2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 05M157
School Name: THE URBAN ASSEMBLY SCHOOL FOR GLOBAL COMMERCE
Principal: ROONY VIZCAINO
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>The Urban Assembly School for Global Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN)</td>
<td>05M157</td>
</tr>
<tr>
<td>BEDS Code</td>
<td>310500011157</td>
</tr>
<tr>
<td>Grades Served</td>
<td>9 - 12</td>
</tr>
<tr>
<td>School Address</td>
<td>2005 Madison Ave., New York, NY 10035</td>
</tr>
<tr>
<td>Phone Number</td>
<td>212-831-5201</td>
</tr>
<tr>
<td>Fax</td>
<td>212-831-5206</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Roony Vizcaino</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:vizcaino@uaglobalcommerce.org">vizcaino@uaglobalcommerce.org</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Roony Vizcaino</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Nicholas Mullally</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>Elias Baez</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Roony Vizcaino</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>Vilmary Bennett</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>Hillary Bennett</td>
</tr>
<tr>
<td>CBO Representative</td>
<td>Ann Marie McFadden</td>
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</table>

## District Information

<table>
<thead>
<tr>
<th>Affinity Group</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fred Walsh</td>
</tr>
<tr>
<td>Geographical District</td>
<td>333 7th Ave., NY, NY</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td><a href="mailto:fwalsh@schools.nyc.gov">fwalsh@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td>212-356-3739</td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td></td>
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</tbody>
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## Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Affinity Group</th>
<th>Executive Director: Alexandra Anormaliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director’s Office Address: 131 Livingston St. Room 606, Brooklyn, NY 11201</td>
</tr>
<tr>
<td></td>
<td>Executive Director’s Email Address: <a href="mailto:aanorma@schools.nyc.gov">aanorma@schools.nyc.gov</a></td>
</tr>
<tr>
<td></td>
<td>Phone Number: 718-935-5618</td>
</tr>
<tr>
<td></td>
<td>Fax:</td>
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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>
</tr>
</thead>
<tbody>
<tr>
<td>Roony Vizcaino</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>TBD</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>TBD</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td>TBD</td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td>TBD</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td>Hillary Bennett</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
</tr>
<tr>
<td>Dymond Boykins</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
</tr>
<tr>
<td>Ann Marie McFadden</td>
<td>CBO Representative, if applicable</td>
</tr>
<tr>
<td>Nicholas Mullally</td>
<td>Elected UFT</td>
</tr>
<tr>
<td>Janelle Fry</td>
<td>Elected UFT</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Crystal Stewart</td>
<td>Elected Parent</td>
</tr>
<tr>
<td>Vylmary Bennett</td>
<td>Elected Parent</td>
</tr>
<tr>
<td>Yvette Page</td>
<td>Elected Parent</td>
</tr>
<tr>
<td>Isabella Robertson</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

| **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. |
| **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| **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. |
| **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. |
| **Strong Family-Community Ties**: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust**: 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. |

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)  
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)  
III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

| 1. What is your school’s mission statement? |
UASGC Mission Statement

By working closely with public and private partners, UASGC will provide opportunities for economic mobility through access to college and career pathways in the growing field of supply chain management and freight logistics, the backbone of global commerce. We educate students not just “for the occupation,” but “through the occupation,” integrating instruction of industry knowledge and skills throughout rigorous academic curricula. Through our extensive public and private partnerships, we create opportunities for students to participate in a growing and dynamic industry and ensure authentic student choice in post-secondary decisions, while providing significant social and emotional supports to ensure student success.

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.

We are supported by many partnerships, both within our industry and within the community. These partnerships operate in service to our students and our school and are critical in providing opportunities for our students. Our industry partners include the New York City Economic Development Corporation, CISCO, UPS, the Port Authority of New York and New Jersey, the NYC Department of Transportation, CSX Freight, the Metropolitan Transportation Council, Arizona State University's W.P. Carey School of Business, Maritime College (SUNY), Rutgers University School of Business, the Apollo Theatre and many others in the industry and community. Through our partners, we provide students with significant work-based learning experiences, including mentoring, worksite visits, job shadowing and paid internships.

UASGC is a community strongly grounded within its Core Values of Collaboration, Diligence and Respect. We embed these values into our daily instructional practice, professional work and into our community building. We have regular Town Halls with our students where we discuss and build a shared understanding of these values. We also have a strong Advisory Program to provide students with a space for community building and accountability for high expectations that we set for them.

Additionally, we believe strongly in the importance of external fundraising to support enrichment programming at UASGC. Through the support of our Young Professionals Board, we have conducted significant fundraising to fund our growing arts programming and after school robotics courses. We believe that enrichment is a critical part of a students’ development at UASGC and that external fundraising is central to ensuring access to opportunities beyond what NYCDOE schools would typically be able to provide to their students.

In the 2017 - 2018 school year, we deepened our instructional work placing an emphasis on developing rigorous college-ready and career oriented instructional objectives and tasks. We continue to believe that a student’s reading, writing and speaking abilities are central to his or her academic success.
We are continuing to move towards a vision for instruction, which pushes students to the center of the learning, making teachers facilitators and empowering students to take ownership over their learning. We will also continue to further our work around Restorative Practices to continue to improve school culture and collective accountability for individual success.

Collaboration is one of the Core Values of UASGC and is something that we live each day. This value is visible each day as our teacher teams work together to build a shared vision for high quality instruction. We focused intensively on building our teacher teams this year. Teachers have spent significant amounts of time examining student work, reflecting on their practice, researching new instructional techniques and revising their curriculum and instruction as a result. This impact is being felt in the classrooms as we see an improvement in the academic performance of many of our most struggling students. This work will continue into next year, with the further development of teacher-leaders to take on more of the instructional visioning next year. Through the work of teacher-leaders, the principal and the assistant principal, teacher teams will focus more intensively on revising curriculum, instruction and assessments to further their positive impact on student learning and student achievement.

