

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**05M369**

**School Name:**

**URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS**

**Principal:**

**MEGHAN MCMAHON**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 05M369  
School Type: Public Grades Served: 9-12  
School Address: 509 West 129<sup>th</sup> Street  
Phone Number: 212-543-4460 Fax: 212-234-4975  
School Contact Person: Meghan McMahon Email Address: Mmcmahon3@schools.nyc.gov  
Principal: Meghan McMahon  
UFT Chapter Leader: Nakia Smith  
Parents' Association President: Daisy Goins  
SLT Chairperson: Diane Johnson  
Student Representative(s): Avel Montas, Jamiliya Dudley

**District Information**

District: 05 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 7<sup>th</sup> Ave NY, NY  
Superintendent's Email Address: [fwalsh@schools.nyc.gov](mailto:fwalsh@schools.nyc.gov)  
Phone Number: 917-903-8544 Fax: 212-356-7514

**Cluster and Network Information**

Cluster Number: 01 Cluster Leader: Chris Groll  
Network Number: 05 Network Leader: Shannon Curran

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meghan McMahon	*Principal or Designee	
Nakia Smith	*UFT Chapter Leader or Designee	
Daisy Goins	*PA/PTA President or Designated Co-President	
Mildred Diaz	DC 37 Representative, if applicable	
Avel Montas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jamiliya Dudley	Member/ Student	
Pam Walker	Member/ Parent	
Martha Rodriguez	Member/ Parent	
Thomasina Moore	Member/ Parent	
Diane Johnson	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and CEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Urban Assembly School for the Performing Arts (UASPA) engages students in college-preparatory curricula that infuses the performing arts into all aspects of the academic experience. By using the arts as a teaching tool and providing students with means to express themselves, UASPA breathes life and creativity into all subjects and builds confidence in all members of our school community. At UASPA, we believe that all students deserve access to a rigorous academic and artistic high school experience; therefore, we do not screen or audition our students and we attract students from all five boroughs of New York City, who may not have had previous access to artistic study. We have partnerships with key organizations, such as Tony Bennett Foundation/Exploring the Arts, Martha Graham Dance Company, EPIC Theatre Ensemble, and The Collegiate Chorale that support our teachers with improving instruction by infusing the arts into their classrooms and providing students with exceptional art and career based learning experiences. At UASPA, we believe that "education equals options," meaning that students' education and knowledge will provide them with the skills necessary to pursue the post-secondary path of their choice, whether that be in the arts or in another field. Our staff reflects these principles; for example, the principal is a dancer who pursued a career in education, the guidance counselor is a vocalist who pursued a career in counseling and teachers who have backgrounds in all areas of the arts who pursued a career in teaching.

UASPA ensures that students receive a rigorous education, are successful in earning a college degree and have a vision for what their future holds. In the 2013 – 2014 school year UASPA improved its graduation rate to 77% of students graduated within 4 years (as compared to city average of 68%) and 83% graduated within 6 years (as compared to city average of 73%). UASPA is partnered with College Bound Initiative and has a full time college counselor. 100% of UASPA graduating seniors since the development of this partnership in the 2007 – 2008 school year have been accepted to college and have earned an average of \$700,000 in scholarships as a class each year.

This year, UASPA has a new principal, who started as the founding history teacher in 2006 and became the Assistant Principal in 2010. Being part of the development of the school from its genesis, has allowed her to have a comprehensive understanding of the school's strengths and areas for development. While UASPA has many instructional highlights, we continue to work to create more consistency across classrooms so that students are constantly engaged in challenging tasks and discussions that promote high levels of thinking and learning. Another goal for the 2014 – 2015 school year is to solidify school-wide systems (ex: observation tracking, attendance, social/emotional support, attendance) that speak to one another so all stake-holders can more effectively collaborate to improve student achievement.

### **Key Areas of Focus for the 2014 – 2015 school year:**

#### **Rigorous Instruction-**

By June 2015, all staff and students will implement a shared set of routines that promote learning through text-based discussion in order to increase students' ability to analyze complex text\* and create text-based oral and written arguments, resulting in a 15% increase of all teachers' rating scores on Danielson Framework components 3B (Questioning and Discussion Techniques) and 3C (Engaging Students in Learning) as measured by Advance's Measure of Teacher Practice (MOTP).

\* Text includes informational text, non-fiction text, literature, plays, art critiques, performance videos, music scores, math problems.

#### **Supportive Environment:**

In the 2014 – 2015 school year, we will collaborate to cultivate student-centered classrooms in which students are consistently engaged in challenging tasks and discussions that promote high levels of thinking and learning. As a result of increasing student engagement, by August 2015, 85% of 9<sup>th</sup> grade students (Cohort T) will earn enough credits to be on track for high school graduation.

Setting this standard in 9<sup>th</sup> grade will lead to improvement in credit accumulation grades 10 – 12 and a higher graduation rate.

**Collaborative Teachers:**

In the 2014 – 2015 school year, weekly common core team meetings will focus on the development of the grade and content team leaders so that every month three out of four Monday professional development sessions on UASPA’s instructional focus are designed and facilitated by teacher leaders.

**Effective School Leadership:**

In the 2014 – 2015, the principal fosters a collaborative learning environment for teachers and students that illuminates the shared belief that Urban Assembly School for the Performing Arts students learn best in arts-infused, student-centered classrooms through reading, discussion and writing. As a result, by June 2015, there will be a 15% increase of all teachers’ rating scores on Danielson Framework components 3B (Questioning and Discussion Techniques) and 3C (Engaging Students in Learning) as measured by Advance’s Measure of Teacher Practice (MOTP).

