2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 20K609
School Name: URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE
Principal: NATHALIE JUFER
Comprehensive Educational Plan (CEP) Outline

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- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
School Information

School Name: UA School for Criminal Justice
School Number (DBN): 20K609
BEDS Code: 332000011609
Grades Served: 6-12
School Address: 4200 16th Avenue, Brooklyn, NY 11204
Phone Number: 718-438-3893
Fax: 718-438-3527
School Contact Person: Cristina Bonet
Email Address: cbonet@schools.nyc.gov
Principal: Nathalie Jufer
UFT Chapter Leader: Stephanie Luzzi
Parents’ Association President: Millie Diaz
SLT Chairperson: Nathalie Jufer
Title I Parent Representative (or Parent Advisory Council Chairperson): Kathleen Taylor
Student Representative(s): Priscilla Agyen, Aishalrshad
CBO Representative: LaToyalfill

District Information

Geographical District: Affinity
Superintendent: Fred Walsh
Superintendent’s Office Address: 333 7th Avenue, New York, NY
Superintendent’s Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3739
Fax: 212-356-7523

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Affinity FSC:</th>
<th>Executive Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alexandra Anormaliza</td>
</tr>
</tbody>
</table>

Executive Director’s Office Address:  
131 Livingston Street Brooklyn, NY 11201

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>Nathalie Jufer</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Stephanie Luzzi</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Millie Diaz</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Kathleen Taylor</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Priscilla Agyen</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Aisha Irshad</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>LaToyalfill</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ejona Bakalli</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Elena Cojocarita</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Mohammed Saleem</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Steven Mayorga</td>
<td>Member/ Parent</td>
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<td>TBD</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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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>
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<td><strong>Effective School Leadership</strong>: 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>
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<tr>
<td><strong>Strong Family-Community Ties</strong>: 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>: 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The Urban Assembly School for Criminal Justice seeks to prepare young women for success in college and career. We provide an academically rigorous curriculum that reflects the core set of knowledge and skills necessary for admission to the nation’s top universities while honing necessary skills that will prepare them for their post-secondary careers. Embracing the theme of empowering women, we develop our students into critical thinkers who rely on evidence, logic and sound reasoning to formulate ideas and to support them. These critical thinking skills will serve them well in...</td>
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</table>
any field they eventually choose to pursue. Our school community, with its committed staff, allows adolescents to transition into adulthood in an environment which supports emotional, physical and intellectual growth.

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.

Urban Assembly School for Criminal Justice (UASCJ) is an all-girls’ grades 6-12 public school located in Boro Park, Brooklyn. This is the 12th year of our school’s existence and our 12th grade will be our sixth graduating class. The mission of our school is to provide our students with the learning opportunities that will allow them to acquire the knowledge and skills necessary for college and career. We currently have 554 students across the seven grades, and our diverse demographic make-up is: 45% Asian, 19% Black, 19% Hispanic, 13% White and 1% Hawaiian/Pacific Islander. Our students come from all over Brooklyn, and a few students come from the outer boroughs.

We have established partnerships with a number of organizations that allow us to provide students with various enrichment opportunities including: College Now – City Tech, Exploring the Arts, Sponsors for Educational Opportunity (SEO), Minds Matters, Opportunity Network and Urban Assembly. Of great importance to our school are the summer enrichment opportunities we secure for our students. These include Camp Fuller, Steve’s Camp, and Smack Mellon Arts Camp. We have also secured positive relationships with corporate partners such as Crowell and Moring Law Firm, NYPD’s Explorer Program and PAL, and more recently, Barclays Bank.

Our strengths lie primarily in two areas. Instructionally, we have spent many years establishing and refining our critical thinking/literacy framework that includes close reading, critical discussion and writing for argument. This framework has given us a structure through which to introduce rigorous texts and concepts while developing our students’ critical thinking and reasoning skills. For the coming school year, we are incorporating a research writing component in our core classes from grades 6-12 to further prepare our students for college. We have also expanded a benchmark assessment system to better track student progress on specific instructional goals. Using UDL (Universal Design for Learning) principles, teachers provide students with the specific supports they need. These approaches have contributed to our above average results on state exams in middle school as compared to the city and a 92% graduation rate for the class of 2018. Among our 79 graduates, 45% graduated with an Advanced Regents diploma and/or with Honors while 75% graduated college-ready.

College readiness is our second area of strength. With our college counselor, we have developed a 4-year curriculum that prepares students to understand what they need to accomplish in order to graduate high school and how to apply to college. The college application process is a full-school process, with teachers supporting students not only in writing high-quality personal statements but also in editing students’ essays and preparing them for interviews. It is also important to note that the college counselor is the primary point person for all student enrichment activities as we believe that student enrichment – both after school and during the summer – is essential to college readiness. All Seniors are enrolled in a credit-bearing College Readiness class where they are provided with instructional support for their college essays as well as support on managing the FAFSA process. In addition, we have partnered with College Access for All for both middle school and high school to increase college awareness and readiness throughout the school.

To further our students’ readiness for college and career, we currently offer five Advanced Placement courses including AP Calculus, AP US History, AP English Lit, AP Environmental Science and AP Spanish. In conjunction with the Urban Assembly Support Network, we are piloting a CDOS program to ensure all our students learn critical and necessary career skills. We are also embedding career readiness programs in our seventh grade and 12th grade classes so that students are well prepared for post-secondary success.
We endeavor to provide our students a well-rounded liberal arts education with a strong focus on argumentative writing and the use of evidence to support thoughts and ideas so they can make informative decisions and advocate for themselves as they prepare for adulthood.

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

Our English Language Learners, students with IEPs, native language speakers and general education students are all held to the same high standards. To better support their needs, we offer a small-group English class for our beginner ELLs in 9th, 10th and 11th grades. We also offer one elective class for our middle school ELL beginners and two elective classes for our high school ELL beginners, where students are provided with intensive English Language acquisition instruction.

Students with IEPs are supported through various co-teaching models with instruction that includes Universal Design for Learning practices. We also provide AIS services for all eligible students. We will continue to provide CDOS classes that include career training to better meet their needs to succeed beyond the classroom. We are also using the Wilson’s Reading Program in middle school to to better target our neediest learners.

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.

According to the School Quality Guide, In 2017-2018 we scored highest on Rigorous instruction where we earned a score of 4.36 which was significantly higher when compared to the District-wide (+0.57) and Citywide (+0.62) averages. Our Common Core shifts in literacy, particularly, have enabled students to progress on to the next grade as evidenced by a score of 4.41 in Common Core Shifts in Literacy as compared with the District-wide average (+1%) and Citywide Average (5%) Our 92% graduation rate supports the fact that we have a rigorous curriculum that promotes student engagement and success. AccordiWe will continue to enhance teacher collaboration so that best practices can be shared to better support the Common Core Shifts in Social Studies, Math and Science. To support this effort, we will continue to use our two Model Teachers and one Peer Collaborative Teacher as resources who will open their classrooms as labs and support the Professional Development of our teachers.

We will use department meeting time to focus on two initiatives or areas of focus for the year; using formative assessment to drive instruction and set student goals and incorporating research writing in English, Social Studies and Science classes.

Also, though we scored well overall on the school quality guide for Rigorous Instruction, our least positive was on Common Core Shifts in Math (84%), therefore we have teamed up with the Urban Assembly Middle School Math Support program for the coming school year as well as AP for All to refine curricula so that it is vertically aligned.
School Demographics and Accountability Snapshot for 20K609

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08,09,10,11,12</td>
<td>556</td>
<td>No</td>
</tr>
</tbody>
</table>

**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): 2
- # SETSS (ELA): 17
- # Integrated Collaborative Teaching (ELA): 91
- # Special Classes (Math): 2
- # SETSS (Math): 12
- # Integrated Collaborative Teaching (Math): 77

**Types and Number of Special Classes (2018-19)**

- # Visual Arts: 18
- # Music: #
- # Drama: 9
- # Dance: #
- # CTE: #

**School Composition (2017-18)**

- % Title I Population: 94.0%
- % Attendance Rate: 91.8%
- % Free Lunch: 88.7%
- % Reduced Lunch: 5.8%
- % Limited English Proficient: 14.9%
- % Students with Disabilities: 14.4%

**Racial/Ethnic Origin (2017-18)**

- % American Indian or Alaska Native: 0.4%
- % Black or African American: 16.4%
- % Hispanic or Latino: 18.3%
- % Asian or Native Hawaiian/Pacific Islander: 17.7%
- % White: 15.8%
- % Multi-Racial: 1.8%

**Years Principal Assigned to School (2016-19)**

- 1.1

**% of Teachers with No Valid Teaching Certificate (2015-16)**

- 5%

**% Teaching with Fewer Than 3 Years of Experience (2014-15)**

- 25%

**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: N/A

**Student Performance for High Schools (2016-17)**

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- Regents Diploma w/ Advanced Designation: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**

- Reward: No
- In Good Standing: No
- Focus District: No
- Priority School: No
- 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
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: 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

<table>
<thead>
<tr>
<th>Needs Assessment</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>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.</td>
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**Strengths:** Our students use our critical thinking framework – close reading, critical discussion and writing for argument – across the four major subjects (grades 6-12) to engage with complex texts in English, social studies and science and with complex concepts in math. Because our critical thinking framework is aligned with the Common Core Standards, our proficiency rates by eighth grade were 64.62% in ELA and 39.4% in math for 2017-2018 school year which are above the city average. Our Regents pass rates were as follows: ELA-80%, Global and Geography-80%, US History-92%, Algebra-80%, Algebra II-79%, Geometry-40%, Living Environment-59% and Chemistry-40 %. This year, we had a 92% Graduation rate in high school, with 43% graduating with honors or an advanced regents diploma.

**Needs assessment:** While our success, particularly in the Humanities, is cause for celebration, we need to continuously examine our practices by increasing the rigor of the daily objectives and allowing students to problem solve. Teachers will conduct inter-visitations to provide feedback using the lens of rigorous objectives that allow students to problem solve and discover relationships among concepts. Departments will also use student work to address gaps in understanding and continue to refine curricula so that it is vertically aligned.

