core Alignment and Regents Readiness Plan. Building upon the success of our Regents Readiness Plan, we will include Degrees of Reading Power (DRP), Performance Based Assessments and ThinkReady assessments into our assessment plan for students.

QR 2.2 Assessment, 1.1* Curriculum, 1.3 Leveraging Resources, 3.4 High Expectations, 5.1 Monitoring and revising systems*

Danielson Domains 1 – 4 – UASPA Focus Components 2B, 2C and 3B, 3C Engagement

This goal encompasses our school-wide assessment plan aligned to the Regents and Common Core Learning Standards. We have created a coherent plan for grade teams, content teams, students, and parents to analyze student data in order to inform curriculum planning, improve instruction, meet the needs of all students, and increase Regents pass rates. Our interim assessment and CCLS alignment plan extends to our performing arts exit exams in music, theater and dance. Across classrooms our room environments are a reflection of our assessments. Teachers post unit learning targets, IA data, date of the next IA and unit exam and individual student data based our class grades and IAs. We have a data rich culture supported by our room environments.

Measurable Objectives:

Building on our cycle of assessments and our Interim Assessment plan from last year. Our school-wide assessments will lead to improved student engagement and achievement as measured by:

- Improved course pass rates
- Increased regent pass rates
- Increased credit accumulation

Comprehensive Needs Assessment

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

We moved our **school progress** grade from and F to a C and we are two points away from a B in school progress. Our work is to build on the action plan implemented by the 9th grade team for credit accumulation (84.8% earned 10+ credits) and to continue to track the credit accumulation in grades 10-12 using the same process we implemented in our 9th grade team in order to improve credit accumulation in those grades. This will be an interim assessment plan aligned to the Regents and Common Core Learning Standards to formalize routines and create a coherent plan for grade teams, content teams, students, and parents to analyze student data in order to inform curriculum planning, improve instruction, meet the needs of all students, and increase Regents pass rates.

Instructional Strategies/Activities

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

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

In the 2013-2014 school-year:

2. Differentiated teacher support will lead to improved student achievement as measured by:
 - a. Improved course pass rates
 - b. Increased regent pass rates
 - c. Increased credit accumulation
3. Increase agree/ strongly agree 64% in response outcome on teacher question "School leaders give me regular and helpful feedback about my teaching." on page 13 of our 2012 Learning Environment Survey(LES) to 74% agree/strongly agree for the coming 2013 LES.
4. Increase the overall score of of 6.2 on Academic Expectations on the Learning Environment Survey (LES) to 7.0.

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

1. UASPA's Common Core leadership team, comprised of administrators and teacher leaders, met during the Summer to plan CCLS professional development for the school year.
2. The Administrative Team and Network Achievement Coaches met to plan Regents Readiness Professional Development and to develop the UASPA Instructional Handbook for all teachers that outlines all of the instructional plans for the year.
3. Our staff returned to school early on August 30, 2013 to learn about the Instructional Plan for the school year.

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

1. Interim Assessments that are administered quarterly (September, December, March and April); also, the administration of the Degrees of Reading Power exams (DRPs).
2. Common Core meets biweekly at the school level to discuss and evaluate progress
3. Entire instructional team meets biweekly for extended professional development

7. Timeline for implementation and completion including start and end dates

1. August 2013 – June 2014

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

PD Cycles Based on Teacher Support and School Instructional Focus

We have organized our professional development calendar in Cycles. The idea is that we will continue to go through these PD Cycles to ensure teachers get continued support around our instructional focus and the Danielson Rubric throughout our school year. The rationale: If teachers can demonstrate effective practice in our instructional focus and our focus components, it will assist them in getting to effective practice in all of the other components and serve as the highest leverage for improved student achievement and improved student engagement. Our PD Cycles will also support teachers in making decisions about how to engage students with disabilities and ELL students in learning based on their specific needs.

Our PD Cycles in service to Danielson:

Cycle 1 – (Danielson 3B and QR 1.2 Pedagogy, CCLS alignment) – How can we use questioning and discussion as techniques to deepen student understanding and engagement?