**Strong Family and Community Ties**

In the 2014 – 2015 school year, UASPA will create and implement a response to intervention attendance system that will reduce the number of chronically absent students by 10%.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### Strengths:

#### **Feedback from Quality Review, What UASPA does well:**

1. School leaders make organizational decisions in scheduling, teacher assignments and budget to maximize student and adult learning (1.3)
  - The Common Core Learning Standards (CCLS) teacher team met three times over the summer and has taken the lead in ensuring that teaching initiatives are monitored and instructional practices are adjusted.
  - The CCLS team meets formally bi-weekly, they communicate with school leadership to ensure that teacher teams’ perspectives are shared regularly.
  - In addition, content and grade teams meet weekly.
  - Effective use of partnerships with Epic Theater Ensemble, College Bound Initiative, CUNY at Home, Tony Bennett Foundation/Exploring the Arts, Martha Graham Contemporary Dance, and the Apollo Theatre Foundation further supports the school’s arts focus and the goal to infuse the arts in all disciplines which is aligned to the schools instructional goals.
  - The effective use of teacher collaboration, resources, partnerships, and teacher assignments is leading to goal attainment and student achievement.
2. Teacher teams consistently analyze data and participate in leadership roles to improve instructional practice, thus supporting students’ academic achievement across the school.
  - All teachers are engaged in weekly teacher team meetings with opportunities to collaborate in department and grade team structures.
  - Teacher teams use various protocols to look at student work and analyze student progress from interim and performance assessments.
3. Instructional Highlights from the Quality Review
  - The use of CREED document (claim, reasoning, evidence, explanation and documentation) across subject areas to support students’ proficiency in referencing text based evidence in written and verbal arguments
  - The use of “gist,” a summarizing strategy used to get student to convey the gist of what they read succinctly in writing.
  - In an ELA team meeting, teachers shared the process of curriculum, unit and lesson revisions which has been the focus of their work.
  - An ELA teacher described how a unit on Of Mice and Men was aligned to the CCLS and the instructional shifts by incorporating supplemental non-fiction articles.
  - Teachers indicated that their work on teams has impacted their instructional practices by increasing their ability to share effective practices, thus increasing supports for student learning.
  - In an Integrated Co-Teaching (ICT) science class, students engaged in a self-assessment activity to determine if students met the learning targets in the ecology unit and their understanding of scientific inquiry from the second interim assessment. Students used the CREED protocol to “re-do” incorrect answers and gain a deeper understanding from the questions that were particularly challenging.

- The school uses and analyzes a variety of assessments including the DRP, Regents Exams, Interim Assessments (mock Regents), and teacher made tests for inquiry.

**School Quality Guide:**

Urban Assembly School for the Performing Arts is meeting target in both Student Progress (measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma) and Student Achievement (measures the school’s graduation rates and the types of diplomas received by the school’s students).

**School Survey Highlights:**

- 97% of parents Strongly Agree / Agree that the school “gives my child meaningful assignments that help him or her learn.”
- 97% of parents were Very Satisfied / Satisfied with the “education my child has received this year.”
- 85% of students Strongly Agree / Agree that “most of the teaching staff at my school help me reflect on my strengths and learn areas that I can improve in.”

**Needs Assessment:**

**MOSL ELA Performance Based Assessment:**

**Trait 3 Textual Analysis:** Analyzes both explicit and inferred ideas/information from texts through interpretation of the author’s meaning and purpose; Consistently refers to sources when appropriate (Level 4)

*Average By Grade*

- 9th Grade 2.48
- 10th Grade 2.55
- 11th Grade 2.40
- 12th Grade 2.39

**Trait 5 Reading:** Represents content from reading materials accurately; When appropriate, makes note of gaps in information or areas where the texts leave matters uncertain (Level 4)

*Average By Grade*

- 9<sup>th</sup> Grade 2.48
- 10<sup>th</sup> Grade 2.38
- 11<sup>th</sup> Grade 2.36
- 12<sup>th</sup> Grade 2.28

**Degrees of Reading Power (DRP) Assessment**

- 9th grade average (Winter ‘14): 51** (grade 4)
- 10th grade average (Winter ‘14): 55** (grade 5)
- 11th grade average (Winter ‘14): 59** (grade 6)
- 12th grade average (Winter ‘14): 62** (grade 7)

**Danielson 3B, Using Questioning & Discussion Techniques: 2013 - 2014 Teacher Ratings**

34% Effective, 59% Developing, 7% Ineffective (Average as of December 2014: 2)

**Danielson 3C, Engaging Students in Learning: 2013 - 2014 Teacher Ratings**

3% Highly Effective, 42% Effective, 48% Developing, 7% Ineffective (Average as of December 2014: 2.1)

**Feedback from Quality Review, What UASPA needs to improve:**

**1.** Ensure that curricula units, lessons, and learning tasks align to the CCLS to consistently promote rigor and higher order thinking for all learners. (1.1) (Developing)

- Inconsistent across classrooms of how teachers deliver rigorous tasks and higher order thinking
- Most lessons were teacher dominated allowing minimal student voice and thinking.
- Students are not consistently challenged to complete tasks that engage them in thinking, and learning activities that ensure progress towards college and career readiness.

**2. Build a shared understanding of effective instructional practices to ensure that all teachers consistently engage students in challenging tasks and discussions to promote high levels of thinking and learning. (1.2) (Developing)**

- Limited opportunities for students to engage in discussion and interaction with each other, thus impeding efforts to increase students' participation and thinking.

Based on the data gathered from the Quality Review, the DRP assessment and the MOSL assessment, the entire staff, led by the Common Core Team (comprised of the Principal, Instructional Coach, Dean and team leaders), created an instructional focus for the 2014 – 2015 school year that provides consistent opportunities across all classrooms for students to engage in challenging tasks and discussions to promote high levels of thinking and learning. The instructional focus is based on UASPA's shared belief that all students learn best through reading, discussion and writing.

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all staff and students will implement a shared set of routines that promote learning through text-based discussion in order to increase students' ability to analyze complex text\* and create text-based oral and written arguments, resulting in a 15% increase of all teachers' rating scores on Danielson Framework components 3B (Questioning and Discussion Techniques) and 3C (Engaging Students in Learning) as measured by Advance's Measure of Teacher Practice (MOTP).

\* Text includes informational text, non-fiction text, literature, plays, art critiques, performance videos, music scores, math problems.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Common Core Instructional Team, comprised of the Principal, Instructional coach, Dean of students, and grade and content team leaders, meets weekly to create short-term goals that will measure UASPA's progress towards all teachers meeting the instructional focus. The team designs and facilitates weekly professional development that focuses on helping all teachers meet the instructional focus. Professional Development includes modeling, practice, video norming, inter-visitation feedback and next steps around school-wide literacy, discussion and writing routines to address inclusive, rigorous, engaging and Common Core aligned instruction in all classrooms.	Principal, Instructional coach, all teachers, dean of students.  All UASPA students.	September 2014 – June 2015 CCLS Team meets weekly	Principal, Instructional Coach, and Common Core Team