Part 2 – Annual Goal

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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>By June 2019, we will deepen rigor of our longitudinal literacy framework and vertical math scope and sequence across grade levels as evidenced by a 2% increase in students performing as proficient on middle school math summative assessments, so in grade 6 from 30% to 32%, in grade 7 from 39% to 41% and in grade 8 from 34% to 36% and a 2% increase in students meeting college readiness benchmarks in both ELA and Math Regents from 75% to 77%.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., under/over-credited, SIFE, STH).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All students in grades 6-12 will take teacher-made benchmark exams based on the common core standards.</th>
<th>Students</th>
<th>September 2018</th>
<th>Teachers/Co Teachers/Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers/co-teachers will share benchmark results and look for trends.</td>
<td>Teachers</td>
<td>October 2018</td>
<td>Teachers/Co Teachers/Administrations</td>
</tr>
<tr>
<td>Teachers will conduct inter-visitations to give feedback on teachers' lesson objectives and the problem solving that is being asked of students.</td>
<td>Teachers</td>
<td>October-June 2019</td>
<td>Teachers/Administration</td>
</tr>
<tr>
<td>Teachers/co-teachers will look at 2017-2018 item analysis data to look for trends in each standard tested.</td>
<td>Teachers</td>
<td>November 2018</td>
<td>Teachers/Administration</td>
</tr>
<tr>
<td>Teachers/co-teachers will share fall benchmark results and classroom data with parents during Parent/Teacher Conferences.</td>
<td>Parents/Students</td>
<td>November 2018</td>
<td>Teachers/Co Teachers/Administration</td>
</tr>
<tr>
<td>Math teachers/co-teachers will analyze student work, specifically teacher-created &quot;State Your Case&quot; exams, to analyze student misconceptions. Teachers will also refine curricula so that it is vertically aligned and use resources from AP for All to help with this work.</td>
<td>Teachers/Students</td>
<td>October 2018-November 2018</td>
<td>Math Teachers/Co Teachers/Urban Assembly Math Coach/Administration</td>
</tr>
<tr>
<td>Science teachers and social studies teachers will refine their curricula so that it is vertically aligned and use resources from AP for All to help with this work.</td>
<td>Teachers</td>
<td>Ongoing</td>
<td>Science Teachers/Co Teachers/Administration</td>
</tr>
<tr>
<td>Two middle school math teachers will attend an outside professional learning session titled: Engaging All Learners in Middle School Math (Session 1)</td>
<td>Teachers</td>
<td>November 2018</td>
<td>Math Teachers/Administration</td>
</tr>
<tr>
<td>Offer high school students after school Regents Prep leading to the January Regents</td>
<td>Teachers/Students</td>
<td>November-December 2018</td>
<td>Math Teachers/Administration</td>
</tr>
<tr>
<td>Teachers/co-teachers will administer the second Common Core aligned benchmark exam and look at the data to determine trends.</td>
<td>Teachers</td>
<td>December 2018</td>
<td>Teachers/Co Teachers/Administration</td>
</tr>
<tr>
<td>Teachers will determine the lowest third and determine strategies for support</td>
<td>Teachers/Students</td>
<td>December 2018</td>
<td>Teachers/Co Teachers/Administration</td>
</tr>
<tr>
<td>Teachers will share data with students and have them set goals</td>
<td>Teachers/Students</td>
<td>January 2019</td>
<td>Teachers/Co Teachers/Administration</td>
</tr>
</tbody>
</table>
Two middle school math teachers will attend an outside professional learning session titled: Engaging All Learners in Middle School Math (Session 2)

| Teachers | January 2019 | Math Teachers/Co-Teachers/Administration |

Offer middle school students after-school test prep leading to the summative exams in May

| Teachers/Students | March-April 2019 | Math Teachers/Co-Teachers/Administration |

Teachers will administer the third benchmark and look at data to determine trends

| Teachers | March 2019 | Teachers/Co-Teachers/Administration |

Two middle school math teachers will attend an outside professional learning session titled: Engaging All Learners in Middle School Math (Session 3)

| Teachers | March 2019 | Math Teachers/Co-Teachers/Administration |

High School teachers will administer a Mock Regents exam and analyze trends

| Teachers | April 2019 | Teachers/Co-Teachers/Administration |

Offer High School students after school Regents test prep leading to the June regents exams

| Teachers/Students | May-June 2018 | Teachers/Co-Teachers/Administration |

### 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.

- Teachers will share benchmark results and classroom data with parents during the three city-wide Parent/Teacher Conferences. During this time, teachers, parents and students will collaborate to set goals for each student.
- Parents also have daily access to student grades via our electronic grade book, Jupiter Grades. As each of the six marking periods draws to a close, teachers in grade teams will determine which students are most at risk and determine interventions including informing parents.
- Workshops will be held at varying times to provide families opportunities to understand the learning that takes place in the classroom, including some specific to ENL needs and families of students with IEPs. These workshops will be led by teachers and overseen by the administration.

### 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.

- Teachers will be given time during department meetings to analyze trends, track student growth and provide feedback on observed lessons.
- Additional time may be given during days of professional development (November, January, June). Also during this time, teachers will have time to modify materials and to plan lessons using Universal Design for Learning (UDL) principles to meet the needs of all students.
- Teachers will use SHOP DOE to order materials that they need for lessons.
- Two teachers, one in middle school and one in high school, will attend a series of professional learning sessions based on Universal Design for Learning, Instructional Technology and Accessible Education Materials. They, in turn, will turn-key new learnings with other teachers. We will pay substitute teachers to cover their classes during these sessions.
- Teachers will attend professional learning sessions on topics such as, Engaging All Learners in Middle School Math. We will pay substitute teachers to cover their classes during these sessions.
- Our AP for All vertical alignment facilitators will be paid per session when attending professional development sessions.
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>X</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
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<td>21st Century Grant</td>
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<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></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, teachers will use the data from the two Common Core aligned benchmarks and scholarship reports from semester one to track student mastery of standards to refine curricula and help students set goals. Marking period pass rates in ELA and math will increase by 2% from the first marking period to the third.

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

Teachers will use the results of the fall, winter and spring Common Core aligned benchmark exams to assess progress, as well as marking period scholarship reports to support students and drive instruction. High school teachers will also use the Mock Regents exams administered in April to target students for support.

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?

Strengths: In conjunction with our after school Community Based Organization (CBO), Neighborhood Improvement Association (NIA), our middle school students are offered homework help and are immersed in enrichment activities that challenge them mentally, physically and artistically. Our high school has several clubs that have helped establish a classroom and school culture where students feel safe, supported and challenged by their teachers and peers. These clubs include Student Council, Peer Mediation, Good Will, and Senior Activities and are rooted in community service, service to school, and enriching the school experience with social activities. We also have monthly celebratory gatherings where students are acknowledged for their academic and social-emotional successes. The effects of this nurturing and supportive environment can be seen in our high school graduation rate which, over the past 5 years, is at 93% as well as in our school quality guide where 95% of students agree or strongly agree that they feel safe in their classes. This year we are focusing on giving all our students an opportunity to visit a college campus and infusing career readiness skills into our curriculum.

Need: Though the school provides opportunities for enrichment and has many systems and structures in place to support students to succeed in high school and beyond, our school’s chronically absent rate for middle school is 18% and 33% for high school for a combined average of 25.5%.

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 of 2019, students' sense of belonging will improve, as evidenced by an increase of 3% of students with over 90% attendance in middle school from 80% to 83% and 5% in high school from 64% to 69%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • 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). | Students | June 2018 | Principal |
<p>| The school will apply for College Access for All funding for both the middle and high school. | Students | June 2018 | Principal |
| Postings for two enrichment coordinator positions, middle and high school, will be created. | Teachers | August 2018 | Principal |
| Use the College Access for All career readiness curriculum to allow students to identify their interests so that they may choose colleges and/or careers that support their interests. | Students | September 2018 | Principal/College Access for All coach/Urban Assembly career-readiness coach/teachers |
| A College Access for All team will be created to best maximize the opportunities afforded to students. | Staff | September 2018-June 2019 | Principal, Assistant Principal, Guidance Counselor, College Counselor, Enrichment Coordinators, Grade Team Leaders, Parent Coordinator |
| Create a Google Sheet where we track partnerships that have been established and students that attend information sessions. | Students | October 2018-June 2019 | Principal, Assistant Principal, Guidance Counselor, College Counselor, Enrichment Coordinators, Grade Team Leaders, Parent Coordinator |
| Grade Team Leaders will work with the data manager to be trained in Dexpr so that teams can set goals and identify students to target. Teams will set a goal of moving 10% of students in each grade above 90% attendance. | Students | October 2018-June 2019 | Principal/ Assistant Principal/Grade Team Leaders/Teachers/Data Manager |
| The Attendance team will meet weekly to monitor attendance and create incentives for at risk students. | Students | October 2018-June 2019 | Principal/Assistant Principal/Attendance Team |
| Create a Google Sheet to track visits to college campuses and attending students. | Students/Parents | October 2018-June 2019 | Principal, Assistant Principal, Guidance Counselor, College Counselor, Grade Team Leaders, Parent Coordinator |</p>
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Target Audience</th>
<th>Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host a Transition Workshop for parents of students with IEPs</td>
<td>High School Parents</td>
<td>High School Parents</td>
<td>Assistant Principal, Guidance Counselor, Parent Coordinator</td>
</tr>
<tr>
<td>Host a FAFSA Saturday event where parents can come to school for help in completing the FAFSA.</td>
<td>Parents of seniors</td>
<td>October 2018</td>
<td>Assistant Principal, College Counselor, teachers</td>
</tr>
<tr>
<td>In conjunction with Urban Advantage, host a Family Science evening for parents.</td>
<td>Students/Parents</td>
<td>November 2018</td>
<td>Assistant Principal, Guidance Counselor, Parent Coordinator/Teachers</td>
</tr>
<tr>
<td>Coordinate college campus visits for students</td>
<td>Students/Parents</td>
<td>December 2018 and March 2019</td>
<td>Principal, Assistant Principal, Guidance Counselor, College Counselor, Seventh Grade Team Leader, Parent Coordinator</td>
</tr>
<tr>
<td>Host a middle school College Access for All parent workshop</td>
<td>Parents of middle school students</td>
<td>January 2019</td>
<td>Assistant Principal, Guidance Counselor, Parent Coordinator</td>
</tr>
<tr>
<td>Host a Parent/Daughter college trip where parents and students spend a day visiting two colleges outside of the city.</td>
<td>Parents of high school students</td>
<td>January 2019</td>
<td>Principal/College Counselor/Teachers</td>
</tr>
<tr>
<td>Coordinate a college campus visit for 10th grade students</td>
<td>Students in 10th grade</td>
<td>April 2019</td>
<td>Principal, Assistant Principal, Guidance Counselor, College Counselor, Seventh Grade Team Leader, Parent Coordinator</td>
</tr>
<tr>
<td>Host a middle school College Access for All parent workshop.</td>
<td>Parents of middle school students</td>
<td>April 2019</td>
<td>Assistant Principal, Guidance Counselor, Parent Coordinator, College Access for All vendor</td>
</tr>
<tr>
<td>Overnight college trip for all interested high school students where they are able to visit five to six colleges in two days.</td>
<td>High School students</td>
<td>April 2019</td>
<td>College Counselor, Teachers</td>
</tr>
</tbody>
</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.

Parents will have several opportunities to attend College Workshops, such as FAFSA Saturday in October, to be part of their daughters' application process to college. Parents are also able to attend the Parent/Daughter college trip where they are able to visit two colleges campuses outside of the city. For parents or students who indicate a resistance toward the college application process, meetings will be arranged by the Principal, Guidance Counselor and Student.
Support Services coordinator to discuss post-secondary options. Parents will also be invited to accompany their daughters on planned trips to outside agencies that can support their daughters after graduation.