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

The Urban Assembly School for Global Commerce is a Career and Technical Education school that was founded in 2013. The 2016-2017 school year was our first year at full capacity, with students in 9th through 12th grades, totaling 250 students. This year we have 255 students in grades 9-12.

Our student body is comprised of students from all city Boroughs, with the exception of Staten Island. We are the country’s first high school entirely dedicated to preparing students for careers in the industry of supply chain management and freight logistics, a growing and dynamic industry.

There are currently 63 students with disabilities attending The Urban Assembly School for Global Commerce, compromising 27% of our total student population. Forty-one of the 63 students are in the 9th and 10th grade and have below reading grade levels. We have seen positive results from our integrated Co-teaching approaches as well as from the Special Education Teacher Support Services, Speech and Language Therapy and Counseling. This year we will focus on a Three-Tiered Literacy plan that includes Rewards, Grade Level literacy strategies and push in services.

UA Global Commerce services 24 English Language Learners (ELLs) of diverse backgrounds and English levels, approximately 5 students are new to the country within the last year. Their home languages include Spanish, French, Arabic, Fulani, Mandingo, and Bambara. This year, ELL services will focus on both the granular levels of language use such as pronunciation, morphology, and vocabulary, while also developing more global skills such as reading rigorous texts with purpose and incorporating analysis into writing and discussion. Students will be encouraged to celebrate and explore their cultures and languages in the classroom, and will be provided with culturally relevant texts and materials. All ELLs and Students with IEPs are in co-taught classrooms, receiving specialized supports from specialized ELL teachers and Special Educators, depending on their specific needs. Students have access to a variety of scaffolds, depending on their proficiencies, that allow them to access the same content as their peers. Data from the DRP,
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.

At UASGC, we value the elements of the Framework for Great Schools. The previous year, we focused intensively on building collaborative teachers through Department and Grade Teams. Department Teams focused on developing clear vertical alignment documents to ensure that curriculum and instruction progressed meaningfully from grades 9 through 12. Additionally, we continued to focus on Supportive Environment through intensive work on our program of Restorative Practices. We have set the support systems in place through the Supportive Environment, Collaborative Teachers and Rigorous Instruction to be prepared focusing most intensively on Student Achievement in the 2017-2018 school year. Finally, we have worked to maintain our strong industry partnerships to provide students access to opportunities within the Strong Community Ties component of the Framework.

We have made great progress in all of these areas, as indicated by our Quality Review, which took place in February 2017. We received a Well Developed in both Culture Indicators, as well in the Leveraging Resources/Partnerships indicator (aligned to the Supportive Environment and Strong Family-Community Ties indicators). In the QR, families indicated that one of the school's strengths is the culture that teachers have built around the importance of post-secondary choices, which directly connects to our mission statement. Additionally, in reviewing our OORs data, we made marked improvement in reducing the total number of incidents in the school and lowered our suspension rate to about 30% of what it was in the previous year (even with an increase in the number of students in the school). This also shows the progress that we have made in the area of Supportive Environment.

In the QR, we received Proficient ratings in the Teacher Teams indicator, as well as Curriculum, showcasing our progress in the Collaborative Teachers and Rigorous Instruction components. Our next steps are to focus on increasing the alignment of our Instruction and Assessment to the Essential Features, continuing to improve in the area of Rigorous Instruction and then Student Achievement. We are organizing our work for the coming year to focus intensively on improving classroom instruction and school-wide systems of assessment.

On the School survey, students, teachers and parents rated the school above 96% in categories relating to cultural awareness and Teacher collaboration. 95% of parents/guardians strongly agreed that teaches and parents/guardians are partners in education their children. 100% of teachers also strongly agreed that they have the tools and resources they need to provide quality instruction to meet the individual needs of students.
School Demographics and Accountability Snapshot for 05M157

Grade Configuration 09,10,11,12  
Total Enrollment (2017-18) 241  
SIG Recipient (Y/N) No  

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

Special Education Programs/Number of Students (2015-16)  
# Special Classes (ELA) 1  
# SETSS (ELA) 11  
# Integrated Collaborative Teaching (ELA) 46  
# Special Classes (Math) 2  
# SETSS (Math) 9  
# Integrated Collaborative Teaching (Math) 48  

Types and Number of Special Classes (2018-19)  
# Visual Arts 1  
# Music  
# Foreign Language 4  
# Dance  
# Drama  
# CTE 10  

School Composition (2017-18)  
% Title I Population 81.0%  
% Attendance Rate 79.1%  
% Free Lunch 79.7%  
% Reduced Lunch 0.8%  
% Limited English Proficient 8.7%  
% Students with Disabilities 25.7%  

Racial/Ethnic Origin (2017-18)  
% American Indian or Alaska Native 0.4%  
% Black or African American 46.5%  
% Hispanic or Latino 47.7%  
% Limited English Proficient 0.4%  
% Asian or Native Hawaiian/Pacific Islander 1.7%  
% Multi-Racial 2.1%  

Years Principal Assigned to School (2018-19) 1.17  
% of Assistant Principals (2016-17) 2  
% of Teachers with No Valid Teaching Certificate 5%  
% Teaching Out of Certification 37%  
% Teaching with Fewer Than 3 Years of Experience 47%  
Average Teacher Absences (2014-15) 5.3  

School Performance for Elementary and Middle Schools (2017-18)  
ELA Performance at levels 3 & 4 N/A  
Mathematics Performance at levels 3 & 4 N/A  