<p>Grade teams meet weekly to analyze students data (academic, attendance, social/emotional) and gaps in student learning to identify supports that can be put in place so that learning and the instructional focus is accessible for all students.</p>	<p>Principal, Instructional Coach, All teachers, Guidance counselors.</p> <p>Each grade team selects an inquiry group of students from high-need student subgroups.</p>	<p>September 2014 – June 2015</p> <p>Grade Teams meet weekly</p>	<p>Principal, Instructional Coach, Grade Team Leaders</p>
<p>Content Teams meet weekly to analyze curricula and accompanying student work in order to improve daily Common Core alignment in order to promote rigor and higher order thinking for all learners.</p>	<p>Principal, Instructional Coach, all teachers</p> <p>Each presenting educator brings in three pieces of student work at varying levels to help norm what exceeding, meeting and approaching a common core learning standard looks like.</p>	<p>September 2014 – June 2015</p> <p>Content teams meet weekly.</p>	<p>Principal, Instructional Coach, Content Team Leaders</p>
<p>Teachers on grade and content teams engage in classroom inter-visitiation to foster collaboration and provide each other with feedback that will help teachers improve instruction and increase student achievement.</p>	<p>Principal, Instructional Coach, All Teachers</p> <p>All students</p>	<p>September 2014 – June 2015</p> <p>1 – 2 inter-visitiation / marking period</p>	<p>Principal, Instructional Coach, All Teachers</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Summer professional develop with Common Core Team
- Weekly Common Core team meeting for Principal, Instructional Coach, 10 teachers (per session)
- Weekly Grade Team meeting
- Weekly Content Team meeting
- Weekly common planning time
- Reports generated from Kinolved (attendance) and Skedula (Report Cards)
- Professional Development for team leaders outside of school (ex: Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts)
- Instructional Coach (partial teaching schedule to allow time for observations and professional development planning)
- Data such as Scholarship Reports, DRP MOSL, Regents, IA's, and other assessments
- Attendance data and social/emotional data ( Suspension report)
- Instructional coaches from Urban Assembly and New York Teaching Fellows
- Interim Assessments, DRP, MOSL
- Hire Assistant Principal

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Per Session for Foundational Professional Development: **TL**  
 Per Session for Common Core Team: **TL**  
 Teacher Supplies: **TL and Title I SWP**  
 Professional Development: **Title I SWP**  
 Staff Retreats: **Title I SWP**  
 DRP Assessment Supplies: **Title I SWP**  
 Summer Professional Development: **TL**  
 Skedula: **TL**

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
  - 7% increase of all teachers’ rating scores on Danielson Framework components 3B (Questioning and Discussion Techniques) and 3C (Engaging Students in Learning) as measured by Advance’s Measure of Teacher Practice (MOTP).
    - o 2.14 Teacher Average for 3B
    - o 2.2 Teacher Average for 3C

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### **Strengths:**

#### **Feedback from Quality Review, What UASPA does well:**

1. School leaders make organizational decisions in scheduling, teacher assignments and budget to maximize student and adult learning (1.3)
  - The Common Core Learning Standards (CCLS) teacher team met three times over the summer and has taken the lead in ensuring that teaching initiatives are monitored and instructional practices are adjusted.
  - The CCLS team meets formally bi-weekly, they communicate with school leadership to ensure that teacher teams’ perspectives are shared regularly.
  - In addition, content and grade teams meet weekly.
  - Effective use of partnerships with Epic Theater Ensemble, College Bound Initiative, CUNY at Home, Tony Bennett Foundation/Exploring the Arts, Martha Graham Contemporary Dance, and the Apollo Theatre Foundation further supports the school’s arts focus and the goal to infuse the arts in all disciplines which is aligned to the schools instructional goals.
  - The effective use of teacher collaboration, resources, partnerships, and teacher assignments is leading to goal attainment and student achievement.
2. Teacher teams consistently analyze data and participate in leadership roles to improve instructional practice, thus supporting students’ academic achievement across the school.
  - All teachers are engaged in weekly teacher team meetings with opportunities to collaborate in department and grade team structures.
  - Teacher teams use various protocols to look at student work and analyze student progress from interim and performance assessments.
3. Instructional Highlights from the Quality Review
  - The use of CREED document (claim, reasoning, evidence, explanation and documentation) across subject areas to support students’ proficiency in referencing text based evidence in written and verbal arguments
  - The use of “gist,” a summarizing strategy used to get student to convey the gist of what they read succinctly in writing.
  - In an ELA team meeting, teachers shared the process of curriculum, unit and lesson revisions which has been the focus of their work.
  - An ELA teacher described how a unit on Of Mice and Men was aligned to the CCLS and the instructional shifts by incorporating supplemental non-fiction articles.
  - Teachers indicated that their word on teams has impacted their instructional practices by increasing their ability to share effective practices, thus increasing supports for student learning.
  - In an Integrated Co-Teaching (ICT) science class, students engaged in a self-assessment activity to determine if students met the learning targets in the ecology unit and their understanding of scientific inquiry from the second interim assessment. Students used the CREED protocol to “re-do” incorrect answers and gain a deeper understanding from the questions that were particularly challenging.
  - The school uses and analyzes a variety of assessments including the DRP, Regents Exams, Interim Assessments (mock Regents), and teacher made tests for inquiry.

**School Quality Guide:**

Urban Assembly School for the Performing Arts is meeting target in both Student Progress (measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma) and Student Achievement (measures the school's graduation rates and the types of diplomas received by the school's students).

**School Survey Highlights:**

- 97% of parents Strongly Agree / Agree that the school "gives my child meaningful assignments that help him or her learn."
- 97% of parents were Very Satisfied / Satisfied with the "education my child has received this year."
- 85% of students Strongly Agree / Agree that "most of the teaching staff at my school help me reflect on my strengths and learn areas that I can improve in."
- 90% of parents Strongly Agree / Agree that "my child is safe in school."
- 96% of parents Strongly Agree / Agree that "students with disabilities are included in all school activities."
- 100% of teachers Strongly Disagree/ Disagree that "crime and violence are a problem at school."
- 77% of students Strongly Agree / Agree that "I am safe in my classes." As of November 19, 2014, there have been 0 incidents in classrooms, resulting in suspension.