Cycle 2 – (Danielson 3C and QR 1.1 Curriculum and 1.2 Pedagogy, CCLS alignment) - What are our students being asked to do? Does the learning task involve thinking and are students cognitively challenged?

Cycle 3 – (Danielson Domains 1,2,3,4 and QR 1.4 Assessment) – What does our data tell us and how do we plan to use to inform instruction and improve student achievement?

1. Each cycle begins with a Professional Development devoted to direct instruction in that area. Following each PD session our coaching and feedback sessions will focus on that cycles area. We can use our observations strategically because all of our teachers have selected option 2 giving us myriad opportunities to coach around our focus areas. Last year we built a culture of mini-observations with short face-to-face feedback sessions; therefore option 2 at our school meant maintaining a practice that worked for our community. This allows the administrative team and coaches to differentiate teacher support as needed. The Administrative team, of course, evaluates teachers on all domains. However, when our teachers meet with our coaches and administrators for feedback our focus is on Domains 2 and 3 based on where teachers are on the road to effective practice.

Timeline for 2013 – 2014:

- Professional development will be provided on Common Core Learning Standards and our Regents Readiness Plan (RRP).
- Students in grades 9-12 will take four Regents aligned Interim Assessments (IA) and teachers will share data and steps for improvement with all students.
- Ninth and tenth Grade students will take three DRP assessments.
- Grade Teams and Content Teams will analyze IA data and teachers will deliver instructional modification plans to the Administrative team following IAs.
- Students and parents will be provided with IA data.
- Performing arts teachers will implement two common core aligned units that meet the DOE instructional mandates.
- All Unit Exams will be aligned to the Regents exams.
- Performing Arts teachers will administer IAs that align to the NYC DOE Performing Arts Exit exams.
- Following the administration of IAs, content teams will norm their grading process and analyze data.
- Grade and content teams will meet to analyze assessment data and student work to inform curriculum planning and improve instruction.
- Administrators will facilitate data analysis conferences with teachers following interim assessments.
- Building on our work last year with conferencing, in November, teachers will receive full day conferencing professional development and will begin student conferences and work with students to build learning portfolios.
- All teachers will facilitate students creating learning portfolios that capture artifacts of student data and demonstrations of their learning.

Ongoing

- Weekly content team meetings will include curriculum and assessment data analysis and instructional modification plans based on data.
- Weekly grade team meetings will include student inquiry work and data analysis
- All teachers will administer two CCLS aligned units and capture artifacts of student work and data from these units.

- All students will create Student Learning Portfolios in all classes in order to increase student autonomy and track student data and progress.

Strategies to Increase Parental Involvement

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

Parents have opportunities to speak with teachers about their students' progress through:

- Parent/Teacher conferences
- Parent involvement on the School Leadership Team
- Teacher feedback on our online assessment system, Skedula
- Increase the amount of performances and decrease the cost to encourage parental involvement
- Phone messenger will be used to communicate with families
- Monthly calendar mailings will go out to parents
- Create UASPA website
- Teacher phone outreach

Mass emails from the Parents Association

Budget and Resource Alignment

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

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

Per session for Foundational Professional Development: FSF

Teacher Supplies: FSF and Title 1 SWP

Professional Development: Title 1 SWP

Staff Retreats: Title 1 SWP

DRP Assessment Supplies: Title 1 and FSF

Mock Regent Exam Supplies: Title 1 and FSF

Assistant Principal of Supervision: Title FSF

Summer Professional Development: FSF

Mailing Supplies: FSF/Title 1 SWP

Skedula: Title 1 SWP

Conferencing Supplies: Title 1 SWP/FSF

Content and Grade Team: FSF/Title 1 SWP

Goal and Action Plan #3

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

Annual Goal #3

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

Goal #3 - In the 2013-2014 school year we will create and utilize the common core team to drive our Instructional Core, create our PD plan, and support our content and grade team leaders throughout the school year.