Science Performance at levels 3 & 4 (4th Grade) (2016-17) N/A  
Science Performance at levels 3 & 4 (8th Grade) (2016-17) N/A  

Student Performance for High Schools (2016-17)  
ELA Performance at levels 3 & 4 76%  
Mathematics Performance at levels 3 & 4 74%  
Global History Performance at levels 3 & 4 58%  
US History Performance at Levels 3 & 4 60%  
4 Year Graduation Rate 67.2%  
6 Year Graduation Rate (2011 Cohort) N/A  

Regents Diploma w/ Advanced Designation 0.0%  
% ELA/Math Aspirational Performance Measures (2015-16) N/A  

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

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

Elementary/Middle School  
Met Adequate Yearly Progress (AYP) in ELA (2016-17)  
American Indian or Alaska Native N/A  
Black or African American N/A  
White N/A  
Multi-Racial N/A  
Students with Disabilities N/A  
Limited English Proficient N/A  
Economically Disadvantaged N/A  
ALL STUDENTS N/A  

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)  
American Indian or Alaska Native N/A  
Black or African American N/A  
White N/A  
Multi-Racial N/A  
Students with Disabilities N/A  
Limited English Proficient N/A  
Economically Disadvantaged N/A  
ALL STUDENTS N/A  

Met Adequate Yearly Progress (AYP) in Science (2016-17)  
American Indian or Alaska Native N/A  
Black or African American N/A  
White N/A  
Multi-Racial N/A  
Students with Disabilities N/A  
Limited English Proficient N/A  
Economically Disadvantaged N/A  
ALL STUDENTS N/A  

High School  
Met Adequate Yearly Progress (AYP) in ELA (2016-17)  
American Indian or Alaska Native N/A  
Black or African American N/A  
White N/A  
Multi-Racial N/A  
Students with Disabilities N/A  
Limited English Proficient N/A  
Economically Disadvantaged YSH  
ALL STUDENTS YSH  

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)  
American Indian or Alaska Native N/A  
Black or African American N/A  
White N/A  
Multi-Racial N/A  
Students with Disabilities N/A  
Limited English Proficient N/A  
Economically Disadvantaged YSH  
ALL STUDENTS YSH  

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)  
American Indian or Alaska Native N/A  
Black or African American N/A  
White N/A  
Multi-Racial N/A  
Students with Disabilities N/A  
Limited English Proficient N/A  
Economically Disadvantaged N/A  
ALL STUDENTS N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

We utilized a range of data sources to determine the areas of focus for the 2018-2019 school year, including Regents results (Administrations from January 2015 through June 2018), course credit accumulation data (2016-2018), 2016-2017 OORs data, 2017 Quality Review feedback, PPO feedback and the 2017-18 Learning Environment Survey data.

In reviewing the alignment between credit accumulation and Regents results, there is a gap between student performance in classes and student performance on Regents assessments. Additionally, feedback from the PPOs and the Quality Review indicate that Rigorous Instruction is a significant growth area for the UASGC community in the 2017-2018 school year.

To this end, we have developed an instructional focus aimed at improving rigorous instruction within and across classrooms:

At UASGC, students learn grade-level content through reading, discussion and writing. They engage in difficult tasks, that promote deep analysis and evidence-based discussion and writing. Teachers support this by creating school-wide assessment criteria so that all students are aware of learning expectations, through feedback aligned to these expectations. To increase student voice, collaboration and independence with grade level content, teachers and students ask high-level questions that promote thinking, and as a result, facilitate meaningful discussion and writing that is grounded in evidence. This focus on command of knowledge and evidence, builds a trusting and collaborative culture that prepares students for their academic, professional, social, and emotional futures after high school.

To support this focus, we will use the data that we acquired through our Spring 2018 Department Led Inquiry Cycle, to study our instructional focus:

Instructional Focus

Teachers will focus on improving how they teach analysis and command of evidence in order to improve students skills with reading, discussion and writing.

Learner Centered Problem
While many students can identify details relating to a claim, they struggle to find evidence that are relevant, precise, and sufficient and they struggle to explain why their evidence support their analysis using academic vocabulary.

Problem of Practice

While we all teach analysis and command of evidence, as teachers we do not have a shared understanding around best practices for this and we struggle to explain, provide models, and facilitate student mastery through discussion and writing.

Teachers will meet weekly in grade teams to create tasks and analyze student work in service of improving mastery of this instructional focus. Additionally, Department teams have chosen common-core and standards aligned curriculum to implement in each of the core content areas. Teachers will meet in department teams and common planning teams to unpack embedded assessments and plan instructional sequences that build towards these assessments. Finally, our special ed department will work with small groups of students identified through DRP data to address foundational reading skills gaps, using the Rewards Reading program.

Team leads and admin will meet regularly as an instructional cabinet to unpack teacher evaluation and classroom walk-through data and to facilitate the norming of the Danielson components in support of this work.

Part 2 – Annual Goal

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

By June 2019, we will effectively increase the level of rigor across classes, as evidenced by a 4% increase in the average number of students demonstrating college readiness in ELA Regents exams from 16% to 20%, and Algebra Regents from 6% to 10%.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>8/31-9/4</td>
<td>Principal, AP, Teacher Facilitators</td>
</tr>
</tbody>
</table>

#### Professional development, beginning on Chancellor’s Conference Day June 7th, 2018; New teacher on-boarding; PD for teachers in pre-opening sessions, Co-planning structures for teachers to work on Unit planning during Prose and common planning time.