**Needs Assessment:****MOSL ELA Performance Based Assessment:**

**Trait 3 Textual Analysis:** Analyzes both explicit and inferred ideas/information from texts through interpretation of the author's meaning and purpose; Consistently refers to sources when appropriate (Level 4)

*Average By Grade*

9th Grade 2.48  
10th Grade 2.55  
11th Grade 2.40  
12th Grade 2.39

**Trait 5 Reading:** Represents content from reading materials accurately; When appropriate, makes note of gaps in information or areas where the texts leave matters uncertain (Level 4)

*Average By Grade*

9<sup>th</sup> Grade 2.48  
10<sup>th</sup> Grade 2.38  
11<sup>th</sup> Grade 2.36  
12<sup>th</sup> Grade 2.28

**Degrees of Reading Power (DRP) Assessment**

**9th grade average (Winter '14): 51** (grade 4)  
**10th grade average (Winter '14): 55** (grade 5)  
**11th grade average (Winter '14): 59** (grade 6)  
**12th grade average (Winter '14): 62** (grade 7)

**Danielson 3B, Using Questioning & Discussion Techniques: 2013 - 2014 Teacher Ratings**

34% Effective, 59% Developing, 7% Ineffective (Average as of December 2014: 2)

**Danielson 3C, Engaging Students in Learning: 2013 - 2014 Teacher Ratings**

3% Highly Effective, 42% Effective, 48% Developing, 7% Ineffective (Average as of December 2014: 2.1)

**School Quality Snapshot:**

79% of students earned enough credits in 9<sup>th</sup> grade to be on track for high school graduation.  
81% of students earned enough credits in 10<sup>th</sup> grade to be on track for high school graduation.

**Feedback from Quality Review, What UASPA needs to improve:**

1. Ensure that curricula units, lessons, and learning tasks align to the CCLS to consistently promote rigor and higher order thinking for all learners. (1.1) (Developing)
  - Inconsistent across classrooms of how teachers deliver rigorous tasks and higher order thinking
  - Most lessons were teacher dominated allowing minimal student voice and thinking.
  - Students are not consistently challenged to complete tasks that engage them in thinking, and learning activities that ensure progress towards college and career readiness.
2. Build a shared understanding of effective instructional practices to ensure that all teachers consistently engage students in challenging tasks and discussions to promote high levels of thinking and learning. (1.2) (Developing)
  - Limited opportunities for students to engage in discussion and interaction with each other, thus impeding efforts to increase students’ participation and thinking.

**School Survey:**

- 38% of students Strongly Agree / Agree that “most of the teaching staff at my school make me excited about learning.”

Based on the data gathered from the Quality Review, the DRP assessment and the MOSL assessment, and the School Environment survey, the entire staff, led by the Common Core Team (comprised of team leaders), created an instructional focus for the 2014 – 2015 school year that provides consistent opportunities across all classrooms for students to engage in challenging tasks and discussions to promote high levels of thinking and learning. The instructional focus is based on UASPA’s shared belief that all students learn best through reading, discussion and writing. All of our professional development and team meetings (grade, content, PPT) have been focused on improving instruction around this focus and ensuring access for all students.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014 – 2015 school year, we will collaborate to cultivate student-centered classrooms in which students are consistently engaged in challenging tasks and discussions that promote high levels of thinking and learning. As a result of increasing student engagement, **by June 2015, 85% of 9<sup>th</sup> grade students (Cohort T) will earn enough credits to be on track for high school graduation.**

Setting this standard in 9<sup>th</sup> grade will lead to improvement in credit accumulation grades 10 – 12 and a higher graduation rate.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of			

Trust			
<p>The Common Core Instructional Team, comprised of the Principal, Instructional coach, Dean of students, and grade and content team leaders, meets weekly to create short-term goals that will measure UASPA’s progress towards all teachers meeting the instructional focus. The team designs and facilitates weekly professional development that focuses on helping all teachers meet the instructional focus. Professional Development includes modeling, practice, video norming, inter-visitation feedback and next steps around school-wide literacy, discussion and writing routines to address inclusive, rigorous, engaging and Common Core aligned instruction in all classrooms.</p>	<p>Principal, Instructional coach, all teachers, dean of students.</p> <p>All UASPA students.</p>	<p>September 2014 – June 2015 CCLS Team meets weekly</p>	<p>Principal, Instructional Coach, and Common Core Team</p>
<p><b>Grade Team Collaboration:</b></p> <p>Grade teams meet weekly to analyze students data (academic, attendance, social/emotional) and gaps in student learning to identify supports that can be put in place so that learning and the instructional focus is accessible for all students.</p> <p>Teachers on grade teams engage in classroom inter-visitation to foster collaboration and provide each other with feedback that will improve student achievement.</p>	<p>Each grade team selects an inquiry group of students from high-need student subgroups.</p>	<p>Grade teams meet weekly.</p> <p>Inter-visitation occurs 1-2 times/ marking period.</p>	<p>All teachers and guidance staff are members of the grade teams. Each grade team is facilitated by a grade team lead teacher.</p>
<p>Content Teams meet weekly to analyze curricula and accompanying student work in order to improve daily Common Core alignment in order to promote rigor and higher order thinking for all learners.</p>	<p>Principal, Instructional Coach, all teachers</p> <p>Each presenting educator brings in three pieces of student work at varying levels to help norm what exceeding, meeting and approaching a common core learning standard looks like.</p>	<p>September 2014 – June 2015</p> <p>Content teams meet weekly.</p>	<p>Principal, Instructional Coach, Content Team Leaders</p>
<p>Behavioral expectations and social/emotional support provided so all students are able to engage student-centered classrooms in which students are consistently engaged in challenging tasks and discussions that promote high levels of thinking and learning. - Pupil Personnel Team</p>	<p>Pupil Personnel Team meets weekly to complete a</p>	<p>September 2014 – June 2015. Weekly PPT Meetings</p>	<p>PPT members (Principal, School psychologist, Guidance counselors, Dean</p>

<p>- Support staff in collaboration with student government developed a behavioral expectation form that they use for conflict mediation and for students re-entering from suspension in order to help students more effectively manage their own behaviors.</p>	<p>needs assessment and determine appropriate academic and social-emotional interventions for all student referrals.</p> <p>Principal, deans and guidance use the behavioral expectation form with students as needed.</p>	<p>September 2014 – June 2015. Behavior intervention meetings as needed.</p>	<p>of Students, IEP Coordinator, Referring Teacher).</p>
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#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Summer professional develop with Common Core Team
- Weekly Common Core team meeting for Principal, Instructional Coach, 10 teachers (per session)
- Weekly Grade Team meeting
- Weekly Content Team meeting
- Weekly common planning time
- Reports generated from Kinolved (attendance) and Skedula (Report Cards)
- Professional Development for team leaders outside of school (ex: Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts)
- Instructional Coach (partial teaching schedule to allow time for observations and professional development planning)
- Data such as Scholarship Reports, DRP MOSL, Regents, IA's, and other assessments
- Attendance data and social/emotional data ( Suspension report)
- Instructional coaches from Urban Assembly and New York Teaching Fellows
- Interim Assessments, DRP, MOSL
- Mock School environment surveys