**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.

Funding provided by College Access for All will cover per session activities, buses for trips to colleges, materials for parent workshops, and funding for students for an overnight college trip.

**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>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<td></td>
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<td>21st Century Grant</td>
<td>SIG</td>
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<td></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, we will have increased the number of middle school students and high school students with above 90% attendance by 1%.

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

We will use the New Visions tools of Dexpr and Attendance Heat Maps to track progress and to guide our interventions.

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

During the 2017-2018 school year we asked teachers to better outline the supports given in co-taught classrooms which enabled more precise use of UDLstrategies and offered the Principal and instructional Assistant Principal a clearer understanding of the scaffolds being provided.

The sharing of best practices was encouraged and supported by Administration and the Peer Collaborative Teacher through in-house and outside Professional Development, inter-visitation of classrooms and a sharing of best practices.

In response to teacher feedback, we allotted more co-planning time during the professional development hours in school and on professional development days in June. Due to this, according to the 2017-2018 School Quality Guide, 91% of teachers agreed or strongly agreed that their professional development experiences included opportunities to work productively with colleagues in their school.

**Need:**

According to our 2017-2018 School Quality Guide under the heading, Collaborative Teachers, 89% of teachers agreed or strongly agreed that overall, their professional development experiences had been sustained and coherently focused, rather than short-term and unrelated. This is an increase of 6% from the year before. To further enhance our teachers' professional learning opportunities, our Peer Collaborative Teacher will survey teachers on professional development interests and create a professional learning calendar that incorporates their needs.

### 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.

**Goal:**

By June 2019, there will be a 3% increase in the percentage of teachers will agree or strongly agree that overall, their professional development experiences for the 2018-2019 school year have been sustained and coherently focused, rather than short-term and unrelated, so from 87% to 90%.
## 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).

### Target Group(s)

**Who will be targeted?**

### Timeline

**What is the start and end date?**

### Key Personnel

**Who is responsible for implementing and overseeing the activity/strategy?**

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys will be sent to teachers asking them to list which professional development topics interest them the most, as well as which topics they would feel comfortable leading during PD session.</td>
<td>Teachers</td>
<td>September 2018</td>
<td>Principal and Assistant Principals</td>
</tr>
<tr>
<td>Results will be shared with the Instructional Team and topics along with protocols will be discussed. Plan out the Professional Learning Calendar.</td>
<td>PD Team members</td>
<td>September-October 2018</td>
<td>Principal/Assistant Principal/Model Teachers/Peer Collaborative Teacher</td>
</tr>
<tr>
<td>Feedback forms will be created by our Instructional Team.</td>
<td>PD Team members</td>
<td>October 2018</td>
<td>Principal/Peer Collaborative Teacher</td>
</tr>
<tr>
<td>Peer Collaborative Teacher and identified teachers will lead Professional Development on Mondays from 3:05-3:45.</td>
<td>Teachers</td>
<td>October 2018-October 2019</td>
<td></td>
</tr>
<tr>
<td>A survey will be sent to teachers in February to get feedback on effectiveness of the PD series to date and recommendations for improvement.</td>
<td>All teachers</td>
<td>February 2019</td>
<td>Principal/Instructional Team</td>
</tr>
<tr>
<td>All teachers will be encouraged to fill out the school survey.</td>
<td>Teachers</td>
<td>March-April 2019</td>
<td>Teachers, Instructional team</td>
</tr>
</tbody>
</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.**

**During back to school night, as well as during the three parent/teacher conferences, teachers will share some of the practices they are using to support the growth of their daughters' mastery of standards. Teachers also meet in grade**
teams weekly for "kid talk" to monitor student academic behavior, achievement and attendance to then have conversations with parents about their daughter’s performance.

**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.

Most of the planning will occur during our weekly Instructional Team meetings. Teachers will be paid per session for any extra time taken for planning Professional Development sessions alongside the Peer Collaborative Teacher.

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

<table>
<thead>
<tr>
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<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
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<td>SIG</td>
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<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, feedback forms after each professional development session will have been collected and analyzed. A survey will be sent to teachers for overall feedback on the effectiveness of PD to date and ideas for improvement.

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

The instruments of measure that will be used to measure progress is the survey results of each professional learning session as well as the mid-year survey for overall satisfaction with professional learning sessions thus far.

**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: We promote shared leadership and encourage teachers to participate in many of the decision making processes on all levels including; instructional, social-emotional and behavioral. Our communication systems and structures allow for shared planning and transparency. According to the 2017-2018 School Quality Guide, we had an overall score of 4.08 on Effective School Leadership.

Need: According to the 2015-2016 Quality Review we received a score of Proficient as opposed to Well-Developed in 2.2-Assessment because, although all teachers use data to provide actionable feedback, adjustments to curricula and instruction do not yet result in increased mastery of learning goals by all students. Also, according to the 2017-2018 School Quality Guide, only 75% of students agreed or strongly agreed that they learn a lot from feedback on their work. Based on this data, our professional learning sessions and observation feedback to teachers will focus on 3D-Using Assessment in Instruction, so that adjustments to instruction and curricula can be made to promote mastery of learning by all students.

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 create and implement an impactful professional development plan as evidenced by a 5% increase in teachers' ADVANCE ratings in Domain 3 (Instruction) from an average of 3.28 to an average of 3.5.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</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><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong>&lt;br&gt;<strong>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).</strong></td>
<td>Teachers</td>
<td>September-November 2018</td>
<td>Principal/Assistant Principal</td>
</tr>
<tr>
<td>The first cycle of informal observations of teachers will focus particularly on teacher practices in Domain 3</td>
<td>Identified Teachers</td>
<td>November 2018</td>
<td>Principal/Assistant Principal/Teacher Leaders</td>
</tr>
<tr>
<td>At the end of the first observation cycle for all teachers on staff, the Instructional Team will meet to discuss trends and use the data from ADVANCE to drive professional learning sessions and to identify teachers who are in the lowest third in domain 3</td>
<td>Identified Teachers</td>
<td>November 2018</td>
<td>Principal/Assistant Principal/Teacher Leaders</td>
</tr>
<tr>
<td>Teacher Leaders will work closely with the bottom third to improve practices in Domain 3. A Google document will be shared amongst the instructional team to track feedback and growth</td>
<td>Identified Teachers</td>
<td>November 2018</td>
<td>Principal/Assistant Principal/Teacher Leaders</td>
</tr>
<tr>
<td>Instructional Team will share best practices as they are observed in teachers' classrooms and encourage intervisitations.</td>
<td>Identified Teachers</td>
<td>October-2018-May 2019</td>
<td>Principal/Assistant Principal/Teacher Leaders</td>
</tr>
<tr>
<td>After identified teachers' second formal/informal observations, data from ADVANCE will be used to monitor growth.</td>
<td>Identified Teachers</td>
<td>October 2018-January 2019</td>
<td>Principal/Assistant Principal</td>
</tr>
<tr>
<td>Advance data will be used after the second round of observations, decisions will be made as to which identified teachers are successfully making progress to make room for other identified teachers to receive intensive training by the teacher leaders.</td>
<td>Identified Teachers</td>
<td>February 2019</td>
<td>Principal/Assistant Principal/Teacher Leaders</td>
</tr>
<tr>
<td>Department teams will focus on refining curricula and instruction to address misconceptions and gaps in understanding (based on data gathered from scholarship reports and benchmark exam results).</td>
<td>Department Teams</td>
<td>February 2019</td>
<td>Principal/Assistant Principal/Department Team Leaders/Teachers</td>
</tr>
<tr>
<td>Instructional team will continue to share feedback and monitor teacher growth in Domain 3.</td>
<td>Principal/AP/Teacher Leaders</td>
<td>February 2019-May 2019</td>
<td>Principal/Assistant Principal</td>
</tr>
</tbody>
</table>

---

**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.

- At the beginning of the year, we will send home Jupiter Login information as well as temporary passwords so parents can monitor their daughter's progress, specifically by viewing scores in participation, homework, quizzes, tests, projects in all their classes.
- Parents are encouraged to attend Meet the Teacher Night where they can meet with each of their daughters' teachers and receive their daughter's syllabus in each class.
- We will offer several workshops of varying topics and at varying times to promote parent engagement so they can support their daughters at home.
- We will use student volunteers who are bilingual in our school's predominant languages of Spanish, Urdu, Arabic, Uzbek and Bengali to make phone calls to inform families of school workshops.

**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.

- Release time for teacher leaders to attend training, increased prep time in teacher leader schedules, weekly instructional team meetings
- Purchase of materials and refreshments for family workshops

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

| | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

**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 and the AP of instruction will use ADVANCE reports to track teachers’ growth in Domain 3, Component d and to inform adjustments to teacher leader caseload.

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

We will use the Google document that tracks observation feedback, as well as teachers’ Measures of Teacher Practice ratings in domain 3d to assess progress.

**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.

   Strength: In 2018 we had 63% of our parents participate in the Learning Environment Survey as compared with 53% last year and 32% the year before. We used Kinvolve, a text-messaging platform, to communicate with parents in their language to address student concerns and remind parents of important dates. This year we will continue to communicate using a new electronic platform, REMIND, which also allows the Parent Coordinator to send the Monthly Parent Newsletter electronically. On the 2017-2018 School Quality Guide, 95% of families agreed or strongly agreed that our school communicates with them in a language and in a way that they can understand while 93% of families said that they are well-informed by the communications they receive from the school.

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.

   Need: In looking at parents' responses on the School Survey regarding Parent Involvement in School, only 77% said they are likely to attend a general school meeting or school event. In order to increase parent attendance, we are going to offer at least 10 events throughout the school year with differentiated topics (academic, social-emotional, preparing for college, Mother-Daughter day, International Night) at varying times (afternoons, evenings, Saturdays).