QR 1.1* Curriculum, 1.2* Pedagogy, 1.3* Leveraging Resources, 1.4 Positive Learning Environment, 2.2* Assessment, 3.1 Goals and Action Plan, 3.4 High Expectations, 4.1 Teacher Support and Supervision, 5.1 *Monitoring and Revising Systems*

Our Common Core team meetings began during the summer. Our CCLS team is responsible for planning and facilitating all school-wide instructional decisions. With the support of our network, in addition to our required professional development time the CCLS team meets bi-weekly for 90 minutes to examine, plan and receive feedback on our instructional work. Our CCLS team is introduced to all PD plans before they are presented to our staff. In this way, we are able to engage key stakeholders across the school community to get feedback on our plans. By empowering our team as leaders they are able to analyze data and draw conclusions before meeting with their respective teams and thus support the teams in meeting our school goals. They are called to co-facilitate implementation of our PD cycle within PD and independently with our grade and content teams.

Measurable Objectives:

Our Common Core Team work will lead to improved student engagement and achievement as measured by:

- Improved course pass rates
- Increased regent pass rates
- Increased credit accumulation

Movement on the Danielson Rubric for our Instructional team especially in our targeted components

Comprehensive Needs Assessment

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

This will be an interim assessment plan aligned to the Regents and Common Core Learning Standards to formalize routines and create a coherent plan for grade teams, content teams, students, and parents to analyze student data in order to inform curriculum planning, improve instruction, meet the needs of all students, and increase Regents pass rates.

Our Common Core team meetings began during the summer. Our CCLS team is responsible for planning and facilitating all school-wide instructional decisions. With the support of our network, in addition to our required professional development time the CCLS team meets bi-weekly for 90 minutes to examine, plan and receive feedback on our instructional work. Our CCLS team is introduced to all PD plans before they are presented to our staff. In this way, we are able to engage key stakeholders across the school community to get feedback on our plans. By empowering our team as leaders they are able to analyze data and draw conclusions before meeting with their respective teams and thus support the teams in meeting our school goals. They are called to co-facilitate implementation of our PD cycle within PD and independently with our grade and content teams.

Instructional Strategies/Activities

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

1. **Strategies/activities that encompass the needs of identified subgroups**
2. Subgroups will be each group represented by the Common Core Team;
3. Each Common Core Team (CCT) member represents either a content or grade team;

4. Each leader on the CCT meets with their designated team once a week to turnkey critical information and CC-aligned materials

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

1. All instructional personnel

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

- Improved course pass rates
- Increased regent pass rates
- Increased credit accumulation

QR 1.1* Curriculum, 1.2* Pedagogy, 1.3* Leveraging Resources, 1.4 Positive Learning Environment, 2.2* Assessment, 3.1 Goals and Action Plan, 3.4 High Expectations, 4.1 Teacher Support and Supervision, 5.1 *Monitoring and Revising Systems*

7. Timeline for implementation and completion including start and end dates

1. August 2013 – June 2014

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

1. MOSL implementation at the school level, administered during Fall Semester
2. Bi-weekly 90 minute meetings to review and discuss strategies
3. Parent/teacher conference twice a year
4. Individual parent/teacher meetings scheduled on a case-by-case basis, as needed

Strategies to Increase Parental Involvement

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

Parents have opportunities to speak with teachers involved on the Common Core Team on a regular basis about their students' progress through:

- Parent/Teacher conferences
 - Parent involvement on the School Leadership Team
 - Teacher feedback on our online assessment system, Skedula
 - Increase the amount of performances and decrease the cost in encourage parental involvement
 - Phone messenger will be used to communicate with families
 - Monthly calendar mailings will go out to parents
 - Create UASPA website
- Teacher phone outreach

Budget and Resource Alignment

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

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

MOSL Funding
TL FSF

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.