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Per Session for Foundational Professional Development: **TL**  
 Per Session for Common Core Team: **TL**  
 Teacher Supplies: **TL and Title I SWP**  
 Professional Development: **Title I SWP**

Staff Retreats: **Title I SWP**  
 DRP Assessment Supplies: **Title I SWP**  
 Summer Professional Development: **TL**  
 Skedula: **TL**  
 Kinvolved: **TL**

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmarks:

- 85% of 9<sup>th</sup> grade students have earned 5 credits.
- Teacher improvement in Danielson components 3B and 3C (Connection to the Instructional Focus)
- Decrease in classroom incidents resulting in suspension from 2013 – 2014 school year

**Part 6b.** Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### **Strengths:**

##### **Feedback from Quality Review, What UASPA does well:**

1. School leaders make organizational decisions in scheduling, teacher assignments and budget to maximize student and adult learning (1.3)
  - The Common Core Learning Standards (CCLS) teacher team met three times over the summer and has taken the lead in ensuring that teaching initiatives are monitored and instructional practices are adjusted.
  - The CCLS team meets formally bi-weekly, they communicate with school leadership to ensure that teacher teams’ perspectives are shared regularly.
  - In addition, content and grade teams meet weekly.
  - The effective use of teacher collaboration, resources, partnerships, and teacher assignments is leading to goal attainment and student achievement.
2. Teacher teams consistently analyze data and participate in leadership roles to improve instructional practice, thus supporting students’ academic achievement across the school.
  - All teachers are engaged in weekly teacher team meetings with opportunities to collaborate in department and grade team structures.
  - Teacher teams use various protocols to look at student work and analyze student progress from interim and performance assessments.

##### **School Survey Highlights:**

- 94% of teachers Strongly Agree / Agree that “teachers in my school work together on teams to improve their instructional practice.”
- 94% of teachers feel supported to a Great Extent / Some Extent by “other teachers at your school.”
- 100% of teachers Strongly Agree / Agree that “teachers in my school trust each other.”

#### **Needs Assessment:**

##### **2013 – 2014 CEP:**

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 to 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 cycles.

##### **Danielson 3B, Using Questioning & Discussion Techniques: 2013 - 2014 Teacher Ratings**

34% Effective, 59% Developing, 7% Ineffective (Average as of December 2014: 2)

**Danielson 3C, Engaging Students in Learning: 2013 - 2014 Teacher Ratings**

3% Highly Effective, 42% Effective, 48% Developing, 7% Ineffective (Average as of December 2014: 2.1)

In order to leverage our team’s best instructional practices (as highlighted in the Quality Review), leverage the support and trust teachers have for one another at the school, and further develop the leadership of grade and content team leaders, we decided to have our Common Core team meet weekly instead of bi-weekly, with the focus on the development of team leader capacity to plan, facilitate, and provide each other with feedback on differentiated weekly professional development for all teachers based on clearly defined criteria.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014 – 2015 school year, weekly common core team meetings will focus on the development of the grade and content team leaders so that every month three out of four Monday professional development sessions on UASPA’s instructional focus are designed and facilitated by teacher leaders.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
The Common Core Instructional Team, comprised of the Principal, Instructional coach, Dean of students, and grade and content team leaders, meets weekly to create short-team goals that will measure UASPA’s progress towards all teachers meeting the instructional focus. The team designs and facilitates weekly professional development that focuses on helping all teachers meet the instructional focus. Professional Development includes modeling, practice, video norming, inter-visitation feedback and next steps around school-wide literacy, discussion and writing routines to address inclusive, rigorous, engaging and Common Core aligned instruction in all classrooms. The Instructional coach collects feedback weekly from PD and the school will administer mock school environment surveys.	Principal, Instructional coach, all teachers, dean of students.  All UASPA students.	September 2014 – June 2015 CCLS Team meets weekly	Principal, Instructional Coach, and Common Core Team
Members of the common core team will facilitate weekly differentiated PD. The team will plan and provide each other with feedback using a shared set of criteria.	Principal, Instructional Coach, Common Core team, all teachers	September 2014 – June 2015 PD weekly	Principal, Instructional Coach, and Common Core Team

	All students		
Weekly professional development will be planned based on on-going data analysis from mini-observations (Options 2 and 3), inter-visitation and student achievement data.	All teachers All students	September 2014 – June 2015 Weekly Common Core meetings	Principal, Instructional Coach and Common Core Team.
Additional support for teacher leaders and new teachers will be provided by an Urban Assembly achievement coach and NYC Teaching Fellows coach weekly.	New teachers, teachers who need additional support based on observation and student data.	September 2014 – June 2015. Weekly observation feedback meetings.	Principal, Instructional Coach, Urban Assembly achievement coaches, NYC Teaching Fellows coach.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Summer professional develop with Common Core Team
- Weekly Common Core team meeting for Principal, Instructional Coach, 10 teachers (per session)
- Weekly Grade Team meeting
- Weekly Content Team meeting
- Weekly common planning time
- Professional Development for team leaders outside of school (ex: Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts)
- Instructional Coach (partial teaching schedule to allow time for observations and professional development planning)
- Data such as Scholarship Reports, DRP MOSL, Regents, IA’s, and other assessments
- Attendance data and social/emotional data (Suspension report)
- Instructional coaches from Urban Assembly and New York Teaching Fellows
- Coverages for inter-visitation
- Interim Assessments, DRP, MOSL
- Mock School Environment surveys
- Hire Assistant Principal

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Per Session for Foundational Professional Development: **TL**  
 Per Session for Common Core Team: **TL**  
 Teacher Supplies: **TL and Title I SWP**  
 Professional Development: **Title I SWP**  
 Staff Retreats: **Title I SWP**

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmark:

- Three out of four Monday professional development sessions on UASPA’s instructional focus are designed and facilitated by teacher leaders.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### **Strengths:**