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, we will deepen our partnership with families and empower parents as effective advocates for their child’s success, as evidenced by a 10% increase in families' attendance in school sponsored events from 40% to 50%.
### 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>Use REMIND to communicate with parents in their home language via text.</td>
<td>Families</td>
<td>October 2018-June 2019</td>
<td>IT-Mr. Aitzian, Parent Coordinator</td>
</tr>
<tr>
<td>Use Bilingual Parents and student volunteers to make calls to ensure parent attendance for parent/teacher conferences, celebration of students, survey completion, PTA meetings and other events</td>
<td>Families</td>
<td>September 2018-June 2019</td>
<td>Principal/Parent Coordinator, Bilingual Parents, Teachers, Students</td>
</tr>
<tr>
<td>Host parent orientations for grades six and nine in multiple languages. Parent orientations will include encouraging parents to join the PTA and volunteer for school events.</td>
<td>Families</td>
<td>September 2019</td>
<td>Principal/Parent Coordinator and Translators</td>
</tr>
<tr>
<td>Encourage parents to volunteer for events via REMIND, Parent Newsletters, and phone calls</td>
<td>Families</td>
<td>Ongoing</td>
<td>Principal/Parent Coordinator</td>
</tr>
<tr>
<td>Enlist the aid of Student Council members to make announcements during homeroom for upcoming parent events and the need for volunteers</td>
<td>Families</td>
<td>Ongoing</td>
<td>Principal/Parent Coordinator/Student Council Members</td>
</tr>
<tr>
<td>Offer incentives such as a grade challenges to increase parent involvement. Offer prizes like dress down days for students and gift certificates for families.</td>
<td>Families</td>
<td>Ongoing</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Host a Transition Workshop on Saturday for students with IEPs</td>
<td>Parents of Seniors</td>
<td>October</td>
<td>Assistant Principal/Guidance Counselor/Parent Coordinator</td>
</tr>
<tr>
<td>Host FAFSA Saturday for parents of Seniors to help with the Financial Aid online process</td>
<td>Parents of Seniors</td>
<td>October</td>
<td>Assistant Principal/Guidance Counselor/Parent Coordinator</td>
</tr>
<tr>
<td>Host a workshop on a Saturday for middle school emerging English Language Learners followed by pumpkin painting for families</td>
<td>Parents of middle school English Language Learners</td>
<td>October</td>
<td>Assistant Principal/ESL Teachers</td>
</tr>
<tr>
<td>Host a Family Science Night for families</td>
<td>Families</td>
<td>November</td>
<td>Assistant Principal/Parent Coordinator/Science Teachers</td>
</tr>
</tbody>
</table>
Host a Health and Wellness event during the evening including community partners as presenters  
Families | November | Principal/Parent Coordinator/Guidance Counselor
---|---|---
Host a middle school College Access for All evening workshop  
Families | January | Assistant Principal/Guidance Counselor/Parent Coordinator
---|---|---
The PTA, along with the Goodwill Club and Students will host family evening and Saturday events and track attendance  
Families | December-June | Assistant Principal/Guidance Counselor/Parent Coordinator
---|---|---

### 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.

- Neighborhood Improvement Association
- Urban Advantage Science Initiative
- College Access for All-Middle School
- College Access for All-High School
- Advanced Placement for ALL
- International Study Abroad Program
- Summer Youth Employment Program
- ACE Mentorship Program
- BEAM
- Training Opportunity Program

### 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.

We will fund family events with the following funds:

- TL Parent Involvement
- Title I
- College Access for All
- AP for All
- Urban Advantage
- Title I and Title III funds will be used to pay teachers per session when conducting workshops or participating in events.

#### 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>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>X</td>
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</tbody>
</table>

### Part 5 – Progress Monitoring
<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February, we will have hosted/offered seven family events and there will be a 5% increase in family attendance from 40% to 45%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will create a Google Form where we will track family participation. We will use this to list to target families who have yet to attend either PTA conferences or other events.</td>
</tr>
</tbody>
</table>

| **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 (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)                | *Based on state issued scale scores as determined by the NYS CC ELA Exam (MS)  
*Failed Regents (HS)                      | *Best Practices as shared by department team members (graphic organizers, sentence starters, annotation of text, leveled text, word banks, audio books).  
*Use of UDL principles and practices.  
*Regents Prep classes  
*SAT prep classes | *Small group and one-to-one pull-out  
*Integrated co-teaching  
*Paraprofessionals  
*After-school community partner (NIA)-MS  
*In MS, one period of AISservices-Skills Class | *Before school  
*During school  
*After school  
*Saturdays |
| Mathematics                               | *Based on state issued scale scores as determined by the NYS CC Math Exam (MS)  
*Failed Regents (HS)                      | *Best Practices as shared by department team members (graphic organizers, sentence starters, annotation of text, leveled text, word banks).  
*Use of UDL principles and practices.  
*Regents Prep classes  
*SAT prep classes | *Small group and one-to-one pull-out  
*Integrated co-teaching  
*Paraprofessionals  
*After-school community partner (NIA)-MS  
In MS, one period of AISservices-Skills Class | *Before school  
*During school  
*After school  
*Saturdays |
| **Science** | *Failed after marking period one (MS)*  
|             | *Failed Regents (HS)*  
|             | *Best Practices as shared by department team members*  
|             | *Use of UDL principles and practices.*  
|             | *Regents Prep Classes*  
|             | *Small Group*  
|             | *Integrated co-teaching*  
|             | *Paraprofessionals*  
|             | *After-school community partner (NIA)*  
|             | *During School*  
|             | *After School*  
|             | *Saturdays*  
| **Social Studies** | *Failed after marking period one (MS)*  
|             | *Failed Regents (HS)*  
|             | *Best Practices as shared by department team members*  
|             | *Use of UDL principles and practices.*  
|             | *Regents Prep Classes*  
|             | *Small Group*  
|             | *Integrated co-teaching*  
|             | *Paraprofessionals*  
|             | *After-school community partner (NIA)*  
|             | *During School*  
|             | *After School*  
|             | *Saturdays*  
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | *IEP Mandated services, At-Risk (academic & behavioral) as identified by Principal, AP, Dean and teachers*  
|             | *One-to-one or group counseling as specified on student’s IEP with either the middle or HS counselor*  
|             | *Peer Mediation*  
|             | *De-escalation practices and PD*  
|             | *One-to-one, small group*  
|             | *Peer mediators*  
|             | *De-escalation PD for teachers; applied to students*  
|             | *During school*  
|             | *After school*  
|             | *During school*  

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2018-19 CEP
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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>49</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Uniforms; additional access to school supplies and trips; at-risk counseling when necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
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.
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>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</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.

In 2014-215, we worked closely with Lauren Kraus from the Office of Teacher Recruitment and Quality on strategies to improve hiring highly qualified teachers. Through this work, we have developed a comprehensive interview process including standardized questions, reference checks, and demo lessons when possible. We also attend Borough-wide and City-wide hiring fairs and advertise vacancies on Open Market and New Teacher Finder.

Furthermore, to increase retention we are;

a) providing Mentors to new teachers and teaching buddies to teachers new to our school but not new to teaching. We also believe that by providing teachers a highly structured, nurturing school environment as well as opportunities for professional growth, our teachers will seek to stay at UASCJ.

b) we have added two Model Teachers and one Peer Collaborative Teacher to work closely with our teachers so they have a clear understanding of effective teaching practices as measured by the Danielson Rubric. These teachers will also open their classrooms to new teachers so they can view best practices. By setting clear expectations for teaching and learning through modeling and offering professional development sessions aligned with our school's instructional focus, we hope to minimize ambiguity and misunderstandings.

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).

Our professional development opportunities include:

Co-Planning time for our co-taught classroom teachers (40 different pairs) for 35 minutes on Monday and 30 minutes on Tuesday

- Department Teams who meet weekly for 45 minutes and includes all teachers. Teams work together to refine curricula so that it is vertically aligned, they look at students work to analyze trends and gaps in understanding, they look at formative assessment data to guide their instruction and help students create goals, and they conduct inter-visitations to provide feedback on pedagogical practices.
Grade Teams who meet for 40 minutes each week and analyze trends in student attendance and scholarship reports.

Since last year, we have two model teachers whose classrooms will be used as lab classrooms for their peers where they will get a chance to see best practices in action. We also have a Peer Collaborative Teacher who will help create and implement our differentiated professional development series.

Differentiated Professional Development sessions on Mondays for 40 minutes broken into topics based on needs assessment and teacher survey responses.

Whole staff PD as needed. We also have three full day Professional Development sessions—November 7, January 29 and June 7—that allow us to delve more deeply into realizing our goals. The June PD is an overnight retreat to reflect and set goals for the upcoming school year.

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.).

N/A

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 MOSL team makes selections for measures of student learning.
- Our Department Chairs meet to decide on benchmark design and calendars to ensure that formative assessments are conducted and subsequently used to improve instruction and student learning.
- We use the No Stone unturned protocol to determine gaps in understanding and refine unit plans.
• Our teachers chose the topics for this year’s professional development series via a survey. Based on teacher feedback, Professional Development sessions are provided throughout the year and presented by administrators, teachers, Urban Assembly and Affinity support staff.
• Because we have 40 co-teaching teacher teams, we have incorporated co-teaching time where teachers work on lesson planning and data analysis. A Google document is used to track the work done during this time.

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</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 Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>427746</td>
<td>X</td>
<td>10-11, 16-17, 18-19</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td>X</td>
<td>10-11, 18-19</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3694630</td>
<td>X</td>
<td>10-19</td>
</tr>
</tbody>
</table>

Explaination/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.

2The 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 aim 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.

<table>
<thead>
<tr>
<th>Parent Involvement Policy (PIP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. The Urban Assembly School for Criminal Justice, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Urban Assembly School for Criminal Justice will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
</tbody>
</table>
● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community.

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

### Parental Involvement and School Quality

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, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

● 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;

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;

Hosting themed/cultural events (at least three) to build community with and amongst parents

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

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

School-Parent Compact (SPC)

The Urban Assembly School for Criminal Justice, 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

School Responsibilities - The Urban Assembly School for Criminal Justice will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables your child to meet the State’s student academic achievement standards as follows:

- Encourage and promote reading and writing across the subject areas.
- Provide structural support in math and literacy for remediation and enrichment.
- Incorporate the use of technology to integrate other resources.
- Conduct explicit grammar, writing and reading instruction.
- Create a nurturing and comfortable learning environment free of unnecessary distractions such as cell phones and electronic devices.
- Promote a healthy lifestyle by helping students make thoughtful decisions about nutrition and fitness.

Hold parent-teacher conferences during which this compact will be discussed as it relates to your child’s achievement. Specific dates and times will be indicated on future Parent Blasts. You can also access this information on our website: www.uascriminaljustice.org

Provide families with frequent reports on their children’s progress. Specifically, the school will provide grade reports as follows:

- Jupiter Grades progress reports at least once each quarter.
- Parent/guardian online access to their child’s grades on Jupiter Grades (www.jupitergrades.com)
- Phone calls

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; use of (text translating service to send important reminders to parents in their native language
• 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 families with reasonable access to staff. Staff will be available for consultation with families as follows:

► Staff has school-based email addresses for communication with parents. Each grade will send home a notice with the specific emails for each teacher at the start of the school year.

► Parents can call and request an appointment to meet or talk with school staff.

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
Family Responsibilities - We, as parents/guardians, will support our child’s learning in the following ways:

► Uniform: Ensuring that your child wears her school uniform every day. The school uniform consists of a UASCJ logo shirt, sweatshirt or school-issued shirt.

► Middle school students must wear black pants. Pants cannot have holes or contain any imagery or logos. Skirts must be knee length. During the warm weather, knee-length shorts may be worn.