**Target Group(s):** All teachers  
**Timeline:** 8/31-9/4  
**Key Personnel:** Principal, AP, Teacher Facilitators

#### Department Team Leaders and Admin engage in retreat to map out Department team work for the 2018-2019 school year

**Target Group(s):** Department Team Leaders  
**Timeline:** June 22nd, 2018  
**Key Personnel:** Principal, AP, Department Team Leaders, Grade Team Leaders

#### Grade Teams conduct regular planning sessions with Advisory teams to develop common structures for developing academic, social emotional and college and career goals. Department team leaders will meet with their department teams to review current and existing curriculum and evaluate the rigor of unit tasks. Grade teams will run cycles of inquiry around assessment and feedback.

**Target Group(s):** Teacher Teams  
**Timeline:** All Year Weekly meetings  
**Key Personnel:** Principal, AP, Grade team Leaders

#### Department teams will develop coherent units that build towards an end of unit task and that include opportunities for formative assessment. They will implement the unit, adjusting instruction in response to the formative assessment opportunities, and analyze the resulting student work from the end of unit tasks, to inform the instructional focus around teaching and learning.

**Target Group(s):** Students  
**Timeline:** Weekly  
**Key Personnel:** Department team leads

#### Teachers regularly analyze data in Department and Grade Teams: Attendance, academic progress, teacher anecdotes, Regents, Mock Regents, DRP, and embedded curricular assessments.

**Target Group(s):** Department Team Leaders and Teacher Facilitators  
**Timeline:** Weekly meetings  
**Key Personnel:** AP, Principal, teachers

#### Program multiple teachers to teach Algebra and ELA to create authentic co-planning environment. Common planning time dedicated to daily lesson planning.

**Target Group(s):** Teacher  
**Timeline:** Yearly  
**Key Personnel:** Teachers

#### To provide high-quality mathematics and mathematics-related education to all students, the math department will meet weekly and develop students’ written and verbal communication skills using the Hockman Techniques, including using technical vocabulary, constructing viable arguments, and critiquing the reasoning of others, through use of curriculum and methods of

**Target Group(s):** Students  
**Timeline:** Weekly  
**Key Personnel:** Department team leads
instruction that are rooted in current research on how students best learn mathematics. Math department focus is to develop students’ written and verbal communication skills, including using technical vocabulary, constructing viable arguments, and critiquing the reasoning of others.

To provide high-quality ELA and ELA-related education to all students, the ELA department will meet weekly and develop students’ written and verbal communication skills using the Hockman method.

Prose and Common planning time have been restructured to give Sped/ELL and co-teacher time and resources to add modifications and instructional strategies to the units.

We will administer early diagnostic tests of basic skills and map out intervention for students that are not reaching the standards. Departments will develop a student tracker for each unit to identify the prerequisites skills that students need and track individual and student progress and class trends.

SpEd and Ell teachers will address literacy gaps in a subset of students identified through DRP scores, using the Rewards program. Pull out instruction will be conducted during students’ ELA classes, during the group work portion of the lesson, 3x per week.

Participate in Smart Start Program. Use Smart Start program and DEXPRO to:

- review tangible and applicable best practices for data-driven student support
- review 9th grade credit accumulation data for Cohort W in order to inform areas of focus for the upcoming school year
- review data for incoming Cohort X and identify students who may need support

### 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.

During the 2018-2019 school year, there will be an increase of parent workshops and student-centered events within the school so that parents and families feel welcomed and encouraged to engage with the school and support student achievement. At UASGC, we believe that the Advisor plays a critical part in establishing a bridge between schools and families. The Advisory program will provide guidance for pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation among schools, families, and community partners to support student learning and achievement. Through the advisory program, we will work to help families understand our instructional focus and partner with them to best support their children in completing end of unit tasks. Through the use of Skedula, Remind, general outreach, parents will have frequent understanding of student’s
success. Parent-teacher Conferences will also be an opportunity to communicate with families. Our 5sand5 (5 positive anecdotes and 5 positive phone calls) program will increase parent to teacher relationships.

**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th><strong>Part 4a.</strong> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As we do each year, we will allocate the TL Vision for School Improvement money for summer PD and pre-opening PD session. We will engage all teachers in three half day sessions to prepare for the 2018-2019 school year. Additionally, as a PROSE school, we utilize our early release time on Wednesdays to engage adult teams in this work. Finally, teacher leaders will meet once weekly with the Principal or AP to discuss progress towards instructional goals and evaluate school wide progress towards improved implementation of rigorous tasks through the norming of Danielson 1a, 1e, 3b, c &amp; d. Teachers receive per session and per diem to engage in team meetings, instructional planning, tutoring, and professional learning. Additionally teachers are provided with the curricula, trade books, and additional instructional resources to ensure that they have all the necessary resources to provide state of the art, standards-aligned instruction for both core and CTE classes. The addition of a new CTE classroom with 3-d printers and robotics tools was funded by one of our CTE partners. Additional partners fund after school programs such as music and art.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Part 4b.</strong> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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</thead>
<tbody>
<tr>
<td><strong>X</strong> Tax Levy</td>
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**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>
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<tbody>
<tr>
<td>One of the areas of focus for school leadership is in developing a consistent system to evaluate progress towards full implementation of our instructional focus:</td>
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</tbody>
</table>

**Teachers will focus on improving how they teach analysis and command of evidence in order to improve students skills with reading, discussion and writing.**

**We will utilize DRP results and January Regents to evaluate the impact of teachers' improvement of instructional practices on student progress.**

**By February 2019, we will effectively increase the level of rigor in classrooms as evidenced by a 2% average increase in DRP literacy rates.**

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<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
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<tbody>
<tr>
<td>We will utilize DRP results, Mock regents data, and January Regents to evaluate the impact of teachers' improvement of instructional practices on student progress. This analysis will happen within Department Teams, facilitated by Department team leaders. The instructional cabinet will also take teacher progress into account as it evaluates overall school progress.</td>
</tr>
</tbody>
</table>
The data from this assessment will be analyzed to further adjust instruction in preparation for the June Regents.

| 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?

