2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 05M369
School Name: URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS
Principal: MEGHAN McMAHON
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th>Urban Assembly School for the Performing Arts</th>
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</thead>
<tbody>
<tr>
<td><strong>School Number (DBN):</strong></td>
<td>05M369</td>
</tr>
<tr>
<td><strong>BEDS Code:</strong></td>
<td>310500011369</td>
</tr>
<tr>
<td><strong>Grades Served:</strong></td>
<td>9 – 12</td>
</tr>
<tr>
<td><strong>School Address:</strong></td>
<td>509 West 129th Street</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>212-543-4460</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>212-234-4975</td>
</tr>
<tr>
<td><strong>School Contact Person:</strong></td>
<td>Meghan McMahon</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:mmcmahon3@schools.nyc.gov">mmcmahon3@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
<td>Meghan McMahon</td>
</tr>
<tr>
<td><strong>UFT Chapter Leader:</strong></td>
<td>Gena Ross</td>
</tr>
<tr>
<td><strong>Parents’ Association President:</strong></td>
<td>Daisy Goins</td>
</tr>
<tr>
<td><strong>SLT Chairperson:</strong></td>
<td>Diane Johnson</td>
</tr>
<tr>
<td><strong>Title I Parent Representative (or Parent Advisory Council Chairperson):</strong></td>
<td>Maria Maisonet</td>
</tr>
<tr>
<td><strong>Student Representative(s):</strong></td>
<td>Hailey Petrus, Luan Tavarez</td>
</tr>
<tr>
<td><strong>CBO Representative:</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>

### District Information

| **Affinity Schools CUNY/UA:** | Fred Walsh |
| **Geographical District:** | Superintendent: |
| **Superintendent’s Office Address:** | 333 7th Ave NY, NY |
| **Superintendent’s Email Address:** | fwalsh@schools.nyc.gov |
| **Phone Number:** | 917-903-8544 |
| **Fax:** | 212-356-7514 |
Field Support Center (FSC)

FSC: Affinity

Executive Director: Alexandra Anormaliza

Executive Director’s Office Address: 131 Livingston Street, Room 606

Executive Director’s Email Address: aanorma@schools.nyc.gov

Phone Number: (718)935-5618

Fax: (718)935-5941
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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk *.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meghan McMahon</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Gena Ross</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Daisy Goins</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Mildred Diaz</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Maria Maisonet</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Hailey Petrus</td>
<td>Student Representative</td>
<td></td>
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<tr>
<td></td>
<td><em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Luan Tavarez</td>
<td>Student Representative</td>
<td></td>
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<tr>
<td></td>
<td><em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Shavon Robinson</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Vernell Glover</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Diane Johnson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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</tr>
<tr>
<td>CerroneMcCrary</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>JohanaPaternostro</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>TyraMiddleton</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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 administrators value each other.</td>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2**: 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.

- **Step 3**: Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4**: 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.

- **Step 5**: Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6**: 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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**

1. **What is your school’s mission statement?**

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Urban Assembly School for the Performing Arts (UASP) 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, UASP breathes life and creativity into all subjects and builds confidence in all members of our school community. At UASP, 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 UASP, 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.

UASP ensures that students receive a rigorous education, are successful in earning a college degree and have a vision for what their future holds. UASP is partnered with College Bound Initiative and has a full time college counselor. 100% of UASP 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.

In the 2016 - 2017 school year, UASP earned 9 Proficient Ratings and 1 Developing Rating on the Quality Review. In the 2017 - 2018 school year, UASP was acknowledged through visits from the Superintendent and Deputy Superintendent for shared instructional practices across classrooms that reflect the school’s belief about how students learn best. Practices include accountable talk, annotating, students referencing evidence from text to defend their writing and discussions, opportunities for self-assessment and teachers making the assessment criteria known both verbally and visually. Teachers are supported through frequent cycles of classroom observations and the trends are used to plan targeted professional development. While UASP has many instructional highlights, we continue to provide teachers with cycles of professional development and opportunities for inter-visitations and common planning focused on curricula development and formative assessment practices.

3. Describe any special student populations and what their specific needs are.

UASP continues to build our social-emotional program that focuses on using advisory to teach social emotional skills. Over 80% of our student body receives free/reduced lunch and the average incoming ELA and Math proficiency scores are 2.22 and 2.11 respectively. As a small school, we work to support our student achievement through various supports. We strongly believe that the development of peer to peer relationships and teacher to student relationships creates the context for students to feel more connected to school. Based on previous research, the implementation of high quality SEL programs lead to a number of positive outcomes for students including: enhanced academic
achievement (as measured through credit accumulation), higher attendance, lower rates of behavioral concerns (as measured by discipline referrals and suspension rates), stronger climate (as measured through the NYC school survey and the NYC Panorama Survey) and ultimately higher graduation rates.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Progress: Supportive Environment & Collaborative Teachers. Within this area, our overall attendance increased from 80.8% to 82.9% and chronic absenteeism decreased 8.5% from 61.2% to 52.7%.

Key Area of Focus: Supportive Environment & Rigorous Instruction. Within this area, we will continue to work on our attendance and Regents data.
### School Demographics and Accountability Snapshot for 05M369

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 356
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 12
- # SETSS (ELA): 22
- # Integrated Collaborative Teaching (ELA): 84
- # Special Classes (Math): 11
- # SETSS (Math): 12
- # Integrated Collaborative Teaching (Math): 84

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 8
- # Music: 5
- # Drama: 5
- # Foreign Language: 5
- # CTE: N/A

#### School Composition (2017-18)
- % Title I Population: 90.0%
- % Attendance Rate: 82.9%
- % Free Lunch: 96.8%
- % Limited English Proficient: 7.3%
- % Students with Disabilities: 24.4%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.3%
- % Black or African American: 52.0%
- % Hispanic or Latino: 43.3%
- % Asian or Native Hawaiian/Pacific Islander: 0.3%
- % White: 0.8%
- % Multi-Racial: 3.7%

#### Personnel (2015-16)
- Years Principal Assigned to School: 4.14
- Number of Assistant Principals: 2
- % of Teachers with No Valid Teaching Certificate: 9%
- % Teaching Out of Certification: 50%
- % Teaching with Fewer Than 3 Years of Experience: 36%
- Average Teacher Absences (2014-15): 6.1

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 82%
- Mathematics Performance at levels 3 & 4: 72%
- Global History Performance at levels 3 & 4: 97%
- US History Performance at Levels 3 & 4: 75%
- 4 Year Graduation Rate: 71.4%
- 6 Year Graduation Rate (2011 Cohort): 81.1%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 12%

#### Overall NYSED Accountability Status (2018-19)
- Reward: No
- Recognition: N/A
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A
- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