► High school students may wear pants of their choice. Pants cannot contain holes. Skirts must be knee length. During the warm weather, knee-length shorts may be worn.
o Open-toe shoes are not permitted during science labs and PE. Science and PE teachers will address this individually and mark the students as “unprepared.”

o While participating in dress down days, students must still adhere to basic dress code rules. Students may not wear miniskirts, tops that show midriff, strappy tank tops, shirts that reveal undergarments, pants with revealing holes and clothing with inappropriate language or imagery.

o When students come to school out of uniform they may be mandated to attend lunch time detention. Students will be provided with a bagged lunch of the school’s choice. If your child skips detention, further disciplinary action will be taken.

o If a student is seen with a non-uniform sweatshirt or jacket, the administration or deans may take the item. Students will be allowed to retrieve the items at the end of the day.

School Involvement:

o Participating in decisions relating to your child’s education. This includes a willingness to meet with teachers when asked.

o Building positive relationships with teachers and staff. This includes using respectful language when speaking with teachers and staff.

o Staying informed about your child’s education by reading all notices/reports from the school or the school district and responding if necessary. This includes checking for the Parent Blast which is posted online every Tuesday.

o Informing the school of any matters that might affect your child’s academic success.

o Serving on school committees. Including the Parent Teacher Association (PTA) or School Leadership Team.

Attendance: Ensuring that your child attends school regularly and on time.

Homework & Academic Success:

o Ensuring that your child completes her homework on time and helping your child study for tests and quizzes.

o Ensuring that television, video games, and non-school related computer use do not get in the way of your child’s academic success.

o Ensuring that your child receives an ample amount of sleep each night.

o Encouraging your child to participate in after school activities and clubs.

o Encouraging your child to read for at least 30 minutes every night.

o Helping your child perform her work in a focused and sanitary environment by prohibiting her from bringing soda, energy drinks, sunflower seeds, or chewing gum to school. These items are forbidden at all times, including during breakfast and lunch. If your child brings these items into school, they will be confiscated and thrown out.

o Ensuring that your child does not bring a cell phone or any electronic devices to school. These items will be confiscated and a parent will need to come to the school to retrieve these items. If a parent cannot come to the school. The device will be returned to the student at the end of each semester. No exceptions!
Ensure that your child does not bring hair products, nail polish or nail polish remover to school. These items will be confiscated and a parent will need to come to the school to retrieve these items.

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Student Responsibilities:</strong></td>
</tr>
<tr>
<td>• attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>• complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>• follow the school rules and be responsible for my actions;</td>
</tr>
<tr>
<td>• show respect for myself, other people and property;</td>
</tr>
<tr>
<td>• try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>• always try my best to learn.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td>☒ After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| ☐ K | ☐ 1 | ☒ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☒ 6 | ☒ 7 | ☐ 8 | ☒ 9 | ☒ 10 | ☒ 11 | ☐ 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

Our supplemental program at UASCJ is designed to promote and develop reading and writing skills for all of our English Language Learners. We strongly believe that reading and writing skills are imperative for academic success. Our program is designed to use an appropriate skill-based curriculum that will allow our ELLs to develop their language skills in a variety of academic contents. The curriculum will be adapted to the Common Core ELA standards. Our focus on reading will include a variety of non-fiction texts that will provide an opportunity for students to build their skills. This includes acquiring the use of academic vocabulary, close readings, identifying important concepts and events, and building background knowledge. Our writing component will develop our ELLs’ skills in non-fiction pre-writing activities, paragraph development, and the practice of revising. Overall, our goal for the program is for students to significantly improve their academic reading and writing skills to support them in their content classes and formal New York State assessments.

The ENL team designed the curriculum based on data from the NYSESLAT 2017 and 2018. In addition to NYSESLAT data, the team analyzed trends from the middle school ELA exam (for our ELLs that qualified to sit for it) and the ELA Common Core Regents for our grades 9-12 students.

Our supplemental program will take place after school on Wednesdays, Thursdays and Fridays starting November 30, 2018-January 23, 2019. The program will resume on the same days after school from April 19-June 7, 2019. The program will take place between 3:00pm - 4:15pm. Our high school ELL students will participate in NYSESLAT Prep as well as Regents Prep courses which may include Algebra, Geometry, Living Environment, Chemistry, Global History and US History. Our middle school ELLs will participate in ELA, math and NYSESLAT prep for to support their content classes and New York State exams.

While all ELLs will be grouped together, our supplemental program will focus on differentiation and modifications for two subgroups of ELL students in grades 6-12. Students will be recognized as entering/emerging or transitioning/expanding. Students will be identified based on their designated NYSESLAT score, or if they are a new student, the NYISTELL and/or the Spanish Lab-R. Our program provides one hundred percent of instruction in English, however, home language support will be included in lessons for students at all NYSESLAT/NYISTELL levels. For example, the ENL team will explicitly teach students that are literate in their native language how to use the New York State glossaries and word to word dictionaries that our school has purchased. Our materials to support these program will include a wide variety of resources, using non-fiction texts from credible reading sites, such as NewsELA, New York Times (student edition) and Read Works. We selected these examples to highlight because the lexile level can be adjusted to match the reading levels of students (Fountas and Pinnell). Additionally, materials included will be non-fiction leveled texts such as National Geographic for Kids, Write Time (Time Magazine for Kids), and Scholastic Non-Fiction passages. We will also use New
### Part B: Direct Instruction Supplemental Program Information

York State Regents Prep book during the after school Regents Prep sessions. For middle school math, our supplemental program uses Ready New York books for grades 6-8.

The activities during our supplemental program will include lessons with specific reading and writing objectives such as, how to use context clues to determine vocabulary words, annotations, word choice, paragraph and essay organization, argumentative writing and research writing. The ENL team has designed these lessons to meet our Title III objective to allow our ELLS to develop their language skills, particularly reading and writing non-fiction texts to support a variety of academic contents, including math. All records will be maintained on a Google Drive Attendance Tracker which will state the name of the student, date and the session they attended. Program notifications will be provided in parents' preferred home language, which the ENL team has generated and prepared from ATS.

The teachers included in this program are ENL teachers, Ms. Ortiz, Mr. Caroll, Ms. Cojocarita and Ms, Casey. Content area teachers include ELA: Mr. Wade and Ms. Broderick Math: Ms. Fertig, Ms. Cabrera, Ms. Barattini, Ms. Paruch and Ms. Luedtke., Science: Ms. Esparza and Ms. Tylina, Social Studies: Ms. Satnick.

### Part C: Professional Development

<table>
<thead>
<tr>
<th>rationale</th>
<th>teachers to receive training</th>
<th>schedule and duration</th>
<th>topics to be covered</th>
<th>name of provider</th>
</tr>
</thead>
</table>

Begin description here: 

Our ENL professional development program at UASCJ is designed to ensure that teachers are continuously learning and receiving information about the most effect practices for our ELLs. The school strongly believes that all teachers need to understand the complex components behind teaching ELL students. This includes a foundation of understanding the theories of second language acquisition, the best practices for teaching ELLs, and analyzing and reflecting on our ELL data from state and local assessments.

All teachers, included in the program will have the opportunity to take part in our monthly professional development series. For the month of September, teachers will attend a PD, led by ENL Coordinator Ms. Michelle Ortiz regarding our ENL data, based on the results of the 2017-2018 NYSESLAT. Teachers review the data and modifications that can be applied for each NYSESLAT level. Ongoing professional development will include incorporating differentiation strategies. For the month of October, the PD topic will be led by High School ENL teacher Mr. John Carroll on the topic how to use easy online tools to support ELLs. Each month will continue to have a theme for the 2018-2019 school year, topics will include vocabulary acquisition (November) argumentative writing (December) ELL Participation (January) ELLS with IEPs (February), Cultural Awareness (March), ELL Literacy Strategies (April), Benefits of Bilingualism (May) and creating a continuous positive school culture with our ELLs (June).

These PD sessions will be led by one of the three ENL teachers, including Ms. Michelle Ortiz, Mr. John Carrol, Ms. Elena Cojocarita and Ms. Alexandra Casey. On November 6, 2018, January 28, 2019 and June 6, 2019 there will be an additional PD in a workshop format for all teachers participating in the program to attend. This will provide teachers with an opportunity to
Part C: Professional Development

share feedback and successful lessons that have been conducted with the ELLs. This will provide teachers with an opportunity to create a best practice list for the program. Overall, the PDs will positively impact the progress of the ELLs for our staff members that can learn more background information about teaching and working with ELLs. The PDs will provide teachers with activities and modifications to support the educational, linguistic and culture needs of our ELL population. In addition to sign-in sheets, all records of attendance will be kept in a Google Drive labeled ENL PD monitored by the ENL Coordinator.

For our ENL teachers, Ms. Ortiz, Mr. Carroll, Ms. Cojocarita and Ms. Alexandra Casey will attend PDs related to ELLs that will be provided at various professional development sessions. The goal of the attendance is for our ENL teachers to receive ongoing PD opportunities which will help instruct our ELLs and our Title III Program. Currently, ENL teachers are researching professional development sessions to sign up for the 2018-2019 school year. One of professional developments the ENL teachers are currently looking into signing up for the National TESOL Convention and English Language Expo which is located in Albany, New York in October.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 

Our school values parental involvement, which we believe is a key factor to ensure ELL success. At UASCJ, all parents of ENLs will be offered the opportunity to participate in English Language Parental Engagement Activities hosted by ENL teachers, Mr. Carroll, Ms. Cojocarita, Ms. Ortiz and Ms. Casey. All parents of ELLs in grades 6-12 will be invited and are welcome to join the activities. The purpose of the activities are to encourage parents to become involved with our school and be part of our larger school community. Consequently, parents will become more involved with their child's education and learning experiences. Additionally, our engagement activities will allow the parents of ELLs to come together and gain a better understanding of our ENL program and our school.

UASCJ will host Saturday Parent Engagement activities starting on December 8, 2018. Our first activity will be a Cultural Holiday Arts and Crafts Celebration from 10:00am-1:00pm. Parents and students will participate in making gingerbread houses as well as other craft activities led by parents from various parts of the world. On Saturday January 26, 2019 parents and students will come together to go on a college campus trip. The purpose of this Saturday activity is to bring ELL parents together and to encourage thinking about future goals and college plans, which is an integral part of being a UASCJ student. On Saturday March 3, 2019 from 10:00am-1:00pm we will hold a mother/daughter Arts and Beauty Day. During this activity, mothers and daughters
**Part D: Parental Engagement Activities**

will have a chance to present an artistic skill from their native country and have an opportunity to teach others. This provides our UASCJ mothers of ELLs to take part in a cultural appreciation activity. On March 23, 2019 and March 30, 2019 from 9:00am-12:00pm, the ENL teachers will host two sessions of Saturday English Language classes for parents of ELLs. Topics covered will include themes of common vocabulary that will benefit our parents in everyday life. This includes, a family unit, directions, transportation and medical. During the spring semester, we will incorporate grammar and an emphasis on reading and writing. The last hour of each session will be dedicated to teaching and helping the parents use our school based technology systems. This includes how to access Jupiter Grades to check their daughter’s daily assignments and homework. Additionally, we will help parents set up a gmail account and have parents practice writing teachers emails. We will review a list of helpful questions parents can ask via email or during parent-teacher conferences.