We believe that building strong relationships and a strong sense of school culture and community are essential in helping students be successful in school. This year, we have demonstrated great success in improving school culture and building a strong community through our intensive school-wide implementation of Restorative Practices. For School year 2017-18, we are hiring an experienced Dean to support with the implementation of positive incentives to foster a supportive environment for both students and teachers.

Our current year to date attendance rate is 79 %, a drop from previous years. The hiring of a new Parent Coordinator and the restructuring of our attendance plan will improve attendance for the SY 1018-19. Additionally, the creation of a COSA position will improve extra curricular activities for students, making it more appealing to attend beyond just academic classes. This year our Seniors and our Freshman and the strongest attendance rates of juniors and sophomores. Knowing this, we will work to be more proactive about sophomore and junior attendance in the 2018-2019 school year and also plan engagement activities for all students to increase their attendance. We will also restructure the Attendance Team in the next school year and reorganize the process for attendance taking and outreach to families in the 2018-2019 school year.

We want to continue working on this area for the 2018-2019 School Year and have set out the following priorities in the area of Improving Culture Systems (Some of these priorities also overlap with Strong Family-Community Ties).

1. Leverage Advisory and grade teams to consolidate communication to families and students and increase accountability for students’ attendance, credit accumulation and progress towards graduation and college and career readiness.

2. Refine discipline systems, including developing a dedicated Dean of Culture to have a fair and transparent process for discipline that embeds Restorative Practices at every level, resulting in lowered suspension OORs rates and improved metrics on the Learning Environment survey.

3. Develop additional access points for parent participation, resulting in increased parent involvement through volunteering, celebrations and creative methods of engagement.
Much of this work will also take place within our Culture Team which focuses on Social and Emotional Learning at the school. This team works with teachers, students and families on improving school culture through our Restorative Practices program.

Finally, the administrative cabinet will collaboratively work on creating monthly town halls that will celebrate student achievement as well as attendance as a way to build student culture and engagement. This town halls program, coupled with our COSA, after school enrichment programs, Advisory and Grade Programs, will yield an increase in student attendance. We will also work to refine and revise our attendance systems and increase the amount of parent engagement in the attendance process.

Part 2 – Annual Goal

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

By June 2019, the school culture and learning environment will more effectively support the academic and personal growth of students, as evidenced by an increase in the number of students with 90% and above attendance, from 48% to 55%. By June 2019, we will also decrease the number of students that are designated as Severely Chronically Absent from 27% to 20%.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th>Target Group(s)</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>
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<tr>
<td>Students and Teachers</td>
<td>Team will meet weekly throughout the year from September 2018 to June (tentatively Thursdays). Team will meet with principal and AP in January to discuss midpoint benchmarks around implementation of work plan.</td>
<td>Principal, Assistant Principal, SEL Team, CTE Partnership Coordinator, Grade Team Facilitators</td>
</tr>
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</table>

Continue to build a SELteam, made up of advisory and grade team facilitators to maintain the school vision and student achievement in both academic areas and through social emotional learning.

In partnership with the Urban Assembly network and our CTE partners, along-side the work of our CTE Partnership Coordinator, as a committee of adult learners, we will continue to pinpoint the values that make UASGC unique, and wrestle with those ideas as they connect to our own lives. With an additional focus on staff development, we will take those ideas and develop ways to engage the staff community at large in discussion, and bring these ideas to our students in advisory, curriculum and through school-wide programming. Teachers should be interested in a combination of their own learning, in leadership development, and in focusing on the mission of UASGC. This committee will do this through:

- Consistent Vision and Core Values embedded in curriculum and instructional experiences throughout all classrooms
- Staff Development
- Revision of Current Advisory Curriculum
- Community Service Opportunities
- Revise Existing Common Culture Guide

All new staff members will have engaged in a week long summer professional development to research and implement a restorative justice program. We will use the following strategies to continue implementation:

- Assess the need by using specific data from the 2018-2019 school year.
Engage the entire school community and all stake holders in the development through strong, collaborative conversations.

Continue to work with Restorative Justice coordinator to build a community, where all stakeholders are well-versed in restorative practices.

Ensure that all staff members and trained through a series of professional development (in July)

Continue restorative discipline and proactive meditations, with SEL team

Create a student meditation committee.

Engage in full-staff professional development to highlight best practices.

Produce newsletter to update families on Restorative Justice options for students.

Plan and develop monthly outreach during Wednesday's Parental Engagement to increase parent involvement in developing a positive school culture.

Parent coordinator will conduct workshops to support parents with their children's economic and social emotional development.

Students will be allowed to participate in enrichment such as choir, band or art. Students will also be allowed to play on school sports (baseball, basketball, volleyball, track, flag football and cheerleading)

The school will continue to participate in the Urban Assembly Resilient Scholars Program. As part of this program, we will continue to implement the School Connect curriculum during advisory classes. In addition, we will address attendance and academic progress bi-weekly during advisory by sending heatmap student profile attendance reports to students and families and Academic Progress Reports using Skedula. We will also create a grade-specific social-emotional plan with special focus on Students with disabilities and at-risk youth.