#### High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO
  - ALL STUDENTS: YES
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: YSH
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: NO
  - ALL STUDENTS: NO
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: YES
  - ALL STUDENTS: YES
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

Feedback from Quality Review, What UASPA does well:

1. Teacher teams consistently analyze assessment data for students they share through their grade team inquiry work. “A grade nine teacher team was observed in a student work protocol meeting. Teachers individually read a student writing sample and then shared their observations. After reading the writing sample, teachers discussed which practices would support the student learning. (4.2- Proficient)

2. Distributed leadership structures allow teachers to have a voice in key decisions across the school. “A teacher leader stated that their goal was to support teachers in improving in the Danielson Framework for teaching, including domains under questioning, engagement and assessment. (4.2- Proficient)

3. Teachers create assessments and use rubrics that allow for, “actionable feedback to students during instruction and make adjustments to meet all students’ learning needs.” (2.2) Students also were able to use the rubrics for self assessment, “A student self-evaluation rubric for earth science provided the teacher with areas of strength and areas that the students feels need improvement.” (2.2) Finally, rubrics allowed teachers to make adjustments to their instruction, “Teachers have stated that they make other adjustments in teacher practices.” (2.2- Proficient)

4. During professional development high expectations are consistently communicated, “To support the expectation of providing rigorous instruction, the principal provided professional development on questioning discussion assessment and Regents Data." In professional development, teachers were required to, “revise a lesson plan to include circulating with a purpose, inclusive of sharing the assessment criteria, circulating and providing feedback based on the assessment criteria and responding to data (3.4- Proficient)

Feedback from Principal Performance Review 2017-2018
1. The principal focused on misalignment between standards, learning targets and tasks. By the late fall, in addition to unit planning, the professional development plan shifted its focus to lesson planning where tasks and learning targets were aligned. Leadership observed a need for improvement in how teachers make in-the-moment adjustments to address student misconceptions. Therefore, after Term 1, a focus on anticipating and responding to student misconception was added to the scope of the work (2.2)

2. Administrators provide one-on-one coaching with lesson planning and trained teacher leaders to engage in similar coaching. Teachers are making an effort to use rubrics to promote self-assessment and peer-assessment. Feedback and planning is coming to life in the classrooms. Strong levels of student engagement was observed consistently across classrooms (1.2, 2.2)

School Survey Highlights (2017 – 2018 school year):

1. Common Core Shifts in Literacy (100% positive response on survey)
2. Common Core Shifts in Math (100% positive response on survey)
3. 91% of students responded that, in most of all of their classes, it's clear what they need to do to get a good grade.
4. 83% of students responded that in most of their classes, know what their teachers want them to learn in their classes.

Needs Assessment :

Danielson Ratings (2017 – 2018)

1E: 2.53
3B: 2.51
3C: 2.64
3D: 2.6
Domain 3: 2.58

Regents Data (2017)

ELA: 77%
Global History: 52%
U.S. History: 75% (Up from 70% June 2016)
Algebra CC: 51%

Living Environment: 50%

Incoming Average Proficiency Level

ELA Proficiency (9th Grade): 2.22

Math Proficiency (10th Grade): 2.11

Feedback from Quality Review, What UASPA needs to improve:

In some classes, teacher use differentiated instruction to support students with disabilities and ELLS. Some teachers use exit tickets that are adjusted to meet the needs of individual students. Some lesson plans demonstrated ways to engage a diversity of students into the curriculum.

Feedback from Principal Performance Review 2017 - 2018

Area of Focus:

1. Continue to develop teacher’s expertise in creating engaging student-centered discussions, communicating success criteria and delivering quality feedback to improve student outcomes.

2. Continue to support ICT partners to ensure there is a strong rationale for their choice of models to meet the needs of all learners.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the level of rigor across classrooms will improve, as evidenced by an increase in 10% on all Regents exams.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team, all teachers, dean of students. All UASPA students</td>
<td>September 2018 – June 2019: PD Team meets twice a week</td>
<td>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</td>
</tr>
</tbody>
</table>

The Professional Development Team – comprised of the Principal, Assistant Principal, Instructional Coach, Dean of Students, and grade and content team leaders – will meet weekly to create short term goals that will measure progress toward all teachers meeting the Instructional Focus. The Team will design and co-facilitate weekly Professional Development that focuses on helping all teachers meet the Instructional Focus. Professional Development will include: modeling, practice, video norming, inter-visitation feedback, next steps around school wide literacy, writing, and discussion routines to ensure that students receive rigorous, Common Core aligned instruction in all classrooms.

**Content Team Collaboration:**

At weekly team meetings, content teams will analyze curricula and accompanying student work in order to improve summative assessments, backwards planning and daily common core alignment. Content Teams will also engage in UDL strategies in order to address the needs of students with disabilities, English language learners and other high-need student subgroups.

Content teams develop and implement shared instructional strategies based on trends from LASW, reflect collectively using data to determine how they are doing as a team and develop plans for improvement, engage in critical feedback cycles on planning (units, summative assessments, lessons) and develop vertical alignment by creating shared expectations around what students should know and be able to do at different grade levels.

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<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Principal, Assistant Principal, Instructional Coach, All teachers</td>
<td>September 2018 – June 2019</td>
<td>Principal, Assistant Principal, Instructional Coach, Grade Team Leaders</td>
</tr>
<tr>
<td>Each presenting educator will bring in three pieces of student work at varying levels to help norm what exceeding, meeting, and approaching a common core learning standard</td>
<td>Content Teams meet weekly</td>
<td></td>
</tr>
</tbody>
</table>
Interim Assessments will be administered and the data will be analyzed so that teachers can make instructional and curricular shifts to more effectively meet the needs of all learners.

All teachers.  
All students
December 2018, May 2019  
Principal, AP, Content Team Leaders, Test Coordinator, All Teachers

Teachers will engage in Instructional Rounds by department around a shared instructional Problem of Practice.