##### **Feedback from Quality Review, What UASPA does well:**

1. School leaders make organizational decisions in scheduling, teacher assignments and budget to maximize student and adult learning (1.3)
  - The Common Core Learning Standards (CCLS) teacher team met three times over the summer and has taken the lead in ensuring that teaching initiatives are monitored and instructional practices are adjusted.
  - The CCLS team meets formally bi-weekly, they communicate with school leadership to ensure that teacher teams’ perspectives are shared regularly.
  - In addition, content and grade teams meet weekly.
  - Effective use of partnerships with Epic Theater Ensemble, College Bound Initiative, CUNY at Home, Tony Bennett Foundation/Exploring the Arts, Martha Graham Contemporary Dance, and the Apollo Theatre Foundation further supports the school’s arts focus and the goal to infuse the arts in all disciplines which is aligned to the schools instructional goals.
  - The effective use of teacher collaboration, resources, partnerships, and teacher assignments is leading to goal attainment and student achievement.
2. Teacher teams consistently analyze data and participate in leadership roles to improve instructional practice, thus supporting students’ academic achievement across the school.
  - All teachers are engaged in weekly teacher team meetings with opportunities to collaborate in department and grade team structures.
  - Teacher teams use various protocols to look at student work and analyze student progress from interim and performance assessments.
3. Instructional Highlights from the Quality Review
  - The use of CREED document (claim, reasoning, evidence, explanation and documentation) across subject areas to support students’ proficiency in referencing text based evidence in written and verbal arguments
  - The use of “gist,” a summarizing strategy used to get student to convey the gist of what they read succinctly in writing.
  - In an ELA team meeting, teachers shared the process of curriculum, unit and lesson revisions which has been the focus of their work.
  - An ELA teacher described how a unit on *Of Mice and Men* was aligned to the CCLS and the instructional shifts by incorporating supplemental non-fiction articles.
  - Teachers indicated that their work on teams has impacted their instructional practices by increasing their ability to share effective practices, thus increasing supports for student learning.
  - In an Integrated Co-Teaching (ICT) science class, students engaged in a self-assessment activity to determine if students met the learning targets in the ecology unit and their understanding of scientific inquiry from the second interim assessment. Students used the CREED protocol to “re-do” incorrect

answers and gain a deeper understanding from the questions that were particularly challenging.

- . The school uses and analyzes a variety of assessments including the DRP, Regents Exams, Interim Assessments (mock Regents), and teacher made tests for inquiry.

#### **School Quality Guide:**

Urban Assembly School for the Performing Arts is meeting target in both Student Progress (measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma) and Student Achievement (measures the school's graduation rates and the types of diplomas received by the school's students).

#### **Needs Assessment:**

#### **MOSL ELA Performance Based Assessment:**

**Trait 3 Textual Analysis:** Analyzes both explicit and inferred ideas/information from texts through interpretation of the author's meaning and purpose; Consistently refers to sources when appropriate (Level 4)

*Average By Grade*

9th Grade 2.48

10th Grade 2.55

11th Grade 2.40

12th Grade 2.39

**Trait 5 Reading:** Represents content from reading materials accurately; When appropriate, makes note of gaps in information or areas where the texts leave matters uncertain (Level 4)

*Average By Grade*

9<sup>th</sup> Grade 2.48

10<sup>th</sup> Grade 2.38

11<sup>th</sup> Grade 2.36

12<sup>th</sup> Grade 2.28

#### **Degrees of Reading Power (DRP) Assessment**

**9th grade average (Winter '14): 51** (grade 4)

**10th grade average (Winter '14): 55** (grade 5)

**11th grade average (Winter '14): 59** (grade 6)

**12th grade average (Winter '14): 62** (grade 7)

#### **Danielson 3B, Using Questioning & Discussion Techniques: 2013 - 2014 Teacher Ratings**

34% Effective, 59% Developing, 7% Ineffective (Average as of December 2014: 2)

#### **Danielson 3C, Engaging Students in Learning: 2013 - 2014 Teacher Ratings**

3% Highly Effective, 42% Effective, 48% Developing, 7% Ineffective (Average as of December 2014: 2.1)

#### **Danielson 3B, Using Questioning & Discussion Techniques: December 2014**

Teacher Average: 1.95

#### **Danielson 3C, Engaging Students in Learning: December 2014**

Teacher Average: 2.25

#### **Feedback from Quality Review, What UASPA needs to improve:**

##### **Quality Review- Instructional Core rated developing**

**1.** Ensure that curricula units, lessons, and learning tasks align to the CCLS to consistently promote rigor and higher order thinking for all learners. (1.1) (Developing)

- Inconsistent across classrooms of how teachers deliver rigorous tasks and higher order thinking
- Most lessons were teacher dominated allowing minimal student voice and thinking.
- Students are not consistently challenged to complete tasks that engage them in thinking, and learning activities that ensure progress towards college and career readiness.

2. Build a shared understanding of effective instructional practices to ensure that all teachers consistently engage students in challenging tasks and discussions to promote high levels of thinking and learning. (1.2) (Developing)

- Limited opportunities for students to engage in discussion and interaction with each other, thus impeding efforts to increase students’ participation and thinking.

**School Survey:**

- 38% of students Strongly Agree / Agree that “most of the teaching staff at my school make me excited about learning.”

As a result of being rated Developing across the Instructional Core on the 2013 – 2014 Quality Review rubric, the principal has worked collaboratively with teachers and staff to focus on our shared belief that Urban Assembly School for the Performing Arts students learn best in arts-infused, student-centered classrooms through reading, discussion and writing. All of our Professional Development (whole staff, grade team, content team, observation feedback from principal, coaches and peers) has the clear focus of developing shared routines and practices that will engage our students in challenging tasks and discussions that promote high levels of thinking and learning. In addition, the beginning of UASPA’s mission statement reads, “UASPA aims to sustain a challenging college-preparatory curriculum that infuses the performing arts into all aspects of the academic experience;” however, many of our teachers have expressed the need to learn more about effectively infusing the performing arts into their content areas. As a result, EPIC Theatre is leading a series of performing arts infusion professional development sessions on performing arts infusion techniques during Term 1. During Term 2, teachers will develop personal performing arts infusion plans and work with members of EPIC Theatre Ensemble, myself and our instructional coach to implement learned strategies.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014 – 2015, the principal fosters a collaborative learning environment for teachers and students that illuminates the shared belief that Urban Assembly School for the Performing Arts students learn best in arts-infused, student-centered classrooms through reading, discussion and writing. As a result, by June 2015, there will be a 15% increase of all teachers’ rating scores on Danielson Framework components 3B (Questioning and Discussion Techniques) and 3C (Engaging Students in Learning) as measured by Advance’s Measure of Teacher Practice (MOTP).