Parent Workshops and Parent Association Meetings including: college awareness and applications, attendance workshops, family BBQ and potluck, Parent Teacher-Conferences,

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<tr>
<th>Time Frame</th>
<th>Responsible Parties</th>
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<tr>
<td>Sept 2018-June 2019</td>
<td>Monthly</td>
</tr>
<tr>
<td>RJ Coordinator, Parent Coordinator</td>
<td></td>
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<tr>
<td>Sept 2018-June 2019</td>
<td>Assistant Principal, Teachers, Project Director</td>
</tr>
<tr>
<td>Parent coordinator, Attendance teacher, Advisors</td>
<td></td>
</tr>
<tr>
<td>Sept 2018-June 2019</td>
<td>Parent Coordinator, Partnership Coordinator,</td>
</tr>
</tbody>
</table>
Transcript Overview Workshops, Extra-Curricular Opportunities, Summer Opportunities, Skedula Grades Training, etc

Weekly Grade Team kid talk meetings - Focus on Tier 2 and 3 intervention plans for students struggling academically and/or social/emotional, attendance, and planning of grade specific cultural events and town halls.

Students with highest Behavioral and Academic Infractions

Chronically absent students

Students with highest Behavioral and Academic Infractions

Sept 2018 - June 2019

Grade teams, Grade team leaders, Data team

Guidance Counselor, College Counselor

Parent coordinator and attendance coordinator will select at risk students with less than 85% attendance. Individualized plan with parents will be constructed in September and shared with teachers and Advisors.

At risk students

September 2018 - June 2019 and every marking period

Parent Coordinator and Attendance Coordinator

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.

During our Accepted Students' Night, families will be informed about the restorative approaches this school takes as an alternative means to punitive forms of discipline. When students are involved in a restorative intervention, their families will be notified and invited to participate in the intervention depending on the depth of the situation. Families will also be notified based on the outcome of that intervention by the student's advisor. During parent orientation and conferences in September, restorative justice coordinator will conduct workshops to inform parents of student services.

Advisors will conduct weekly parent outreach and continue to log 5 positive referrals through our online parent/student system skedula. Through Skedula parents have real time data about their children's attendance, academic progress, behavior and positive referrals. Parents and students will receive monthly heatmap student profile data. Advisors will email parents information on how we support students through our restorative justice approach. Parents will be invited to our monthly townhalls to celebrate student achievement. Parents will also get important information via our automatic phone system.

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 use our PROSE schedule, after school professional development, and professional work time to engage in this work and these meetings. Additionally, we will use Tax Levy and Title I money to support these efforts through per session opportunities for summer planning. We will also work with Central DOE to procure grant funding through
participation in restorative practices training and develop individual teachers' ability in improving their community-building skills. We will use the Resilient Scholars program as an instructional resource.

Human Resources

This year we have hired a new dean who will have a reduced teaching load. We also structured the schedule for advisors to have advisory preps throughout the week to conduct meditations, conduct restorative circles and parent outreach. During advisory preps Advisors help students with school issues.

Per session

The advisory leads for each team meet and plan advisory lessons and interventions

The Grade team leaders also meet for grade wide initiatives and kid talk

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<th>Part 4b. Indicate using an &quot;X&quot; the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tr>
<td>X</td>
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Part 5 – Progress Monitoring

<table>
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<tr>
<th>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.</th>
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<tr>
<td>By February 2019, there will be a 2% increase in the number of students with 90 percent attendance rate from 23% to 25%.</td>
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<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
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<tbody>
<tr>
<td>The SEL and Advisory leaders will review data from the Dexplo Attendance Heat Map, Resilient Scholars and Advisory data in December 2018 to assess effectiveness of first term plan. We will also use CAASS data to analyze lateness and Skedula to analyze cutting.</td>
</tr>
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</table>

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

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

Part 1 – Needs Assessment

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

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

As shared in the previous sections, we have demonstrated strength in building out our teacher teams this year, indicated by our Proficient rating on the Quality Review in the Teacher Team indicator. We want to continue leveraging this strength in our school, as we are already seeing a positive impact on teachers practice. For instance, all Department Teams are meeting regularly and all department teams engaged in at least one cycle of inquiry, looking at student work to drive changes to their instructional practice. Additionally, Department Teams all engaged in rounds of intervisitations, visiting each other’s classrooms and provided feedback to each other. We want to expand this work into next year, through the support of the Teacher Facilitators and grade Team leaders to further expand our work in this Framework Element.

Overview of Professional Learning at UASGC:

At UASGC, we believe professional learning should be differentiated, teacher-driven and rooted in teacher inquiry team work. We value collaboration and teacher-leadership. In the 2018-2019 school year, we shifted in our approach to professional learning to one of small group inquiry throughout teacher teams within the school. We are also working to build capacity within the staff to expand access to coaching, so that teachers are able to work with non-administrative coaches to implement feedback and learn new instructional strategies.

Teacher teams are primarily organized into Grade and Department Teams. Teacher-leaders will receive on-going facilitator training to lead their teams through Department Team Facilitators Meetings on Mondays after school and Grade Team Facilitators Meetings on Tuesdays after school.

Modes of Instructional Improvement (How do teachers improve their practice at UASGC?)

- Direct Coaching by Instructional Facilitators
- Direct Coaching by External Coaches (Borough Field Support, Superintendent’s office, Urban Assembly)
- External PDs
- Department Intervisitations, Aligned to Inquiry Work, Taking Ideas from Colleagues
- Observation of Model Classrooms
- Internal PDs - Presentations of Teacher Practice and Sharing Best Practices
- Inquiry Work within Department Teams, including research of instructional strategies as a team
- Feedback from School Leadership through Advance
### Part 2 – Annual Goal