All teachers  
All students
October 2018 - June 2019  
Principal, AP, All Teachers

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our school will engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home through:

- Student-Led Conferences twice a year facilitated by all Advisors

- The use of Pupil Path with posted assignments and resources which will be updated weekly by all teachers

- Curriculum Night for UASPA families during which families can experience their child's classes

- Summerbridge for all incoming 9th grade students and families so the students and families can experience their classes and get a better understanding of our instructional expectations.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Summer professional development with content team leaders (training rate)
- Weekly instructional leadership team meetings inclusive of all content team leaders (per session)
- Weekly content team meeting (program adjustment)
- Professional development for team leaders outside of the school (ex: Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts) (per session and coverages)
- Instructional Coach (partial schedule to allow time for observation and professional development planning)
- Data such as DRP, MOSL, Regents, IAs and additional common assessments
- Assistant Principal, Instructional Coach and Teacher Leader
- Supervisor per session

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Philadelphia</th>
<th>Title III, Immigrant</th>
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</thead>
<tbody>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>
### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, there will be an increase of 5% in Regents pass rates as measured by January 2018 Regents exams compared to January 2018 Regents exams.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Interim Assessment and Regents Data

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Feedback from Quality Review, What UASPA does well:

QR (2016 – 2017):

The school community began an advisory initiative called Resilient Scholars. Through advisory, every student has one adult that they can go to for support and advisement. This advisory program allows students to express themselves in areas of academics, behavioral and social-emotional issues. (1.4 Proficient)


1. Safety (85% positive response on survey)
2. Social-emotional (90% positive response on survey)
3. Guidance (82% positive response on survey)

PPO (2017 – 2018):

1. Expectations, experiences and supports are in place that result in students’ ability to feel comfortable and safe in the school given the various aspects of their identities such as race, gender, sexual orientation and body type (1.4, 3.4).
2. Attendance has increased from 2016 - 2017. Attendance is addressed at a school wide level. Advisories include chronically absent students, between 80 and 89% who are assigned a “Success Mente.” In addition to looking at student work, Grade Teams review attendance data using the Heat Map from the most recent 20 says and set monthly attendance goals.
3. There has been an increase in staff training around SEL to support students. SGA surfaced a need to implement a student Peer Mentoring Program to build strong vertical community and student voice. This program will begin in Fall 2018.
4. Twenty students have been trained as Restorative Justice Circle Keepers.

Needs Assessment:

Attendance -

2016-2017: 82.9% (improved from 2016 - 2017 80.7%)

Chronically absent -

51% (improved from 2016 - 2017 60%)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the school culture and learning environment will more effectively support the academic and personal growth of students, as evidenced by a 10% increase in students with 90% attendance and above, from 47.3% to 54%.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Team:</td>
<td>Students with severe (38 days or more), chronic (20 days or more) as well as students at risk for either category.</td>
<td>September 2018 – June 2019. Weekly meetings.</td>
<td>Principal, Social Worker, Guidance counselor, SAPIS counselor, Parent Coordinator, Attendance Teacher, Dean.</td>
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<tr>
<td>Daily outreach to parents regarding attendance by our attendance team.</td>
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<tr>
<td>Weekly attendance team meetings to analyze attendance data and develop strategies for improving attendance using an RTI approach to attendance.</td>
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<tr>
<td>Monthly mailings include students attendance.</td>
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<tr>
<td>Students meet in Advisory daily, with two days of social-emotional learning lessons. Advisors “adopt” 3 attendance buddies (students identified who are chronically absent) with whom they will nurture a trusting relationship and help the students improve his/her attendance.</td>
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<tr>
<td>Professional development is provided throughout the year that is focused on success mentoring and strategies to address the needs of students with disabilities, English language learners and other high-need student subgroups.</td>
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<tr>
<td>Advisory</td>
<td>All students</td>
<td>September 2018 – June 2019 Daily</td>
<td>All advisors</td>
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<tr>
<td>- Each month, students reflect on their attendance in the previous month and set goals for the following month.</td>
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<td>- Advisors conference with advisees on attendance and lead attendance focused circles.</td>
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<tr>
<td>Peer Leaders will work with 9th grade students to create attendance plans within advisory</td>
<td>PGC Leaders, 9th Grade Students</td>
<td>September 2018 - June 2109</td>
<td>9th Grade Advisors, PGC Teacher Leader</td>
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</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our school will engage families and support their understanding of Supportive Environment in order to support their children at home through:

- Monthly mailing that includes the student's attendance record
- Student-Led Conferences twice a year that includes attendance reflection and goal setting
- Targeted parent phone calls around attendance during daily parent engagement time made by all staff
- Robo calls made daily to inform parents of their child’s arrival time to school
- Automated messages sent daily by teachers to parents informing the parents of their child's attendance in each class through Pupil Path
- Targeted individual and group attendance meetings with families and our guidance team
- Summer home visits made to all incoming 9th grade families that includes reflection and planning for attendance

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>Social worker, 2 Guidance counselors, SAPI S Counselor</td>
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<td>Adjustment of dean in schedule and parent coordinator schedule to provide time to communicate daily with parents regarding attendance.</td>
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<td>Home visits and 9th grade summer bridge- participating teachers and staff compensated with per session.</td>
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<td>Purchase of Advisory curricula</td>
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<td>Budget for attendance incentives (PBIS store, attendance trips)</td>
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<tr>
<td>Adjustment of program so that every teacher and most staff lead an Advisory daily.</td>
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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<tr>
<th>fund source(s)</th>
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, students' sense of belonging will increase, as evidenced by a 5% increase in students with 90% attendance and above, from 50% to 55%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
ATS report RRSA, RESI with the CA tool RSAL will be utilized identify chronic absenteeism by grade cohort.

| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:


1. Teacher teams consistently analyze assessment data for students they share. Distributed leadership structures allow teachers to have a voice in key decisions across the school. The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting supports for student achievement. (4.2- Proficient)

2. During professional development high expectations are consistently communicated to the staff relative to the use of the Danielson Framework for Teaching. Leadership and staff successfully communicate expectations connected to college and career readiness with families to help them support their children’s progress. Collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement and in understanding and meeting expectations. (3.4- Proficient)

Feedback from Principal Performance Review 2017 - 2018:

1. The principal creates an elevated level of clear expectations for all staff, which are evidenced throughout the community through verbal and written structures such as teacher team work, ongoing professional learning experiences, observation feedback, school website, faculty handbook, and hallway display boards.

2. The professional development plan shifted to focus on lesson planning and task/target alignment and anticipating and responding to student misconception.

School Survey Highlights (2017 – 2018 school year):
1. 88% of teachers said that their professional development experiences this year have been sustained and coherent.

2. School Commitment (87% positive response on survey)

3. Peer Collaboration (87% positive response on survey)

4. Cultural Awareness and Inclusive Classroom Instruction (91% positive response on survey)

Needs Assessment:

QR (2016 – 2017)

Unit and lesson plans demonstrate inconsistent supports for students with disabilities and English Language Learners (ELLs) and do not always include strategies to encourage cognitive engagement. (1.1-Developing)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, roles and responsibilities for grade teams and grade team leaders will be effectively monitored and assessed for progress, as evidenced by an increase in credit accumulation across all cohorts to 85% (1st year), 75% (2nd year) and 70% (3rd year).
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline What is the start and end date?</strong></th>
<th><strong>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Team Leaders, All UASPA Students</td>
<td>September 2018 - June 2019 Weekly Meetings</td>
<td>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</td>
</tr>
<tr>
<td>All teachers, All UASPA students</td>
<td>September 2018 – June 2019: Weekly Meetings</td>
<td>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</td>
</tr>
<tr>
<td>All UASPA students</td>
<td>September 2018 – June 2019: 2 times/markign period</td>
<td>Principal, Assistant Principal, Advisors</td>
</tr>
</tbody>
</table>

Grade team leaders will meet weekly as part of the instructional leadership team to develop as leaders and plan for their respective grade team meetings, analyze data and provide each other with feedback on the team’s data analysis and suggested response to intervention plan.