Information for Saturday Parental Engagement Activities will be provided on an informational flyer that is translated into Spanish, Urdu, Bangla, Russian and Arabic. Additionally, using translation services, we will call the parents of ELLs to inform them of the events and document on a Parent Contact Log saved on Google Drive.

---

**Part E: Budget**

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $____</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
<td><strong>Budgeted Amount</strong></td>
</tr>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
</tr>
<tr>
<td>Per session</td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
</tr>
<tr>
<td>Must be supplemental.</td>
<td></td>
</tr>
<tr>
<td>Additional curricula, instructional materials.</td>
<td></td>
</tr>
<tr>
<td>Must be clearly listed.</td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

*FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.* Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
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</table>
**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Brooklyn</td>
<td>609</td>
</tr>
</tbody>
</table>

- **School Name**: Urban Assembly School for Criminal Justice

### B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Nathalie Jufer</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Kelliann Moller / Sage Norman</td>
</tr>
<tr>
<td>Coach</td>
<td>Emily Creveling</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Kelliann Moller / Sage Norman</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Michelle Ortiz</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Natalie Cazeau</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>John Carroll/ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Vivana Perez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Lauren Escobar/ELA</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Cristina Bonet</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Brandy Mak</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Jocelyn Santana</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Fred Walsh</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</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>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<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>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<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>
<td>1</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>575</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>85</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>14.78%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</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.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</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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</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
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<td>TBE</td>
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<tr>
<td>Total</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?

   Our primary assessment tool our school uses to assess early literacy skills is Degrees of Reading Power, also known as the DRP. We complete this assessment three times throughout the school year. The DRP provides teachers with a measure of how well students have the ability to process and comprehend increasingly more complex text. The DRP also provides students with a lexile range for texts that they can read independently or with the help of the teacher. In addition to the DRP exam, the middle school ELLs are assessed with Fountas and Pinnell running records and the high school uses Gates/McLeod assessment.

   The literacy data we have collected has served as an essential tool around instructional planning. Baseline goals have been set that each ELL student will grow at least 1.5 - 2 years in their reading level. We decided this is a practical, yet critical goal for the students as they develop their reading skills while acquiring English. One way that instructional planning has been impacted is that teachers are consistently implementing reading strategies in all subject areas. Our school applies a close reading practice...
which allows students to use various reading strategies to further their comprehension. This may include chunking the text, annotations and using context clues. After close reading, students participate in a critical discussion, which leads to an argumentative writing piece. This cyclical routine has provided students with consistent opportunities to use reading strategies to further their comprehension of the text while developing their writing skills.

If our ELLs do not reach their goals and/or demonstrate growth on their assessments, we incorporate the Wilsons Reading System (Just Words) and/or the Great Leaps program during an elective class. Additionally, for the 2017-2018 school year, we have added the Just Words Program as an elective option for both middle school and high school.

2. What structures do you have in place to support this effort?
   We have the Degrees of Reading Power (DRP) dates planned and placed on the school calendar before the school year begins to ensure we allocated the proper amount of time for this particular assessment. For example, for the 2017-2018 school year, students took the first round of the DRP by September 15th, 2017. We have one week windows established for teachers to administer the exam. Additionally, teachers discuss and analyze literacy data in Department and Grade teams, which meet on Mondays afternoons throughout the school year. Also, we have elective periods designed to implement our programs mentioned in the above question.

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?
   AT UASCJ, we evaluate the success of our program based on the results of New York State assessments, such as the NYSESLAT. Additionally, we evaluate individual student achievement according to growth in content areas and results on summative content and English assessments. Based on the NYSESLAT scores from the 2016-2017 school year, 22.4% of ELLs in grades 6-12 tested out of our ENL program at a commanding level. The results show that our program continues to be successful despite the change in the rigorous demands of the assessment, including alignment with the Common Core standards. Also, the data shows that all ELLs from 2016-2017 that entered our school at an entering or emerging level moved at least one or more levels and tested at a higher level, at the transitioning or expanding level. The data shows that all of our students made gains, we did not have any students score at a lower level than they were already at. This data ensures that our program is successful at moving ELLs at all levels. Additionally, all of our ELLs participate in New York City MOSL assessments and Content Benchmarks in their content classes. MOSL and Benchmark data is tracked by department which skills our students have mastered or need further supports.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once summative data has been gathered, the ENL team meets during their department time to analyze the trends. The team creates spreadsheets in Google Drive to share with administration and teachers. The team analyzes NYSESLAT trends and monitors student growth from the previous years. In addition to NYSESLAT data, during department time, the ENL team monitors benchmark exams and tracks growth over time in all content areas. Based on this data, the ENL team can then discuss how to best support our ELLs in their content courses and plan professional development for the staff.

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.] N/A

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].

   According to the outcome of assessments and data patterns, each grade has a unique profile based on the results of the NYSESLAT AND NYSITELL scores, as well as content area data. For the 2017-2018 school year, we have adjusted our ELL program to ensure our students’ needs are being met. We hired an additional ENL teacher to support our ELLs in the content areas that our data shows students need further support. For example, due to a trend in low math state test scores, our ELLs will now have an ENL certified co-teacher in middle school math classes. Additionally, based on the NYC MOSL assessments, the former 7th grade middle school ELLs demonstrated the need for extra support in social
As a result, we now have an ENL teacher with this particular class in 8th grade social studies to support their needs. In the high school, our data particularly showed that our students struggled most as a result of the Global History and United States History Regents exams. We adjusted ENL teacher schedules this year to accommodate further supports and for the current school year, there will be an ENL co-teacher placed in Global 9, Global 10 and U.S. 11. As the year progresses, we will continue to use the outcome of assessments to evaluate our ELL programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Based on this data, we determine our ENL servicing needs. Before the school year begins, the ENL team meets with administration to begin to plan for ENL programming. Using the most recent NYSESLAT data, we individually look at each student and their level to determine how many minutes and in what capacity they will be serviced (ex: self-contained and/or co-teaching). We determine how many minutes our students require of ENL servicing based on the CR Part 154 New York State agreement. Once we determine this, administration places the ENL teacher in both self-contained and co-teaching classrooms accordingly. We keep track ENL services and student minutes in a Google Doc spread sheet and adjust minutes as necessary.

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.
      
      Our school offers an ENL program that is implemented as per CR Part 154.2 with one hundred percent of instruction in English with native language support built into the program. In the middle school, in each grade (6-8) has one cohort of ELLs ( at heterogeneous levels) that travel together throughout the day. They attend all content and electives courses as a group. This model provides the ENL teachers, Ms. Ortiz and Ms. Casey an opportunity to co-teach, and implement a stand-alone model as well as integrated for the students appropriately based on mandated NYS minutes. In the high school, students do not travel in cohorts, however, all ELLs receive Mr. Carroll or Ms. Cojocarita as a co-teacher in their grade level ELA class. Additionally, entering, emerging and transitioning students in high school receive an extra .5 elective of stand alone ENL with Mr. Carroll or Ms. Cojocarita.

   b. TBE program. *If applicable.*
      N/A

   c. DL program. *If applicable.*
      N/A

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)?

   As per the CR-Part 154 mandate, our school ensures that the mandated number of minutes is provided according to NYSESLAT proficiency levels. In middle school, ELL students that scored at a entering or emerging level are group to receive a "beginner" course led by Ms. Ortiz which provides students with ENL self-contained for 360 minutes a week. Additionally, all ELL students
at all levels in the middle school will receive integrated ENL for a minimum of 180 minutes a week. The entering and emerging students will receive 360 total minutes of ENL a week and the transitioning and expanding students will receive 180 minutes a week. Our F-ELLs will be grouped in the middle school ELL cohort, which will allow for our F-ELLs to receive 180 minutes of services a week.

As per the CR-Part 154 mandate, in the high school, our entering level students receive a total of 540 minutes. Everyday, students at this level receive 2 period of self-contained ENL (by Mr. Carroll or Ms. Cojocarita), in addition to 1 period of integrated ENL with Mr. Carroll or Ms. Cojocarita. Our emerging students also receive 1 period of ENL (in a self-contained class with the entering students) and 1 unit of integrated ELA. The transitioning students receive a total of 180 minutes per week, serviced fully by integrated ENL. Similar to the transitioning students, the expanding students also receive integrated ENL for 180 minutes per week. As stated, all integrated ENL classes are co-taught by ENL teacher Mr. Carroll or Ms. Cojocarita. Our F-ELLs are grouped with the ELLs in their ELA class, which allows our F-ELLs to continue to receive services, which amounts to 180 a 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.

All content area instruction is delivered in English, except our entering and emerging students receive modified material, which sometimes may be translated into their native language. We do this specifically for the students that are pre-literate in English. This helps nurture the natural process of English language acquisition. We use online translators such a Google translate to do this. In addition, we have help from Spanish, Bengali and Urdu speaking paraprofessionals in our school. As the students continue through our program and they develop stronger English literacy skills, we begin to scaffold these assignments to include more English.

Our transitioning and expanding students do not receive translated assignments, however, we will translate if necessary to demonstrate instruction and comprehension. Additionally, these students develop their native language development by translating their notes and vocabulary. Our school uses these methods to foster native language development while meeting the rigorous demands of the Common Core Learning Standards, which are implemented into daily lessons, assignments and homework. Also, during our lunch period, former ELL high school students volunteer to tutor ELLs in their native language. Typically, this includes reviewing class material, practicing problems and developing skills that will transfer to English. This is an instrumental component that allows our ELL community to come together and foster their native language while developing Common Core skills.

Additionally, all ELLs have the option to use the New York State Bilingual Glossaries in their content classes. The ENL teachers print these before the start of the school year and work with teachers and students to show them how use them appropriately.

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

When an ELL enters our school as a first time admit, we administer the Literacy Evaluation for Newcomer SIFE (LENS). This assessment helps determine and measure the home-language literacy skills that students have when they enter our school. This data provides us information about their range of skills in literacy and math. Additionally, our students are evaluated in their native language throughout the year with the assistance of our staff. This includes an Urdu, Bengali and Spanish speaking paraprofessionals. Also, our technology teacher is fluent in Arabic and French.

It is important to note that every teacher knows the level and native language of the ELLs in our school. This information was provided for teachers at an ENL PD before school started and it is shared in a Google Doc. At weekly grade team meetings, teachers determine the different ways native language support can be provided to individual students. For example, all beginner ELLs receive translated class work, projects and homework. We recognize that these students need their native language to understand the content while acquiring English. Our intermediate and advanced students receive less translated
instructional material on a daily basis. However, teachers encourage these students to take notes in both languages and write in the language of their choice. If a student chooses their native language, we provide translation services. Additionally, all ELL students are encouraged to read in their native language during Silent Sustained Reading. Our school provides an ample amount of fiction and non-fiction texts in multiple languages for the teachers and students. This includes bilingual dictionaries so that our students can translate vocabulary from their native language to English.