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

By June 2019, effective teacher collaboration will lead to improved student achievement, as evidenced by a 10% in average credit accumulation from 53% to 63% for all grades.
### 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>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, AP and teacher leaders will meet periodically throughout the summer to refine collaborative structures for next year.</td>
<td>Teacher team leaders</td>
<td>August 2018</td>
</tr>
<tr>
<td>Teachers will meet for Grade Team Inquiry on a weekly basis to study strategies related to the instructional focus. These same teams will also meet to discuss behavior intervention plans and positive incentive plans for students.</td>
<td>all teachers</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td>Formal and informal observations by Principal and AP and debriefing with concrete action plans that can be put into effect immediately. Targeted feedback on literacy skills as identified by the instructional focus, as well as best practices in instruction and assessment. Support provided by teacher team leaders through coaching.</td>
<td>all teachers</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td>Department teams will develop coherent units that build towards an end of unit task and that include opportunities for formative assessment. They will implement the unit, adjusting instruction in response to the formative assessment opportunities, and analyze the resulting student work from the end of unit tasks.</td>
<td>all teachers</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td>Grade teams will study the effects of Hochman Strategies on students’ ability to produce evidence-based analysis in their discussion and writing. Grade teams will use the inquiry Data-wise structure to develop students’ and teachers’ ability to break down complex thinking into its component skills, in order to deepen and refine mastery of evidence-based analysis. The grade teams will also select grade-wide Hochman strategies to improve the quality of literacy instruction and formative assessment, as well as, help to enhance student discussion and writing.</td>
<td>Sped students, Bottom third, Ells</td>
<td>Sept 18-19</td>
</tr>
<tr>
<td>We have reconfigured funds to hire an additional Guidance Counselor. The Guidance Counselor team will have a distributed load and will target all sub-groups in their respective grade assignments. Dexplore, heat map and progress reports will be looked at mid-way throughout each marking period.</td>
<td>Bottom third, At-risk attendance, Sped and Ells</td>
<td>September 18-19</td>
</tr>
<tr>
<td>Attendance Team will accumulate data for students that are below 85% and start targeted interventions in September. Targeted sub-groups will get incentive program</td>
<td>Lowest third</td>
<td>September 18-19</td>
</tr>
</tbody>
</table>
Advisors will go over progress reports, attendance, and will conduct parent outreach. We will continue our positive phone call program (Sand5).

### 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.

Again, we are working on expanding our Advisory Program to be more robust and engage students and families even more in the school. We will utilize this structure to bring more parents into the school to meet with teacher teams. We have had great success with parents coming into meet with Grade Teams and will continue this work, with a renewed energy through the Advisory Program.

Teachers will conduct outreach to parents, send progress reports and conduct advisor-led conferences.

Parent Coordinator mails newsletter with our Wednesday Prose schedule that contain what teacher teams are working on.

Parent Coordinator will host Freshman night workshop to explain to parents the curriculum we are using and the modes of communication.

### 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.

- All teachers will have a copy of the Danielson Rubric.

- The Instructional Cabinet will evaluate data and create a calendar that will meet the needs of the teachers and reinforce best practices. We will also ensure that the following practices take place to promote collaborative teachers:
  - Ongoing Professional Development in best practices for providing feedback on the instructional focus.
  - Implementation of professional development through Grade and Department Teams to discuss and debrief intervisitations and peer feedback
  - Develop a common rubric and calendar for intervisitations
  - Work to be completed during after-school professional development time, outlined in the teacher’s contract.
  - Peer intervisitations to be conducted during Common Planning Time periods, allocated for Department planning time.
We will utilize per session and our professional development time to complete these activities. We are a PROSE school, so we have early release of students on Wednesdays to accommodate additional teacher meeting time and professional work time.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
</tr>
<tr>
<td></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 increase 10% in credit accumulation from 53% to 63% for all grades.

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

We will utilize Dexp, student sorter, attendance heat map, observations of teacher practice, as well as student performance on Midterm Assessments administered in November and March. We will also analyze DRP data.

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

Section 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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

From the initial development of the school proposal in 2012 and through the transition of the new Principal in Spring 2017, we identified three Core Values that drive all of the work within the school, from the Principal’s approach to leadership to interactions adults and students – Collaboration, Respect and Diligence.

In service of the Core Value of Collaboration, school leaders have actively worked to develop teacher and staff teams that meet regularly and have clear, established buckets of work on which to focus. Teams are critical to the functioning of the school and drive the work around instruction, student interventions and support, attendance, operations and post-secondary preparation. The principal has also prioritized hiring and built a strong team of collaborative professionals who believe that team work is central to the success of all students at UASGC.

Building collaborative teams and expanding distributive leadership opportunities was a significant success of the 2017-2018 school year. We firmly believe that effective school leaders involve many members of the community in making decisions in the school and leading initiatives. The more teachers and staff members are engaged in doing the meaningful work in the school, the better the school and students will perform.

We will continue to grow our teacher-leadership and focus school leaders on improving their work to, in turn, improve teacher pedagogy, resulting in improved student achievement.

As mentioned in the previous section, we have outlined specific areas of focus for the 2018-2019 school year. The areas of focus that are aligned to Effective School Leadership are:

1. Develop teacher-facilitators to support instructional improvement through coaching, evaluate quality of curriculum and tasks and facilitate teams to use assessment data and student work analysis, resulting in improved teacher practice (and student achievement).

2. Focus school leader feedback and feedback processes/routings around Danielson and alignment to literacy and content standards, resulting in improved teacher practice (and student achievement).

3. Develop system for school leaders to regularly evaluate progress towards instructional improvement (including teacher practice and student learning).