Grade Teams meet weekly. The Team will review data from observations, scholarship reports, and assessment data to identify instructional trends that need to be addressed. The Grade Team will then look at student work, use the RTI model to implement strategies for tiered groups of students based on academics. Grade teams will select inquiry students, including student subgroups such as Students with Disabilities and English Language learners. Student work for inquiry students will be reviewed in Content Teams.

Grade team leaders will receive feedback on their facilitation and development as team leaders.

Students will engage in progress report and report card self reflection and goal setting in Advisory.

Students will present their academic and social-emotional progress during Student-Led Conferences twice a year.

Progress reports and report cards are mailed home to families.
Advisors make phone calls following progress reports and report cards to advisees' parents to discuss student progress.

Teachers will engage in inter-visitiation in order to provide each other with instructional feedback based on the teams' data analysis and looking at student work protocol.

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<thead>
<tr>
<th></th>
<th>All teachers</th>
<th>Three times / year.</th>
<th>Principal, Assistant Principal, Instructional Coach, Grade Team Leaders</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our school will engage families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home through:

- Daily parent engagement by all staff (targeted phone calls) that has been included in the teacher's daily schedule
- Weekly grade team meetings that can include student and parent conferences
- Student-Led conferences that will be help twice a year that will engage both students and families
- Home visits, Orientation and Summer bridge for all incoming 9th grade students as a way to partner with families prior to students even beginning high school

### Part 4 – Budget and Resource Alignment

#### Part 4a.

Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Summer professional development
- Weekly Professional Development Team meeting for Principal, Assistant Principal, Instructional Coach, PD Leader, and PD Team
- Weekly Grade Team Meeting
- Professional Development for team leaders outside of school (ex. Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts)
- Additional Guidance Counselor
- Instructional Coach (partial schedule to allow time for observations and PD planning)
- Data such as Scholarship Reports, DRP, MOSL, Regents, Interim Assessments, and other assessments
- Attendance data and social/emotional data (suspension reports)
- Instructional Coaches from Urban Assembly and New York City Teaching Fellows
- Coverages for inter-visitation
- Interim Assessments, DRP, MOSL
- Mock School Environment Surveys
- District Public

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, mid-year credit accumulation will reflect an increase in credit accumulation across all cohorts to 85% (1st year), 75% (2nd year) and 70% (3rd year).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Scholarship reports

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:


1. Teacher teams consistently analyze assessment data for students they share. Distributed leadership structures allow teachers to have a voice in key decisions across the school. The work of teacher teams has strengthened teacher collaboration resulting in improvements to pedagogical practices and a stronger voice in key decisions affecting supports for student achievement. (4.2 - Proficient)

2. Curricula are aligned to Common Core Learning Standards and/or content standards and academic tasks are refined using student work to provide access to curricula for all students. The school’s purposeful curriculum decisions build coherence, and data-driven task refinements promote cognitive engagement and college and career readiness for all learners. (1.1 - Proficient)

3. Teachers create assessments and use rubrics aligned to the school curricula providing students with actionable feedback. Data from common assessments is used to adjust curricula and instruction. The school’s use of common assessments, data analysis, and feedback allows teachers to determine student progress toward goals and adjust curricula and instruction accordingly to meet the needs of all students. (2.2 - Proficient)

4. During professional development high expectations are consistently communicated to the staff relative to the use of the Danielson Framework for Teaching. Leadership and staff successfully communicate expectations connected to college and career readiness with families to help them support their children’s progress. Collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement and in understanding and meeting expectations. (3.4 - Proficient)

Feedback from Principal Performance Review (2017 - 2018)

1. The principal focused on misalignment between standards, learning targets and tasks. By the late fall, in addition to unit planning, the professional development plan shifted its focus to lesson planning where tasks and learning
targets were aligned. Leadership observed a need for improvement in how teachers make in-the-moment adjustments to address student misconceptions. Therefore, after Term 1, a focus on anticipating and responding to student misconception was added to the scope of the work (2.2).

2. Administrators provide one-on-one coaching with lesson planning and trained teacher leaders to engage in similar coaching. Teachers are making an effort to use rubrics to promote self-assessment and peer-assessment. Feedback and planning is coming to life in the classrooms. Strong levels of student engagement was observed consistently across classrooms (1.2, 2.2).

School Survey Highlights (2016 – 2017 school year):

1. Inclusive Leadership (93% positive response on survey)
2. Teacher Influence (88% positive response on survey)
3. Instructional Leadership (97% positive response on survey)

Needs Assessment:

Regents Data (2017)

ELA: 77%
Global History: 52%
U.S. History: 75% (Up from 70% June 2016)
Algebra CC: 51%
Living Environment: 50%

Incoming Average Proficiency Level

ELA Proficiency (9th Grade): 2.22
Math Proficiency (10th Grade): 2.11

Danielson Ratings (2017 – 2018)

1E: 2.53
3B: 2.51
3C: 2.64
3D: 2.6
Domain 3: 2.58

Feedback from Quality Review, What UASPA needs to improve:

In some classes, teacher use differentiated instruction to support students with disabilities and ELLS. Some teachers use exit tickets that are adjusted to meet the needs of individual students. Some lesson plans demonstrated ways to engage a diversity of students into the curriculum.

Feedback from Principal Performance Review 2017 - 2018

1. Continue to develop teacher’s expertise in creating engaging student-centered discussions, communicating success criteria and delivering quality feedback to improve student outcomes.

2. Continue to support ICT partners to ensure there is a strong rationale for their choice of models to meet the needs of all learners.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the principal will effectively implement a targeted and differentiated professional development plan collaboratively designed by the principal and the PD team and aligned to the school’s instructional focus, as evidenced by an increase of 5% in teachers’ average ratings for Danielson Framework for Teaching Domain 3, from 2.58 to 2.7.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</td>
<td>September 2018 – June 2019: PD Team meets twice a week</td>
<td>Principal, Assistant Principal, Instructional Coach, PD Leader, PD Team</td>
</tr>
</tbody>
</table>

The Professional Development Team – comprised of the Principal, Assistant Principal, Instructional Coach, Dean of Students, and grade and content team leaders – will meet weekly to create short term goals that will measure progress toward all teachers meeting the Instructional Focus. The Team will design and co-facilitate weekly Professional Development that focuses on helping all teachers meet the Instructional Focus. Professional Development will include: modeling, practice, video norming, instructional rounds, next steps around school wide literacy, writing, and discussion routines to ensure that students receive rigorous, Common Core aligned instruction in all classrooms.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UASPA students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Team Collaboration:**

At weekly team meetings, grade teams will analyze student 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.