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

A. Our instructional plan for SIFE students begins with the LENS evaluation in their native language to determine how SIFE has impacted their education and discuss how our school can meet their needs. This help begins the process of understanding the needs of the individual student. If the student is a newcomer, or has had limited education, we will pair them with another student that speaks their native language. This allows for the SIFE student to learn directions and the culture of the school. If necessary, depending on the level of the NYISTELL exam, the SIFE student may become part of a newcomer group (see below).

B. Our instructional plan for newcomers involves these students becoming involved in the newcomer group, led by Ms. Ortiz. This group meets twice a week for a period and they explore the culture of the school, their community and New York City. The group takes two cultural field trips to discuss adjustments to living in New York City. Lessons are created to help acclimate the students to the United States and provide them with structures and routines for them to become successful students at UASCJ.

C. Our plan for developing students is to implement extended academic supports that are founded by using our Title III funds to create a Saturday Academy taught by Ms. Ortiz and Mr. Carroll. The focus of the Saturday Academy is to further develop reading and writing skills through Common Core Standards. While we invite all ELLs to participate, we strongly encourage these students to attend Saturday Academy because often these students are in the process of developing their academic language. This program provides students with an opportunity to focus on acquiring and applying tier 2 and 3 vocabulary words to their reading and writing assignments. When lessons are designed, teachers confirm that there is an entry point for developing students to access the content of the lesson. Without an entry point, these students often miss the objective and therefore can’t comprehend the main ideas. Typically, this is a direct result of language overload without access to the lesson. Some example of differentiated instruction include the use of media, such as video clips, turn and talk (use of native language), filling out the K&W of a KWL chart or a quick write that is connected to the previous lesson.

D. Our plan for long-term students is to focus and receive individualized plans for learning. Often, we find our long-term students need more support in reading and writing. We encourage these students to attend Saturday Academy to continue to develop their skills. Also, during pull-out sessions, the ENL teacher can focus on specific skills that a student may be struggling with. Our goal for long-term students is to discover what is preventing them from testing at proficiency level and work on that specific area of need.

E. Our plan for former ELLs is to provide the mandated service minutes as per the CR- Part154. ENL teachers will continue to provide services and accommodations as well as monitor their growth for up to two additional years. Our schools ensures proper scheduling so these students are in a cohort with other ELLs (in grades 6-8) and an ELA/ENL class so that they can receive the benefits of having co-teacher and extra support in the classroom that provides accommodations.
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?

We have various instructional strategies and grade-level materials that our teachers of ELL-SWD’s use to provide access to academic content areas and accelerate English language development. We have 22 ELLs that have classifications of SWD. The ESL and Dean of Special Education Services, Ms. Alicia Escobar determine the specific needs of each child to determine (based on their IEP) what material is most appropriate. Currently, under the guidance of Ms. Escobar and the special education teachers, we have established for students to develop their reading and fluency skills using Great Leaps and Wilson Reading Program led by Special Education certified teacher Heather Clarke and Amanda Cardone. Also, in order to support their writing assignments, students complete pre-writing activities to provide them with scaffolds and modifications that develop their language acquisition while meeting the needs of their IEPs. Grade-level materials include appropriate leveled lexile text from non-fiction NEWS ELA, National Geographic, and ReadWorks. When, and if appropriate, such materials are translated into native language.

Additionally, several of our ELLs-SWDs receive speech services. The speech teacher, Brandy Mac combines both standalone and integrated models to service the ELL students. She meets weekly with the teachers to further modify curriculum. Also, she works with the students out to focus on specific skills for individual students, this includes phonetics, subject-verb agreement, etc.

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?

Our ELLs-SWD’s are always in the least restrictive environment, as all students are in heterogeneous classes with general education native English speaking students with the exception of the stand alone entering/emerging course. ELL-SWD’s receive additional instruction through integrated models to meet their diverse needs. Schedules are designed around student needs so that we are able to provide them with the necessary curricular and instructional support. Scheduling is overseen by Sage Norman, the assistant principal, and Alicia Escobar, our Special Education Coordinator, to ensure our ELLs with SWDs are on track to achieve their IEP while obtaining language proficiency. All ENL teachers are included in the IEP goal planning to ensure that language goals are incorporated.

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.

In Grades 6-8, our ELL students are scheduled into a heterogeneous cohort with native English speakers, which includes general education native English speaking students. Ms. Ortiz and Ms. Casey are responsible for providing modifications and instructional support to the ELLs in this cohort in all core content areas. Before school begins, a schedule is created and organized for teachers to send her the lessons ahead of time, which allows her to provide modifications or alternate assignments, especially for the beginners.

Some examples include, In math, the notes are already printed off a powerpoint slide for our ELLs students so that they can spend more time problem solving and less time worrying about note-taking. Also, lessons are often presented on Educreations (video), which allows our ELLs to pause and restart the lesson at their own pace. Also, quizzes and exams that include word problems are translated into their native language so that students can demonstrate their mathematical skills rather than language skills. In social studies, our ELLs keep a separate vocabulary glossary list of common Tier 2/3 words that are used in this course. They translate these words into their native language and if necessary, they are allowed to refer to it during essays and exams. Also, DBQ’s are translated for beginner/intermediate students and they use a DBQ graphic organizer to scaffold the information. In science, all ELLs use vocabulary sheets that require students to write down the word, translate it, and provide an image. Also, if the class is reading a non-fiction article, ELL students receive differentiated readings with modified texts at their appropriate lexile reading level (often modified from the website NEWSELA).
In the high school, since our ELL students are not scheduled into cohorts, except in ELA, Mr. Carroll or Ms. Cojocarita (ENL teachers) supports their courses by co-teaching alongside with the ELA teacher in grades 9-12. In order to further support content areas, Mr. Carroll pushes into 10th grade Global and 11th grade United States history, twice a week, to co-teach, modify and work closely with ELLs in social studies. Also, Mr. Carroll works with the high school science and math teachers during specific co-planning time provided by the principal. In math, Mr. Carroll supports the ELLs by working with the math teachers to create daily printed notes (which may include translations) and Educreation videos. In science, ELLs are supported by receiving modified readings based on their designed reading levels.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

One new program that we implemented in the 2016-2017 school year that we plan to keep is our ENL Saturday School Academy. Our data trends from the Degrees of Reading Power assessment show us that nearly all of our ELLs are reading below grade, which is also impacting their ability to write academically. As a result, we created a special Saturday School program for our ELLs (at all levels) to practice reading and writing strategies.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs at UASCJ are fully integrated into the school and participate in all school and after school activities as part of the student body. All ELLs are actively encouraged to get involved in extracurricular activities at our school. For example, our middle school has a partnership with the NIA Community Services Network, which provides academic and enrichment after school clubs that take place Monday-Friday from 3:00pm - 5:30pm. We ensure that the parents and guardians of our ELLs receive information about NIA in their preferred language, which encourages enrollment. Additionally, many of our high school ELLs are active members of our Student Council, Cheerleading team and Track team. In addition to after school, ELLs are also afforded an opportunity to attend Saturday school. Ms. Ortiz and Mr. Carroll provide academic support on Saturdays throughout the school year and our ELLs attend to receive additional academic English language instruction and homework support. This program runs during the fall and spring semester for 10 sessions from 9am-12pm.

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.

Ms. Ortiz, Mr. Carroll, Ms. Casey and Ms. Cojocarita work with the content area teachers to determine which instructional materials and resources should be used to support ELLs. In the middle school, the teachers and students have access to use SuccessMaker by Pearson. This digital program provides teachers and students with a digital curriculum which includes lessons and assignments based on individual student instructional levels determined by diagnostic exams. SuccessMaker is help for all of our ELLs, however we find that it specifically benefits our SIFE students by providing supplemental lessons and activities which meet their specific needs. For example, SuccessMaker has helped our SIFE students learn the math basics of addition, subtraction, multiplication and division.

In math and science, the content teachers incorporate video lessons on the IPAD through the program Educreations. This program allows the teacher to create and review lessons that students can watch and work at their own pace. Teachers of all content areas have incorporated Plicker and/or Kahoot, which is an application to help students track and monitor checks for understanding. This program helps our ELLs engage in the lesson, participate and assess themselves without feeling self-conscious. Teachers also support ELLs with access to Khan Academy video lessons which can also be used at home. The ENL
teachers provide professional development opportunities to show teachers how students can watch the videos in their native language, which reinforces the content while developing their first language. Teachers also use the literacy based website NEWSELA to provide students with non-fiction articles that provide students with an opportunity to read the same article that is modified based on their individual lexile level.

Other instructional materials include copies of the NYS language glossaries and teacher generated vocabulary lists that students keep in their binders that include key vocabulary words along with translations.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

While our ENL program teaches content in English, native language support is supported and implemented into ENL and content lessons. If a student is entering or emerging, teachers provide lesson translations for students that are pre-literate in English but have literacy skills in their native language. Generally, Google translate is used along with the various keyboards of Arabic, Urdu and Bengali. During group work, teachers purposefully group students so that they have an opportunity to speak and learn in their native language with their peers. Teachers also encourage students to take notes or translate their notes into their native language to help reinforce concepts.

Aside from the NYS language glossaries, our school also purchases fiction and non-fiction books in Spanish, Arabic, Urdu, Bengali and Russian for our ELL and F-ELL students. Often, teachers use these books for supplemental material in content courses.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Our school regularly evaluates our resources to determine that they are age and grade level appropriate, including resources for students that may be well below grade level. The ENL teachers work with content teachers and service providers for our ELLs that receive IEP or counseling services. Resources are evaluated to ensure that they are targeted for students in grades 6-12.

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?

UASCJ shares a co-location with the Montauk School (J.H.S. 223). Our school operates on the fourth and half of third floor, which we share with Montauk. We have our own gym, computer lab and several resource spaces. We share the auditorium and library. Administration works together to coordinate efforts to ensure that all students, including ELLs needs are met. Once a month, administration from both schools meet to discuss building logistics to ensure our students have access to our shared spaces.

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).

Newly enrolled ELL students are invited to attend a welcome student orientation that takes place before the beginning of the school year. The ENL teachers are present and an active participant of the orientation, often running a specific session for parents of ENL students. Also, the orientation includes getting to know activities amongst students and staff, a tour of the school and an informational session for parents (school staff fill in as translators). We believe this orientation fosters a warm, inviting atmosphere for our ELLs to adjust. If an ELL enrolls mid-year, they are paired with a buddy that is in their grade and speaks the same native language. Guided by Ms. Ortiz, Mr. Carroll, Ms. Casey or Ms. Cojocarita the buddy and new student tour the school and the buddy makes sure any questions are answered and that they feel comfortable for the first few weeks of adjusting to our school. Our school guidance counselor, Natalie Cazeau also checks in with all newly enrolled ELLs to ensure
that their adjustment is going well and to determine if they need any further supports, such as small group counseling.