5. Timeline for implementation and completion including start and end dates

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Literary circles • Wilson • Great leaps • Literacy strategies • Application of common core learning standards • Regents Readiness Plan 	<ul style="list-style-type: none"> • Small group instructions • Whole group • One to one Afterschool homework club	<ul style="list-style-type: none"> • Before the school day • During the school day • After the school day Saturday academy
Mathematics	<ul style="list-style-type: none"> • Application of common core learning standards Regents Readiness Plan	<ul style="list-style-type: none"> • Small group instructions • Whole group • One to one Afterschool homework club	<ul style="list-style-type: none"> • Before the school day • During the school day • After the school day Saturday academy
Science	<ul style="list-style-type: none"> • Application of common core learning standards • Regents Readiness Plan 	<ul style="list-style-type: none"> • Small group instructions • Whole group • One to one Afterschool homework club	<ul style="list-style-type: none"> • Before the school day • During the school day • After the school day Saturday academy
Social Studies	<ul style="list-style-type: none"> • Application of common core learning standards Regents Readiness Plan	<ul style="list-style-type: none"> • Small group instructions • Whole group • One to one Afterschool homework club	<ul style="list-style-type: none"> • Before the school day • During the school day • After the school day Saturday academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Mandated counseling • At risk counseling • Conflict resolution • Group counseling Family counseling	<ul style="list-style-type: none"> • Small group instructions • Whole group • One to one Afterschool clubs	<ul style="list-style-type: none"> • Before the school day • During the school day • After the school day Saturday academy

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> ○ Teachers will be offered tuition reimbursement (up to CUNY rates) in order to become highly qualified in their subject area. ○ Hiring criteria will require that teachers are highly qualified in their content ○ Create UASPA website ○ Teachers are offered classroom management training through the Urban Assembly ○ Attend teacher recruitment fairs ○ Examine resumes as part of hiring team ○ Examine teacher portfolios throughout the hiring process ○ Practice collaborative leadership ○ All staff and leadership retreat to build community and collaborate to create school goals ○ New Teacher mentoring ○ Weekly teacher support meetings

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Working with Advance team; administrative team has attended Advance training.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of Federal, State and local funds are consolidated and coordinated as per the NYCDOE compliance guidelines.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Common Core Team discusses the selection of appropriate measures on behalf of the grade teams and content teams, to ensure fair and accurate representation of all teachers at the school.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 369
School Name UASPA		

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

Principal Fia Davis	Assistant Principal Meghan McMahon
Coach Katherine Acevedo	Coach type here
ESL Teacher type here	Guidance Counselor Gabrina Pearson
Teacher/Subject Area Pamela Lewis/Special Education	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	11

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	0	0	6	0	4	11	0	5	24
Total	7	0	0	6	0	4	11	0	5	24

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	7	2	2	21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian										1				1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	12	8	2	2	24

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										5	1	0	0	6
Advanced (A)										2	6	2	1	11
Total	0	0	0	0	0	0	0	0	0	7	7	3	2	19

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school currently uses DRP data to inform our decisions based on all of our students, including ELLs. The DRP allows us to identify strengths and weaknesses across Common Core skill subsets such as key ideas, craft and structure and integration of knowledge and ideas. It also gives us the ability to identify each student's independent, instructional and frustration levels, thus allowing us to plan our instruction based on these levels.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data reveals that higher grade levels and/or years of service do not necessarily correlate with higher proficiency levels as one might assume.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Due to a system's error with the RNMR report, we do not currently have any data to interpret.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Currently, none of the ELL students have opted to take the exams in their native language, therefore a comparison between English and native language assessments cannot be made. As with all of our population, the results of the ELL periodic assessments are used to inform instruction, providing teachers with a plethora of data to use to drive our instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Though we are a high school, we have still utilized ELL data to create an RTI class for our freshman class which includes students (both ELL and non ELL) who have demonstrated the need for support in the area of English Language Arts.
6. How do you make sure that a child's second language development is considered in instructional decisions?
As with all students struggling in English, instruction is differentiated based on the functioning levels of all students in the class. Students are expected to read at their instructional levels, with teacher support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
A big component used to determine the success of our ELLs is our students' Regents scores. In addition, Interim Assessments over the course of the year reflect growth and the progress that students have made.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening,

administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At the beginning of each school year, we aim to conduct orientation sessions for parents of newly enrolled/identified ELL students, in which all three program choices are explained to parents in attendance.