Teachers on Grade Teams will develop and implement shared instructional strategies based on trends from LASW, reflect collectively using data to determine how they are doing as a team and develop plans for improvement, use asset based language and act upon the belief that the work of the team is to support and challenge each other by providing constructive feedback that will help improve instructional practice in service of increasing student achievement.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Grade Team selects an inquiry group of students from high-need student subgroups</td>
<td>September 2018 – June 2019: Grade Teams meet weekly</td>
<td>Principal, Assistant Principal, Instructional Coach, Grade Team Leaders</td>
</tr>
</tbody>
</table>

**Content Team Collaboration:**

At weekly team meetings, content teams will analyze curricula and accompanying student work in order to improve summative assessments, backwards planning and daily common core alignment. Content Teams will also engage in UDL strategies in

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Principal, Assistant Principal, Instructional Coach, Content Team Leaders</td>
</tr>
</tbody>
</table>

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order to address the needs of students with disabilities, English language learners and other high-need student subgroups.

Content teams develop and implement shared instructional strategies based on trends from LASW, reflect collectively using data to determine how they are doing as a team and develop plans for improvement, engage in critical feedback cycles on planning (units, summative assessments, lessons) and develop vertical alignment by creating shared expectations around what students should know and be able to do at different grade levels.

Each presenting educator will bring in three pieces of student work at varying levels to help norm what exceeding, meeting, and approaching a common core learning standard.

| The Leadership Team will develop and implement an additional layer of support for teachers in their classrooms through live coaching focused on particular high leverage development areas for each individual teacher. | Principal, AP, Instructional Coach, all teachers | September 2018 – June 2019 | Principal, Assistant Principal, Instructional Coach |

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our school will engage families and support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement in order to support their children at home through

- Daily parent engagement by all staff (targeted phone calls) that has been included in the teacher's daily schedule
- Weekly grade team meetings that can include student and parent conferences
- Student-Led conferences that will be help twice a year that will engage both students and families
- Home visits, Orientation and Summer bridge for all incoming 9th grade students as a way to partner with families prior to students even beginning high school
- Monthly breakfast with the Principal
- Meetings with Principal and Parent Coordinator before student performances
- Monthly PA Meetings
- Spring Community BBQ
Part 4 – Budget and Resource Alignment

| Part 4a. | Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|----------|
| · Summer professional development with content team leaders (training rate) |
| · Weekly instructional leadership team meetings inclusive of all content team leaders (per session) |
| · Weekly content team meeting |
| · Professional development for team leaders outside of the school (ex: Urban Assembly PD, Danielson Group, CUNY at Home, Exploring the Arts) |
| · Instructional Coach (partial schedule to allow time for observation and professional development planning) |
| · Data such as DRP, MOSL, Regents, IAs and additional common assessments |
| · Assistant Principal, Instructional Coach and Teacher Leader |

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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<tr>
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<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

| Part 5a. | Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
|----------|
| By February 2019, the principal will effectively implement a targeted and differentiated professional development plan collaboratively designed by the principal and the PD team and aligned to the school’s instructional focus, as evidenced by an increase of 2.5% in teachers’ average ratings for Danielson Framework for Teaching Domain 3, from 2.58 to 2.64. |

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Advance Reports

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths:

School Survey Highlights (2017 – 2018 school year):

85% of families say that teachers work closely with them to meet their child’s needs

82% are likely to attend school events

93% said they were likely to go to Parent-Teacher Conferences

94% of families feel respected by their child’s teacher

94% of families feel respected by their child’s principal

Needs Assessment:

PCAR

On average, there is consultation with 30% of families each month according to the PCAR

Parent/Teacher Conference

- 40% of parents/guardians attended Student-Led Conferences

PA Meetings

- Attended predominantly by cabinet members only
Survey

63% of parents said they have been asked or been given the opportunity to volunteer time to support the school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be an increase of 20% in meaningful two-way communication between families and school staff from 30% to 50% on the Parent Coordinator Activity Report monthly.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

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<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Parents</td>
<td>August 2018 - June 2019</td>
<td>All Staff</td>
</tr>
<tr>
<td>Students (80-89% attendance) &amp; Parents</td>
<td>September 2018 - June 2019</td>
<td>All Staff</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>

- Parent communication will include: weekly phone calls from advisors, attendance and grade reporting through Skedula, e-mail, school messenger, backpacked written correspondence, and monthly mailings.
- All staff will communicate daily with attendance success mentees.
- Parent Coordinator along with Parent Association will host 4 parent workshops throughout the year.

### 3b – Parent and Family Engagement

**If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.**

| N/A |

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<table>
<thead>
<tr>
<th>Skedula</th>
</tr>
</thead>
<tbody>
<tr>
<td>- School messenger</td>
</tr>
<tr>
<td>- School google account</td>
</tr>
<tr>
<td>- Monthly mailing supplies</td>
</tr>
<tr>
<td>- School connect curricula and training</td>
</tr>
</tbody>
</table>
- Portfolio supplies
- Scholarship Reports, progress reports
- Schedule adjustment to allow for daily morning parent outreach

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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<tr>
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**By February 2019, there will be an increase of 20% in meaningful 2 way communication between families and school staff from 30% to 50% on the Parent Coordinator Activity Report monthly.**