17. What language electives are offered to ELLs?

In middle school, there are currently no language electives offered for all students. In high school, Spanish is offered to all students, including ELLs.

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)?

N/A

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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?

Our school offers both in-house and outside professional development opportunities to ensure our ELL staff has access to professional development and learning the best practices for teaching and working with English Language Learners. Our school secretary, Aretha Jones attends borough-wide training sessions to become familiarized with ELL compliance and the important ATS reports that need to be updated or checked. Additionally, our Parent Coordinator, Cristina Bonet attends training sessions and workshops related to ELLs. For example, Ms. Bonet attend a yearly conference led by the Division for Family and Community Engagement. This workshop focuses on how to better connect with parents, including parents of ELLs. Ms. Bonet also attends professional development seminars on using Kinvolved, our technology application which helps parents text school staff in their native language.

Our teaching staff regularly attends professional development trainings and workshops. In the past, our ENL teachers, Ms. Ortiz, Mr. Carroll and Ms. Cojocarita have attended an ENL Professional Learning Community that met for two hours after school monthly, on Wednesdays led by Duane Wardally, an achievement coach for the Urban Assembly Network. Also, ENL teachers attend outside of network PDs throughout the school year.

Ms. Ortiz, Mr. Carroll, Ms. Casey and Ms. Cojocairta turnkey this information to content area teachers throughout the school year. Administration has scheduled designated time during our allotted Professional Development minutes to have a monthly PD related to ELL topics (see question two for details). All teachers of ELLs (grades 6-12) are required to attend.

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.

As per the CR Part 154.2, our school ensures that 15% of total hours for all teachers and 50% of total hours for ENL teachers receive ELL specific professional development. Our school ensures that all teachers receive this during our mandated professional development minutes. This occurs the 2nd Monday of each month throughout the academic school year. During this time, Ms. Ortiz, Mr. Carroll, Ms. Casey and Ms. Cojocarita take turns to present an ELL related topic. For the 2017-2018
school year, in September the topic will about ELL co-teaching. October will focus on an introduction to language acquisition theories, November will focus on vocabulary acquisition and we will end the year in December with using technology for ELLs. In the start of 2018, in January, we will focus on best practices for teaching ELLs at various levels, in February we will cover building independence with ELLs and in March we will focus on a NYSESLAT overview. In April, we will present increasing ELL voice in the classroom, in May the writing process and we will end the year in June with planning for our ELLs for the 2018-2019 school year. These monthly PDs account for the 15% of total PD hours along with any additional outside PD support related to ELLs. Our ENL teachers receive 50% or more of their PD by participating in the ELL Professional Learning Community and attending outside PDs throughout the school. Additionally, the ENL teachers attend all borough-wide training sessions related to the administration and scoring of the NYISTELL AND NYSESLAT. Ms. Jufer keeps record of the PDs and workshops to ensure our school is meeting the requirements. All staff must sign in on an attendance sheet and an agenda is provided to Ms. Jufer and the administration staff.

### 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?

As of the 2017-2018 school year, parents will be provided with annual individual meetings to discuss the goals of the ENL program and their students results on the NYSESLAT, Regents exams, state exams, etc. We scheduled these meetings during our school-wide designated time for parent involvement, which takes place on Tuesdays from 8:00-8:45 am. If a parent is not able to attend during this designated time then an alternate time is rescheduled. We begin with the 6th grade parents and then advance through the grades. If language interpretation is needed, first we ask our school staff which includes speakers of Spanish, Urdu, Arabic, Bengali and French. If we need other language translations then we call the NYC DOE Language Interpretation Unit and use Language Line.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

ELL parents are encouraged to participate in all opportunities available for parent-school collaboration. One of the ways we ensure ELL parent involvement is by offering parents an opportunity to join our PTA. Our PTA President, Cristina Bonet, uses KinVolved (a translation language application) to text with parents to discuss the importance of joining and attending school related events. All parents are able to discuss the events in their preferred language, which fosters parental involvement. Additionally, during the school year, we host events to further foster parental involvement. One example is our annual Thanksgiving Potluck. Parents and families of ELLs are invited to bring a cultural dish and have dinner with school staff and other ELL families. Also, we host a field trip every spring and invite both our ELL students and their parents or guardians.

### 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.

N/A
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, Nathalie Jufer, 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>Nathalie Jufer</td>
<td>Principal</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Kelliann Moller</td>
<td>Assistant Principal</td>
<td></td>
<td>09/15/17</td>
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<tr>
<td>Cristina Bonet</td>
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<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Michelle Ortiz</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Viviana Perez</td>
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<td>09/15/17</td>
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<tr>
<td>Lauren Escobar/ELA</td>
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<td>09/15/17</td>
</tr>
<tr>
<td>John Carroll/ENL</td>
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</tr>
<tr>
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<td></td>
<td>09/15/17</td>
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<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Natalie Cazeau</td>
<td>School Counselor</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Fred Walsh</td>
<td>Superintendent</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Jocelyn Santana</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
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<td></td>
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<tr>
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<td>Other _____</td>
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<td></td>
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<tr>
<td>N/A</td>
<td>Other _____</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

**Requirement under Chancellor’s Regulations A663 for all schools**

DBN: 20K609  
School Name: Urban Assembly School for Criminal  
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>Michelle</td>
<td>Ortiz</td>
<td>ENL Coordinator/Teacher</td>
<td>Yes</td>
<td>Yes</td>
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</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](https://www1.nyc.gov/assets/dpc/html/ls-785.html)).

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.

At UASCJ, we use home language data from the ATS (RHLA Report) and RCPL to determine the home languages and home language preferences of our ELLs, former ELLs and students that are not identified as ELLs but speak another language at home with their parents/guardians. When a new student enrolls from outside of the DOE, the ENL Coordinator conducts a family interview, which requires filling out the Home Language Identification Survey (HLIS). This information is then updated into ATS accordingly. In addition, we review our student emergency contact cards to ensure the family language preferences align with our ATS reports. Based on the results of the above data, we are able to determine our translation needs to ensure that all parents are provided with appropriate and timely information in a language. This data provides us with information for our areas of need in translation and interpretation. Prior to the start of the school, we have a Parental Orientation, which includes all parents of ELLs. We use this meeting and Parent/Teacher Conferences to ensure that our language data is accurate and that we have the most up-to-date information about our students, which includes who they are living with and the correct home language of their parent/guardian. We also note if one of the parents or
adults in the family are able to communicate in English for our records. We ensure that our language preferences for the parent community are accurate through various sources of data.

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>
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</thead>
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<td>59</td>
<td>6.65%</td>
<td>62</td>
<td>6.99%</td>
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<tr>
<td>Bengali</td>
<td>57</td>
<td>6.43%</td>
<td>57</td>
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<tr>
<td>Chinese</td>
<td>10</td>
<td>1.13%</td>
<td>7</td>
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<td>Dari/Farsi/Persian</td>
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<td>1</td>
<td>0.11%</td>
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<tr>
<td>French</td>
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<tr>
<td>Haitian Creole</td>
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<td>Hausa</td>
<td>1</td>
<td>0.11%</td>
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<tr>
<td>English</td>
<td>380</td>
<td>42.84%</td>
<td>369</td>
<td>41.6%</td>
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<td>10</td>
<td>1.13%</td>
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<td>1.13%</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? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Orientation (6th and 9th Grade)</td>
<td>August 15, 2017</td>
<td>In-house translations Spanish, Arabic, Urdu, Bengali and low-incidence languages will be translated by DOE vendors, which we will request translations a month before the event.</td>
</tr>
<tr>
<td>Meet the Teacher Night</td>
<td>September 8, 2017</td>
<td>In-house translations (Spanish, Arabic, Urdu, Bengali) and low-incidence languages will be translated by DOE vendors, which we will request translations a month before the event.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Early November, 2017</td>
<td>In-house translations (Spanish, Arabic, Urdu, Bengali) and low-incidence languages will be translated by DOE vendors, which we will request translations a month before the event.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Early March, 2017</td>
<td>In-house translations (Spanish, Arabic, Urdu, Bengali) and low-incidence languages will be translated by DOE vendors, which we will request translations a month before the event.</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>6th and 9th Grade Orientation</td>
<td>August 31, 2017</td>
<td>In-house translations will be provided in Spanish, Arabic, Bengali, and Urdu. If the staff members are available, we first offer the translation opportunity to them. However, if they are not available, we will request for translation services through DOE vendors. We also request translators for our lower-incidence languages as listed in our data. If we are not able to secure a DOE vendor, we use Language Line to conference with the parent and family.</td>
</tr>
<tr>
<td>Event Description</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Meet the Teacher Night / Curriculum Night</td>
<td>September 26, 2017</td>
<td>In-house translations will be provided in Spanish, Arabic, Bengali, and Urdu. If the staff members are available, we first offer the translation opportunity to them. However, if they are not available, we will request for translation services through DOE vendors. We also request translators for our lower-incidence languages as listed in our data. If we are not able to secure a DOE vendor, we use Language Line to conference with the parent and family.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November 30, 2017</td>
<td>In-house translations will be provided in Spanish, Arabic, Bengali, and Urdu. If the staff members are available, we first offer the translation opportunity to them. However, if they are not available, we will request for translation services through DOE vendors. We also request translators for our lower-incidence languages as listed in our data. If we are not able to secure a DOE vendor, we use Language Line to conference with the parent and family.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>March 6, 2018</td>
<td>In-house translations will be provided in Spanish, Arabic, Bengali, and Urdu. If the staff members are available, we first offer the translation opportunity to them. However, if they are not available, we will request for translation services through DOE vendors. We also request translators for our lower-incidence languages as listed in our data. If we are not able to secure a DOE vendor, we use Language Line to conference with the parent and family.</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.

In the event of an emergency, if we need to call a parent, we use a bilingual staff member or call using Language Line.

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.

Our administration and staff are aware of the goal. We establish the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. We ensure this happens by discussing necessary translation requirements at cabinet meetings, SLT and PTA meetings and during our in house professional development time.

**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.)

Our school has the Welcome Poster hung up outside of the main office and there is a language ID guide as well. Additionally, at the front security desk there is both. The Parents’ Bill of Rights and Guide to Language Access is hanging in the main office by the desk of the Parent Coordinator, Cristina Bonet. We make sure each parent has a copy of: Parents' bill of Rights, Achieve NYC Guide and a copy of Parents’ Guide to Language Access. Additionally, at parent engagement events, the ENL Coordinator, Michelle Ortiz speaks about rights as parents that are limited-English Proficient. At these events, we have our in-house translators or DOE vendors for low-incidence languages.

**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?

ENL Coordinator, Michelle Ortiz monitors a Google Drive to ensure all Language and Interpretation services are up-to-date. Additionally, a parent survey is provided in the home language (including low-incidence languages) to gather feedback formally at the end of the year. Informally, parents are invited to discuss the quality of services at events hosted by the PTA or SLT.