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Common Core Instructional Team, comprised of the Principal, Instructional coach, Dean of students, and grade and content team leaders, meets weekly to create short-team goals that will	Principal, Instructional coach, all	September 2014 – June 2015	Principal, Instructional Coach, and

<p>measure UASPA’s progress towards all teachers meeting the instructional focus. The team designs and facilitates weekly professional development that focuses on helping all teachers meet the instructional focus. Professional Development includes modeling, practice, video norming, inter-visitation feedback and next steps around school-wide literacy, discussion and writing routines to address inclusive, rigorous, engaging and Common Core aligned instruction in all classrooms.</p>	<p>teachers, dean of students.</p> <p>All UASPA students.</p>	<p>CCLS Team meets weekly</p>	<p>Common Core Team</p>
<p>Grade Team Collaboration:</p> <p>Grade teams meet weekly to analyze students data (academic, attendance, social/emotional) and gaps in student learning to identify supports that can be put in place so that learning and the instructional focus is accessible for all students.</p> <p>Teachers on grade teams engage in classroom inter-visitation to foster collaboration and provide each other with feedback that will improve student achievement.</p>	<p>Each grade team selects an inquiry group of students from high- need student subgroups.</p>	<p>September 2014 – June 2015</p> <p>Grade Teams meet weekly</p>	<p>Principal, Instructional Coach, Grade Team Leaders</p>
<p>Content Teams meet weekly to analyze curricula and accompanying student work in order to improve daily Common Core alignment in order to promote rigor and higher order thinking for all learners.</p>	<p>Principal, Instructional Coach, all teachers</p> <p>Each presenting educator brings in three pieces of student work at varying levels to help norm what exceeding, meeting and approaching a common core learning standard looks like.</p>	<p>September 2014 – June 2015</p> <p>Content teams meet weekly.</p>	<p>Principal, Instructional Coach, Content Team Leaders</p>
<p>All teachers participate in Arts-Infusion professional development series facilitated by EPIC Theatre Ensemble to utilize arts-infusion strategies in order to engage all learners.</p>	<p>Principal, Instructional Coach, All teachers.</p> <p>Strategies implemented by all teachers to reach all learners.</p>	<p>Four PD Sessions during Term 1.</p> <p>Individualized support offered throughout Term 2.</p>	<p>Principal, Instructional Coach, EPIC Theater Ensemble.</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Summer professional develop with Common Core Team
- Weekly Common Core team meeting for Principal, Instructional Coach, 10 teachers (per session)
- Weekly Grade Team meeting
- Weekly Content Team meeting
- Weekly common planning time
- Professional Development for team leaders outside of school
- Instructional Coach (partial teaching schedule to allow time for observations and professional development planning)
- Grants to fund work with EPIC Theatre Ensemble
- Data such as Scholarship Reports, DRP MOSL, Regents, IA’s, and other assessments
- Attendance data and social/emotional data (Suspension report)
- Instructional coaches from Urban Assembly and New York Teaching Fellows
- Coverages for inter-visitation
- Interim Assessments, DRP, MOSL

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Per Session for Foundational Professional Development: **TL**  
 Per Session for Common Core Team: **TL**  
 Teacher Supplies: **TL and Title I SWP**  
 Professional Development: **Title I SWP**  
 Staff Retreats: **Title I SWP**  
 Summer Professional Development: **TL**  
 Exploring the Arts Principals Grant: **Grants**

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

- 7% increase of all teachers’ rating scores on Danielson Framework components 3B (Questioning and Discussion Techniques) and 3C (Engaging Students in Learning) as measured by Advance’s Measure of Teacher Practice (MOTP).
  - o 2.14 Teacher Average for 3B
  - o 2.2 Teacher Average for 3C

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### Strengths:

**Improved Attendance (YTD): 82%**

#### **School Survey Highlights:**

- 94% of parents Strongly Agree / Agree that “My child’s school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.”
- 94% of parents Strongly Agree / Agree that “My child’s school makes me feel welcome.”

#### Needs:

**2013 – 2014 Attendance: 79.5%**

**Students with chronic absences: 92**

#### **School Survey:**

- 61% of parents have “been invited to an event at your child’s school” 5 or more times or 3 – 4 times.
- 65% of parents reported that the best way for the school to get information to them regarding their child is through email.
- 76% of parents reported that the best way for the school to get information to them regarding their child is by phone.

#### **Attendance procedures:**

Daily automated calls to parents/guardians of students who were absent.

In order to improve attendance and leverage the relationships the school has cultivated with parents, UASPA is developing an Attendance Handbook that includes our shared attendance policy and expectations, attendance team roles and responsibilities, logistics, and supports. In addition, instead of using automated phone calls, parents/guardians will receive personal phone calls from our Parent Coordinator and guidance counselors so we are both connecting more personally with our families and so we can collect data on why students are absent so we can create action plans that are directly aligned. We also purchased an online attendance program, Kininvolved, so that our parents can receive daily messages from teachers about their child’s attendance for each period. In addition, we added Advisory back into the schedule and will use the Advisor/Advisee relationships to help improve attendance for a targeted group of students.

## Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014 – 2015 school year, UASPA will create and implement a response to intervention attendance system that will reduce the number of chronically absent students by 10%.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly attendance team meetings to analyze attendance data and develop strategies for improving attendance using an RTI approach to attendance.	Students with severe (38 days or more), chronic (20 days or more) as well as students at risk for either category.	September 2014 – June 2015. Weekly meetings.	Principal, Guidance Counselors, Parent Coordinator, Attendance Coordinator/Assistant Dean of Students, Attendance Teacher
Daily outreach to parents regarding attendance:  Utilize our online attendance system, Kinolved, to provide parents with daily attendance information. Daily outreach to parents of absent students by our Parent Coordinator and Guidance Counselors is recorded in the Daily Attendance log and emailed to the entire staff.	All students for Kinolved.  All absent students.	September 2014 – June 2015. Daily Kinolved messages.  Daily parent/guardian phone calls	All teachers, Guidance Counselors, Parent Coordinator
Develop a UASPA Attendance Handbook that includes our shared attendance policy and expectations, attendance team roles and responsibilities, logistics, and supports.	All students	Handbook finalized and presented to students and all staff January 2015.	Attendance team will create the handbook. All staff and teachers will be responsible for the implementation of