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

PCAR

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.</td>
<td>Literary circles within English classrooms, Wilson program within self contained English classrooms, Literacy strategies: # Read on Purpose, Gist and talk back protocols, CREED protocol, discussion protocols. Gap Analysis protocol for Common Core alignment in Lesson and Unit Plans, Lightsail iPad Program to promote reading stamina and reading comprehension for all students.</td>
<td>Small group instructions, Whole group, One to one</td>
<td>Afterschool homework club, Before the school day, During the school day, After the school day, Saturday academy</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.</td>
<td>Application of common core learning standards: Gap Analysis protocol for Common Core alignment in Lesson and Unit Plans, CREED protocol, #Readonpurpose, gist and talkback protocols</td>
<td>Small group instructions, Whole group, One to one</td>
<td>Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy</td>
</tr>
<tr>
<td>Science</td>
<td>Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.</td>
<td>Literacy strategies: # Read on Purpose, Gist and talk back protocols, CREED</td>
<td>Small group instructions, Whole group, One to one</td>
<td>Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Dean Referrals, Teacher Reports, Suspensions, Teacher Observations</td>
<td>Mandated counseling, At risk counseling, Conflict resolution, Group counseling, Family counseling, girls and boys mentoring group: Diamonds in the Rough and Urban Scholars program</td>
<td>Small group instructions, Whole group, One to one</td>
<td>Afterschool clubs, Before the school day, During the school day, After the school day Saturday academy</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>Bottom third report card percentages, Regents, DRP scores, Interim Assessments, Formative and Summative in-class assessments.</td>
<td>Literacy strategies: # Read on Purpose, Gist and talk back protocols, CREED protocol, discussion protocols. Gap Analysis protocol for Common Core alignment in Lesson and Unit Plans, Lightsail iPad Program to promote reading stamina for all freshman and bottom third of all upperclassmen.</td>
<td>Small group instructions, Whole group, One to one</td>
<td>Afterschool homework club, Before the school day, During the school day, After the school day Saturday academy</td>
</tr>
</tbody>
</table>

Formative and Summative in-class assessments.

protocol, discussion protocols. Gap Analysis protocol for Common Core alignment in Lesson and Unit Plans, Lightsail iPad Program to promote reading stamina for all freshman and bottom third of all upperclassmen.

School day, After the school day Saturday academy.
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

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


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#### Part A: FOR TITLE I SCHOOLS

| 1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) | 34 |
| 2. Please describe the services you are planning to provide to the STH population. |

UASP recognizes the foundation of a person’s capacity to thrive begins with security in basic needs. Our guidance team understands that housing transience negatively impacts the health and well being of children, guardians and extended family members to the extent which education often become a low priority need. UASP opens the school year by flagging for Students in Temporary Housing using ATS report RATH. Once students are identified outreach to the STH Liaisons (social worker and content borough experts) is established where upon relationships with the STH site education liaisons and case managers are identified and established. During the months of September, October and November contact is made with the students for the purpose of building report and identifying potential needs e.g. winter weather wear, transportation issues, school supplies, mental health counseling and referrals. Located in the building a Mount Sinai general health clinic which all students are encouraged to utilize. This is an especially critical resource for our students with STH indicators as it deepens a student’s connection to school.

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#### Part B: FOR NON-TITLE I SCHOOLS

| 1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). | N/A |
| 2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. |

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

N/A
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tr>
</tbody>
</table>

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.

**Recruitment:** UASPA has an active recruitment strategy encompassing many different activities for recruiting highly qualified teachers. To start, a hiring committee is assembled consisting of the principal, assistant principal, teachers, guidance personnel, and other staff members. Positions are posted on Open Market Hiring System, New Teacher Finder, with the New York City Teaching Fellows, on our website (www.uaperformingarts.org) in addition to other hiring sites. In addition, we have established partnerships with nearby colleges to recruit new graduates as well as host student teachers during the year. Members of the hiring committee also attend NYC Hiring Fairs to meet potential candidates and arrange interviews with other members of the hiring committee. We also have teachers who work closely with the NYC Teaching Fellows during the summer in coaching roles who then help recruit teachers from the summer program. As part of the interview process, the hiring team has created a hiring criteria that ensures that all teachers are highly qualified prior to hiring.

**Retention/Support/Assignments:** Brand new teachers are provided a mentor and new teachers to the building are paired with a "buddy" to help them acclimate to the operations and culture of UASPA. Our instructional leader provides weekly feedback to new teachers to help them grow and the principal practices collaborative leadership designed to empower staff members in the direction and growth of UASPA. For teachers, this can include membership on the hiring committee, the instructional leadership team, or serving as a content or grade team leader. Weekly professional development is tailored to allow teachers opportunities to visit our leader practitioners, so that teachers can see instructional strategies in real time. Other professional development opportunities exist through several networks including: NYC DOE Affinity Group, the Urban Assembly, partnership with New Visions, partnership with EPIC Theatre Ensemble, and our partnership with CUNY. After student needs are assessed, teacher input on assignments is requested by administration through a teacher preference sheet which is a factor used by administration to assign teacher programs.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The Instructional Leadership Team meets weekly to plan for weekly professional development for teachers. This meeting consists of identifying instructional trends and/or needs of the entire staff and developing targeted instructional strategies that are presented (via live or video model) at school wide professional development as well as implemented in leaders’ classes during the week. As part of this open classroom approach, teachers are invited to attend the open classrooms and see the strategies implemented by teacher leaders in a real world environment. The leadership team is comprised of at least one teacher from each discipline, thereby also allowing teachers to see implementation in their own content area. All teachers are also members of a grade team and a content team; our grade teams are tasked with tracking student progress across all disciplines and developing targeted strategies to help students reach their potential in all classes. Our content teams work to take the instructional strategies developed and presented by the instructional leadership team and implement them across the disciplines in that particular content area - particularly focusing on developing rigorous and common core aligned curricula.

Professional development for school leaders consists of opportunities through the Affinity Group and the Urban Assembly and includes: instructional rounds for principals and APs to visit other schools and view instructional strategies at those schools, principal mentoring, and Advance support. The Urban Assembly also provides coaching for instructional leaders, the principal, and the AP.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Not applicable

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 Instructional Leadership Team including the Principal, AP, Instructional Coach, grade and content team leaders met during the Spring and Summer 2017 to craft an instructional focus for the 2017-18 school year.

At UASPA:

- All students will read, write and discuss daily in all classrooms
- All teachers will implement shared formative assessment practices that allow for effective adjustments to meet all students’ learning needs.
- All students will engage in rich, performing arts infused, standards aligned units and performance based summative assessment tasks (added to the instructional focus for the 2017 - 2018 school year)

The team meets weekly to develop as leaders and design weekly professional development, including all staff PD, grade team meetings, and content team meetings. Data is pulled from multiple sources (attendance, grades, Degrees of Reading Power, MoSL Assessments, to allow the team to make decisions about what instructional areas need focus.