It is understood that within 10 days of school admission, identified students should be assessed. This includes the Home Language Identification Survey, oral interview, and LAB-R. When necessary, translation is provided in Spanish. After the review of the HLIS and informal oral interview, eligible students are administered the LAB-R. This assessment data determines which students require ELL services. Towards the end of the year, students are administered the NYSESSESLAT, which will be analyzed to evaluate the success of the program.

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.
When necessary, translators are available in the school building to aid in parental understanding of information. Immediately following the analysis of students' scores, feedback will be provided to parents.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Records of forms will be kept in a safe and secure location.
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.
Our program is aligned with parent requests. Currently, we have not had any TBE or Dual Language requests from parents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Towards the end of the year, students are administered the NYSESSESLAT based on the informal oral interviews and LAB-R. The NYSESSESLAT will be analyzed to evaluate the success of the program. The assessment data as well as students' ability to function in school is analyzed at the end of the school year to evaluate the success of the program.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Parents tend to only request ESL services. We are currently in the process of hiring more ESL certified teachers.

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The Urban Assembly School for the Performing Arts currently has twenty four ELLs ranging from 9th through 12th grade. We are currently aiming to strengthen our organizational model of heterogeneous pull-out with small group instruction with the hiring of ESL certified teachers.

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)?

It is our expectation for ESL services to total one fifty minute period per day.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Instructional approaches used to make content more comprehensible are infused with performing arts within the academic subjects. Students are able to not only speak, but to listen, write and read using performing arts techniques.

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

We are currently looking to explore more avenues for ELLs to be appropriately evaluate in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Through a Common Core Standards Based curriculum, we can ensure that ELLs are being appropriately evaluated in all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

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

We are currently in the process of hiring more ELL support in hopes that newcoming, mid and long-term ELLs can be serviced at different times and different speeds. Former ELLs will continue to get service following test proficiency for two more years, however, the frequency of pull-out sessions would decrease.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We use a standards-based curriculum aligned with the Common Core in order to provide access to academic content areas while accelerating English language development.

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

By combining the needs of both an ELL and student with disability, we are able to achieve a student's IEP goals while also allowing that student to gain English proficiency. In many cases, the goals set forth in one's IEP reflect some level of English proficiency requirements as stated in the Common Core standards.