			attendance structures and protocols.
Advisors will “adopt” 1 – 2 attendance buddies with whom they will nurture a trusting a relationship and help the student(s) improve his/her attendance.	Targeted chronic absent student.	January 2015 – June 2015.	All staff.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Adjustment of schedule for our Parent Coordinator, who is new to the position, to best utilize her time to communicate with our parents and guardians regarding attendance consistently.
- Entire attendance to coordinate all moving pieces to plan: encouraging parent engagement/involvement, matching advisors to attendance buddies, creating attendance handbook, making daily outreach, upkeep of Kininvolved application
- Consistent support from Urban Assembly coach, who aids in collecting and disaggregating data, provides research-based interventions and strategies and brainstorm ideas.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Per Session for Foundational Professional Development: **TL**  
 Per Session for Common Core Team: **TL**  
 Teacher Supplies: **TL and Title I SWP**  
 Professional Development: **Title I SWP**  
 Staff Retreats: **Title I SWP**  
 DRP Assessment Supplies: **Title I SWP**  
 Summer Professional Development: **TL**  
 Skedula: **TL**  
 Kininvolved: **TL**  
 School Messenger: **TL**  
 Mailings: **TL**  
 Parental Involvement: **Title I SWP**

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

- Reduce the number of chronically absent students YTD compared to 2013 – 2014 YTD chronically absent students.

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.	Literary circles, Wilson, Great leaps, Literacy strategies, Application of common core learning standards, Regents Readiness Plan, Lightsail iPad Program	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the school day, Saturday academy
<b>Mathematics</b>	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.	Application of common core learning standards Regents Readiness Plan	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy
<b>Science</b>	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.	Application of common core learning standards, Regents Readiness Plan	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy
<b>Social Studies</b>	Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.	Application of common core learning standards Regents Readiness Plan	Small group instructions, Whole group, One to one	Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Dean Referrals, Teacher Reports, Suspensions, Teacher Observations	Mandated counseling, At risk counseling, Conflict resolution, Group counseling Family counseling, girls and boys mentoring group	Small group instructions, Whole group, One to one	Afterschool clubs, Before the school day, During the school day, After the school day Saturday academy

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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.

- Create partnerships with nearby colleges with Teacher Education programs
- Host student teachers in various subject areas
- Create an Urban Assembly School for the Performing Arts website
- Attend Teacher recruitment fairs
- Create a hiring criteria that requires that all teachers are highly qualified in their content areas
- Create a hiring committee that examines all resumes and portfolios of potential candidates
- Provide a mentor or "buddy" for new teachers to the building and the education field
- All staff and leadership retreat in the Spring to continue to build community and create school goals
- Weekly support meetings for teachers
- Practice collaborative leadership
- Various professional development opportunities that are offered through the Urban Assembly network

#### 2b. 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).

The Common Core Team meets weekly to plan the weekly 40 minute professional development for all teachers. The Professional Development Cycle begins with Week 1 – Common Core Team models instructional practice and engages teachers in role-play; Week 2 – Teachers norm video as a whole group; Week 3 – Small groups of teachers norm video based on content and teacher need (differentiated) and Week 4 – Performing Arts Infusion. We will continue to go through these PD cycles to ensure teachers get continued support around our instructional focus throughout the school year. Our PD cycles will also support teachers in making instructional decisions about how to engage all students including students with disabilities and English Language Learners. In addition, every new teacher is mentored by a member of the Common Core Team. Teachers have weekly support meetings with either the Principal, Instructional Coach or New York City Teaching Fellows Coach. An all staff and leadership retreat is offered to build community and collaboration to create schools goals and develop the instructional focus.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

### **3b. 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).

## **Part 4: SWP Schools Only**

### **4a. 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.).

### **4b. 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.

The Common Core Team is lead by the Instructional Coach and comprised of Science, Social Studies, English and Math Content Team Leaders, Student Intervention Chair, UFT Representative, Dean of Students, the Principal and supported by Urban Assembly Achievement Coach. The team met three times during the Summer of 2014 to develop the Instructional Focus for 2014 – 2015 based on data from the previous year’s scholarship, attendance and social/emotional; DRP; MOSL; and Quality Review Report 2013 - 2014. The Common Core team meets for one hour every Monday to examine, plan, and receive feedback on our instructional work. The team’s work involves developing the professional development calendar, facilitating professional development, developing strategies to help attain our instructional focus, support teacher in our respective content, model best practices, analyze curricula items such as lesson plans and unit plans, and utilize feedback from the weekly professional development to collaborate on next steps for school-wide literacy routines and other instructional practices. By empowering this team of leaders they are able to analyze data and draw conclusions before meeting with their respective teams and thus support teams in meeting our school goals.

### **4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	243,230	X	9,11,13,15,17
Title I School Improvement 1003(a)	Federal	0	N/A	
Title I Priority and Focus School Improvement Funds	Federal	0	N/A	
Title II, Part A	Federal	0	N/A	
Title III, Part A	Federal	0	N/A	
Title III, Immigrant	Federal	0	N/A	
Tax Levy (FSF)	Local	2,080,751	X	9,11,13,15,17

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

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

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

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

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **Urban Assembly School for the Performing Arts** 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 the school and the families. The 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 the school community. **Urban Assembly School for the Performing Arts** 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 the school community;

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

The 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;
- 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;

### School-Parent Compact (SPC)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 [i](#).

## Part I: School ELL Profile

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

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>369</b>
School Name <b>UASPA</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	7	0	0	6	0	4	11	0	5	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>24</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)												1	1	2
Intermediate(I)										5	1	0	0	6
Advanced (A)										2	6	2	1	11
Total	<b>0</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>19</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
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 [AMAQ 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](#).)  
Ath 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 expalined 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 NYSSESLAT, 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 reuests 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 NYSESLEAT based on the informal oral interviews and LAB-R. The NYSESLAP will be analyzed to evaluate the success of the program. The assessment data as well as students' ability to function in school is analyzed and 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. *①*  
Parent tend to only request ESL services. We are currently in the process of hiring more ESL certified teachers.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

The Urban Assembly School for the Performing Arts currently has twenty four ELLs ranging from 9<sup>th</sup> through 12<sup>th</sup> grade. We are currently aiming to strengthen our organizational model of heterogenous 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 proficieny requirements as stated in the Common Core standards.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

### Courses Taught in Languages Other than English ⓘ

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

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

Social Studies:				
Math:				
Science:				

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

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

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

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

### Native Language Usage and Supports

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



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

### **C. Professional Development and Support for School Staff**

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

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**

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

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

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

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.