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. To be eligible for the flexibility consolidation of Federal funds, 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>190,796</td>
<td>X</td>
<td>5a-e</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td>]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
<td>]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title III, Immigrant Federal 0 0 0
Tax Levy (FSF) Local 2,374,820 0 $a-e

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
• **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

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 Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

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;

### Parental Involvement and School Quality

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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) 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;

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**Encouraging School-Level Parental Involvement**

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;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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**School-Parent Compact (SPC)**

*Urban Assembly School for the Performing Arts*, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

---

**I. School Responsibilities: High Quality Curriculum**
Provide high quality curriculum and instruction consistent with Common Core 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 Elementary and Secondary (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;

## I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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 to 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

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.
**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Manhattan</td>
<td>UA School for the Performing Arts</td>
<td>369</td>
</tr>
</tbody>
</table>

### B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mrs. Meghan McMahon</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mr. Joseph Shanahan</td>
</tr>
<tr>
<td>Coach</td>
<td>Ms. Nakia Smith</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Mr. Brandon Brown</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>Mr. Michael Priskie</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent</td>
<td>Daisy Goins</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Mrs. Elizabeth Whitaker</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Jocelyn Santana</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mr. Fred Walsh</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]</td>
</tr>
</tbody>
</table>

### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>29</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>7.25%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

We use our in-house and external literacy assessments. For all of our incoming students, we review their middle school data, which includes 8th grade ELA scores. At the start of the year, we administer a series of diagnostic tests: writing and reading comprehension. All students take the DRP (Degrees of Reading Power) test in September, December, and May of each school year to assess reading levels and growth. This data shows us where students are strong and where they need improvement. Additionally, our core content subjects as well as our ENL teacher administer a diagnostic at the beginning of the year which are the followed by interim assessments in December and April.

2. What structures do you have in place to support this effort?

We administer writing and reading diagnostic exams as a whole school – time is blocked off during the school day for all students to take the exam simultaneously. We also do the same for interim assessments throughout the year. Once results...
are received from data centers, PD time is allocated for teachers to review results and co-plan to address areas for improvement in overall curricula and targeted supports for individual students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? Credit accumulation per academic year (10+ credits); Degrees of Reading Power scores; in-house Interim Assessment Data; NYSESLAT scores; Regents Exam scores

4. What structures do you have in place to address interventions once the summative data has been gathered? Once results are received from data centers, PD time is allocated for teachers to review results and co-plan to address areas for improvement in overall curricula and targeted supports for individual students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Not applicable - we do not serve grades K-5.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. We utilize NYSESLAT data along with Regents data in the four core subject areas - with particular attention to ELA, Algebra 1, Global, US, and Living Environment. We additionally study the credit accumulation of ELLs and whether they have met the 10 credit benchmark for the year.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The ELL Data Analysis Tool is shared with our ENL teacher and with teachers of subject areas who have ELLs in their classrooms. We are additionally utilizing the DEXPRO tool to place all of a student's credit, Regents, and other testing data in one easily accessible location. Administrators of that system will be able to disseminate this information to classroom teachers to provide real-time data on students and allow for adjustment at PD which includes both content and grade teams.

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Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
   a. Freestanding ENL program.
      We use a departmentalized, collaborative approach with some push in and some pull-out. Students at UASPA are in heterogeneous classrooms. The Integrated Collaborative Teaching (ICT) model enables us to have at least two teachers in these classrooms. The push-in model enables us to provide additional support to ELL students within the context of the classroom. Instructional materials are focused on providing explicit literacy support to appropriately differentiate for ELL level and IEP needs.
   b. TBE program. If applicable.
      Not applicable.
   c. DL program. If applicable.
      Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are programmed individually according to their proficiency level in English. Students who are Entering receive 180 minutes of standalone ENL every week. Emerging students receive 90 minutes of standalone ESL per week. Our 9th and 10th grade ELLs receive ELA for ENL students 5 periods a week. Eleventh grade ELLs receive ELA for ENL students 5 periods a week as well. Long term ELLs receive push-in ESL services two periods per week.

3. Describe how core content is delivered in each program model. 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.

UASPA offers ENL instruction in English only. Content area teachers are trained in teaching strategies that work for ELL students such as: scaffolding, pre-teaching vocabulary and visuals and gestures. Content area teachers are expected to differentiate their lessons with tiered activities that allow students of all ability levels to learn the same essential concepts in different ways; and use adaptive technologies that modify the format of curriculum and/or assessment.

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

We ensure that ELLs are appropriately evaluated in their native language by first identifying their native language through the Home Language Survey which is administered during the initial interview process. We use translated assessment materials to evaluate our ELLs in their home language throughout the year.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

6 a & b. For newcomers, in addition to regular classroom instruction, we offer after school tutoring, Academic acceleration courses in Math and Saturday Academies at least once a month throughout the term. In addition, students are prepared for ELA testing during their ESL class. Professional development support is provided to content area teachers of ELLs.

6 c. For developing ELLs, our goal is for them to not only attain proficiency, but to be prepared for the rigors of college coursework. Afterschool homework help and tutoring is available to all ELL students, as well as Saturday Academy courses for test prep. Regents prep is also available for students.

6 d. For Long-Term ELLs, we offer tutoring and a Saturday Academy where we focus on intensive NYSESLAT preparation and ELA Regents preparation. Teachers and guidance counselors maintain communication with the parents to discuss the program and student progress.

6 e. Former ELLs in years 1 & 2 after testing proficient are extended the same tutoring offerings, as well as entrance into Saturday Academy, as current ELLs. Additionally, student performance on the NYC Performance Assessment, as well as the Regents and/or CCLS Math/ELA exam is monitored for all former ELLs in year 1 or 2 after testing proficient to ensure they are continuing to thrive in a mainstream environment. Parent communication and enrollment in after school tutoring, homework help or test prep is recommended at the conclusion of each marking period for those students not showing adequate progress on periodic assessments.

6. 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?

ELLs who are identified as having special needs are provided with any and all accommodations as per their Individualized Education Plan (paraprofessionals, testing accommodations etc.) Push-in ESL services are recommended, if possible, to reduce the time out of the general education classroom dependent on the Related Services, Special Education classes indicated on the IEP.
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   See #8.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
   Content area teachers provide meaningful lessons that strengthen background information and promote the literacy of students. As previously described above, we also offer a Saturday School Academy to students for the purposes of test preparation for NYSESLAT, ELA Regents and MS ELA Exams.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We will review the data from our accelerated courses, literacy classes, as well as Regents data and scores on the NYSESLAT to determine where refinements and improvements need to be made in instruction.

10. If you had a bilingual program, what was the reason you closed it?
    None.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are afforded equal access to all school programs both academic and extracurricular. In addition, they participate in after school clubs and artistic showcases.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    The instructional materials used in the ESL program support the development of language acquisition across the content areas. Teachers incorporate a variety of source material from NYS approved resources. Supplementary textbooks and the use of dictionaries, glossaries and content area books are also provided as well as the opportunity to utilize technology via laptop or iPad carts.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Native language support is provided in the ESL classroom. This is done by clarifying directions in students' L1 when possible.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    The ESL curriculum is differentiated to support students' needs by age and grade level. The textbooks utilized are age appropriate and reflect lexile level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
    The instructional materials used in the ESL program support the development of language acquisition across the content areas. Teachers incorporate a variety of source material from NYS approved resources. Supplementary textbooks and the use of dictionaries, glossaries and content area books are also provided as well as the opportunity to utilize technology via laptop or iPad carts.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
    All newly enrolled students are afforded the opportunity to attend a Summer Bridge program where, over the course of three days, they are introduced to teachers & staff, develop an understanding of UASPA's culture and expectations, and develop a sense of the artistry that is a part of our school. Incoming freshman receive home visits where administrators, teachers, and staff members develop a relationship with students and parents prior to the first day of school in September. This provides an opportunity for direct conversation about hopes and wishes and staff members can then alert teachers to any potential issues
that may arise. Materials are translated into the home language in order to ensure clarity in expectations. Teachers are notified of ELL students at the beginning of the year so that appropriate instructional modifications/decisions can be made.