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

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

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

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

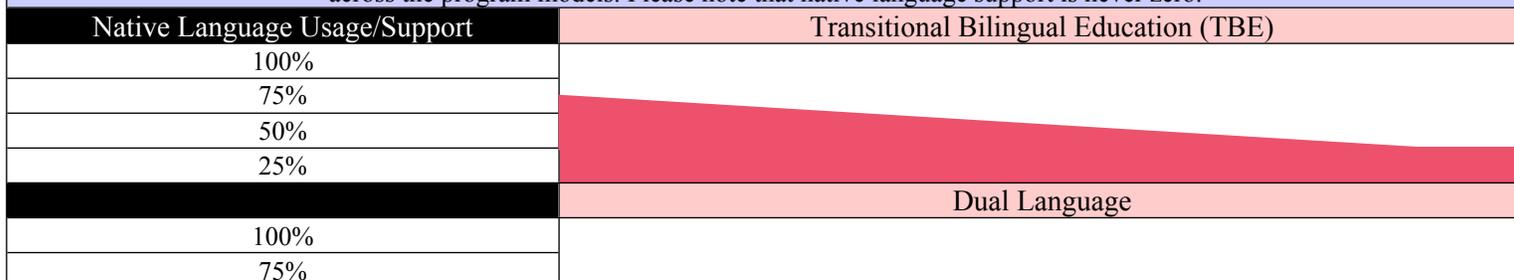
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- UASPA has a very small population of ELLs, many of which are freshman. We are in the process of including a small pull-out group for 45 minutes per day for all ELL students, however many of them already benefit from RTI small group instruction for five periods a week. In addition, many of our ELLs are strategically coded in Integrated Co-teaching classes for additional support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Overall, the ELLs in our population seem to be thriving, and there have been few concerns brought to administration's attention concerning ELL students. In those cases in which teachers have voiced concerns, differentiation within instruction has been of great very effective.
11. What new programs or improvements will be considered for the upcoming school year?
- Ideally, we would like to consider a pull-out program for ELLs in each grade level this upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- Currently, there are no systems in place that we would like to discontinue.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- School programs are based on need and are available to all students of UASPA. No singular demographic is excluded from partaking in any supplemental services that can aid in student achievement.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Smartboard technology and media are afforded to every classroom at UASPA, thereby supporting ELLs and all students enrolled.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We do not offer TBE or Dual Language programs, as our school's population of ELLs is quite small. Additionally, when appropriate, translation is used to improve understanding when necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Since the freshman group is noticeably larger this year, there has been a focus on instructional support for this grade.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELL students are afforded the same activities as all students of UASPA, including Epic Theatre Ensemble, which is an excellent program, as it requires translation for all students of UASPA, unfamiliar with Shakespearean English. This program allows ELLs to learn at the same pace as non ELL students, and partake in a performing arts initiative that uses performance to aid in comprehension of text. The school is also partnered with the following organizations:
- Apollo Theater Foundation
 - Mt. Sinai Adolescent Health Center SPEEK
 - iMentor
 - Harlem Stage/ 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
18. What language electives are offered to ELLs?
- Students in UASPA are offered the opportunity to take Spanish as a foreign language.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

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

This year, as part of an inhouse professional development workshop, our school plans on conducting an ELL workshop for all new and returning teachers, as part of the 7.5 hours of training that is mandatory for all teachers of ELLs.

D. Parental Involvement

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

Through the Parents Association, School Leadership Team, Workshops, Open School nights and performances, parents are provided with and are updated on their children's progress. Through incorporating parents into our school community, parents needs and concerns are evaluated and considered in the decision making processes of the school administrative team; school initiatives are created through the use of parent surveys as well.

E. Additional Information

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

Part VI: LAP Assurances

School Name: UASPA

School DBN: 05369M

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fia Davis	Principal		11/14/13
Mehan McMahon	Assistant Principal		11/14/13
	Parent Coordinator		
	ESL Teacher		
	Parent		11/14/13
Pamela Lewis	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
Katherine Acevedo	Coach		11/14/13
	Coach		
Gabrina Pearson	Guidance Counselor		11/14/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **05M369** School Name: **UA School for the Performing Arts**

Cluster: **1** Network: **CFN 105**

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

Part A: Needs Assessment Findings

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

Upon reviewing the Home Language Survey, UASPA is able to assess the school's written translation and oral interpretation needs. We also list the preferred language of parents written on many documents including IEP profile pages in SESIS and on blue emergency cards.

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.

After reviewing our needs, as with previous years, the majority of parents in need of translation are spanish-speaking.

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.

Currently, the translation services that the school provides are in-house school staff and parent volunteers. When letters are generated, staff and/parent volunteers lend their services to translate the letters prior to distribution.

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.

Similarly, oral interpretation services are also provided through in-house school staff and parent volunteers. Parents identified as in need of a translator attend meetings which include a UASPA staff member who will translate and interpret for the parent and others in attendance.

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

We will ensure that the Bill of Parent Rights are available upon registration. We also are the process of posting the parents' rights in guidance and at the main entrance of the school. This year we want to ensure that the availability of translation services is posted in the guidance department and at the main entrance of the school. The safety plan will also include procedures that ensure that all parents have access to administrative communication regardless of language barriers. When necessary, the school also plans to use the Department of Education translation services to provide memos and documents to parents in need.