17. What language electives are offered to ELLs?
   Our school offers Spanish as an elective.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   Not applicable.

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   ELL teachers participate in whole school PD as well as being members of content and grade teams. Additionally, ELL teachers are encouraged to participate in both Affinity and New Visions PDs related to ELL policy and pedagogy. Recently, we agreed to participate in a cohort with the Global Language Program which offers support to world language teachers but has also opened to share resources and contacts with our ELL teacher.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

   Teachers participate in weekly grade team meetings that focus on the Danielson Framework for teaching. We specifically examine how we understand the needs of our students. Teachers actively think about knowing all of their students and engaging them in the curriculum. Departments also meet once weekly and participate in curriculum and professional development geared at strengthening access to Common Core-aligned curriculum as well as infusing literacy throughout all content areas. This amounts to two hours per month. Grade teams also look at planning instruction for all students and specifically look at the Danielson framework. Grade team meetings amount to five hours per month. All teachers have common planning time. Our grade teams consistently analyze data from in-class work, scholarship reports, and assessments to help tailor their instruction to meet the needs of their students.

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**Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   After the initial back to school night and first parent teacher conference, meetings with ELL parents are specifically planned to evaluate student progress to date. Depending on the home language, staff members can assist with translation or the DOE translation services are utilized.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are invited to grade specific as well as school-wide events. All parents are encouraged to participate in monthly PA meetings. All students have an advisor who acts as the primary liaison between school and home. Throughout the year we actively invite parents into the school building for open school nights, individual parent meetings, special community events, such as Senior Convocation, Community Welcomes, Potluck Dinners, Alumni Day, and our Winter and Spring Showcases. We use one of our many on-site staff to offer translation services for families.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Meghan McMahon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEGHAN MCMAHON</td>
<td>Principal</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td>JOSEPH SHANAHAN</td>
<td>Assistant Principal</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td>ELIZABETH WHITAKER</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td>MICHAEL PRISKIE</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td>DAISY GOINS</td>
<td>Parent</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NAKIA SMITH</td>
<td>Coach</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>BRANDON BROWN</td>
<td>School Counselor</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td>FRED WALSH</td>
<td>Superintendent</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td>Field Support Center</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>09/28/2017</td>
</tr>
<tr>
<td>JOCELYN SANTANA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Other ____</td>
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<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Other ____</td>
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<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 05M369  School Name: UA School for the Performing Arts  Superintendent: Fred Walsh

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph</td>
<td>Shanahan</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   The home language survey is used to identify family needs in translation and interpretation. Parent conferences, interviews and outreach confirm the needs of families. Written translation is provided through our in school program of Skedula or through the translation unit and pedagogues who speak the language provide oral translations when necessary. These findings are shared with the staff during grade team meetings, especially prior to parent conferences.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>403</td>
<td>75.33</td>
<td>404</td>
<td>75.51</td>
</tr>
<tr>
<td>Spanish</td>
<td>125</td>
<td>23.36</td>
<td>124</td>
<td>23.18</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>1</td>
<td>0.19</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>0.75</td>
<td>4</td>
<td>0.75</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>0.19</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>Mandinka (aka Mandingo)</td>
<td>1</td>
<td>0.19</td>
<td>1</td>
<td>0.19</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

    N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Handbooks</td>
<td>September</td>
<td>Google translate</td>
</tr>
<tr>
<td>Parent Teacher Conference Announcements</td>
<td>November / March</td>
<td>Google translate</td>
</tr>
<tr>
<td>Newsletters from Administration</td>
<td>Monthly</td>
<td>Google Translate</td>
</tr>
<tr>
<td>Notification of PA meetings</td>
<td>Monthly</td>
<td>Google Translate</td>
</tr>
<tr>
<td>Testing Dates</td>
<td>Two weeks prior to testing window</td>
<td>Google Translate</td>
</tr>
<tr>
<td>Showcase and Performance Information</td>
<td>Week prior to event</td>
<td>Google Translate</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conference</td>
<td>November, March</td>
<td>Use of over the phone interpretation services in addition to utilizing staff members who speak the language.</td>
</tr>
<tr>
<td>Winter and Spring Showcases</td>
<td>December, May, June</td>
<td>Use of over the phone interpretation services in addition to utilizing staff members who speak the language.</td>
</tr>
<tr>
<td>Concerts</td>
<td>December, April</td>
<td>Use of over the phone interpretation services in addition to utilizing staff members who speak the language.</td>
</tr>
<tr>
<td>Guidance/Social Worker calls home</td>
<td>As needed</td>
<td>Use of over the phone interpretation services.</td>
</tr>
<tr>
<td>Teacher phone calls home</td>
<td>At least monthly</td>
<td>Use of over the phone interpretation services.</td>
</tr>
<tr>
<td>Walk ins to main office</td>
<td>Monthly</td>
<td>Use of over the phone interpretation services in addition to utilizing staff members who speak the language.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We utilize two systems that provide translation services in messaging: Skedula Messenger (provides text translation in parents’ preferred language) and School Messenger (translates phone messages into Spanish). For parents whose preferred language is not English or Spanish, phone calls will be handled through the phone interpretation services.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff members are informed on the goals of Chancellor’s Regulation A-663 through all staff training at the start of each year. The instructions for accessing the interpretation service are in the handbook as well as disseminated through email prior to events where face to face interaction is likely. Staff are instructed in the use of Google translate as well as which staff members are proficient in translating particular languages. Funding is set aside each year to provide translation or interpretation services when DOE or free resources are not available or cannot meet the demand.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
• Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

We will identify the spoken language of families in our Master Phone Log database and use it as a reference for providing written and oral translation. Staff will ensure that an in-house staff member is available to provide translation. If not, the staff member will access the automated translation service through the DOE.

Languages spoken are posted in the entrance to the school.

Parents will receive letters notifying them of the translation and interpretation services and options at UASPA: in-person translation and automated.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will gather feedback primarily through the use of parent surveys.