4. Ensure roles and responsibilities of out of classroom staff are clearly defined and understood by all and that team members are held accountable for their roles and responsibilities and systems under their role, resulting in school leaders focusing on instruction and culture, increased communication and increased accountability for student performance outcomes.
<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<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–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.</td>
</tr>
<tr>
<td>By June 2019, school leaders will build teachers’ capacity to use assessment in the classroom, including an aligned end-of-unit task, as evidenced by a 5% increase in teachers performance on Danielson Framework for Teaching component 3B (Questioning and Discussion Techniques), from an average rating of 2.4 to 2.6.</td>
</tr>
</tbody>
</table>
## 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). | All teachers | On going, Sep. 2018-Jun 2019 | Principal, AP, Instructional Cabinet |
| Principal and AP continue to collaborate with the Instructional Cabinet to develop and continually revise PD plan, set Grade and Department Team meeting agendas, based on observations, intervisitations and direct teacher feedback, aligned to the instructional focus. | All teachers | On going, Sep. 2018-Jun 2019 | Principal, AP, Instructional Cabinet |
| Development of Goals for Teacher Practice and Student Achievement, aligned to the Danielson Framework and the UASGC Professional Development plan, and bench-marked in six week cycles. Goals and benchmarks developed collaboratively between school leadership and the Instructional Cabinet. | All teachers | On going, Sep. 2018-Jun 2019 | Principal, AP, Instructional Cabinet |
| Throughout the year, during PROSE time, teachers will be separated into differentiated professional development, depending on their needs as educators. This will be evaluated through walk-throughs, as well as ADVANCE data. Teachers will also be coached by department leads through an inter-visitation cycle to ensure that they are achieving their personal goals. | Teacher Teams | On going, Sep. 2018-Jun 2019 | Principal, AP, Instructional Cabinet |
| Frequent inter-visitations with targeted feedback led by Instructional Facilitators, as well as Teacher Team leaders, to assess the implementation of instructional practices, aligned to common instructional expectations. Results discussed in Instructional Cabinet and teacher team meetings. Action plans for adjustment of instruction developed by teacher teams and Instructional Cabinet. | All teachers | On going | AP, Instructional Cabinet, Special Education Team |
| Targeted professional development for teachers on how to best serve and assess students with disabilities, English language learners, and low-level readers, provided by UA instructional coaches and internal teacher leaders, aligned with the Danielson Component 3D: Engaging Students in Learning | All teachers | Ongoing | AP, Instructional Cabinet, Special Education Team |
Co-teachers adapt daily learning objectives to support the needs of ELLs and students with IEPs using resources such as the Bilingual progressions for the Common Core, and strategies relating to vocabulary word work, fluency, decoding, and writing scaffolds.

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.

Advisors will be the bridge from the classroom to the home, using the advisory to teach soft skills, reinforce grade specific norms and use the Wednesday prose time to communicate with parents. Advisors will communicate weekly with parents through our 5and5 (5 positive anecdotes and 5 positive phone calls) 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 utilize after-school professional development time, after school professional work time, teacher prep periods, our PROSE schedule, after school per session planning activities and teacher common planning time. We will also use additional Professional Development outside of school, including intra-visitations to other schools. School leaders and teacher-leaders will provide opportunities for regular conversations about instruction and face-to-face feedback sessions, in addition to frequent written feedback. Teacher teams will also examine student work and engage in professional development opportunities during after school professional development time.

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


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 see an improvement in teacher pedagogical practice, as indicated by the Danielson Rubric (a 0.2 growth, from a 2.4 to a 2.6 in 3B- Questioning and Discussion), as well as improvement in student performance, as indicated by Regents pass rates. We will regularly analyze the progress of teachers' pedagogical growth within our Instructional Cabinet. Utilizing TeachBoost as well as an internal feedback monitoring system, we will ensure that there is regular and continuous reflection on how teacher practice is improving.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
We will regularly review TeachBoost data by using protocols in meetings. Additionally, we will gather anecdotal data on teacher progress by conducting walk-throughs. The Danielson Rubric will be the primary tool for measuring teacher progress towards improving their instruction.

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

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

Part 1 – Needs Assessment

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

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

According to the 2017-2018 NYC Survey, 67% (City average 89%) of teachers agreed that, at their school, teachers work closely with families to meet students’ needs and 72 % (City Average 90%) teachers agreed or strongly agrees that, at their school, school staff regularly communicate with parent/guardian about how parents/guardian can help students learn. At UASGC, we believe that the the Advisor is the key person that helps establish and sustain the relationship between school, student and parent. The new Resilient Scholars curriculum along with the 6 week advisory cycle that includes goal setting, will give advisors tools and resources to communicate with students and parents During CTE classes, we will institute and messaged the career pathways for all students and communicate those pathways with parents with newsletters and a workshops during Parent-Teacher Conferences. We will also expose all grades to the College and Career Trajectory plan.

We have many resources/partnerships at the school to support student and family social and emotional health, including a guidance counselor, Advisors, CTE Partnership Coordinator a Youth Development Leader and our arts partnership with The Apollo Theater. We also have a school-wide grading policy and now use Skedula so parents can log in and see grades and email teachers at their convenience. We will pilot the new text feature on skedula to send periodic informative and positive messages to parents.

Our focus for this year is to strengthen our outreach to parents by using advisory to set, revisit and reflect on goals. Using this cycle through out our marking period allows us to use the Wednesday Prose time to communicate with parents in a positive and informative manner. and to best use the additional constructional hours for parent outreach to build stronger relationships with our parents.

Our Areas of Strength:

- Systems of home-school communication include text blasts and phone blasts.
- Events planned for Parent Engagement, including Summer BBQ, Thanksgiving Potluck, Breakfast with the Principal and others.
- Monthly parent outreach events planned and executed, in addition to Open School Night and Curriculum night.
- Allocation of resources to provide for a Partnership Coordinator who develops and maintains relationships with partners, including Community-Based organizations and industry partners, to provide enrichment experiences for our students.
Partnership with and support from the Urban Assembly to build strong network of enrichment supports for our students.

Industry partnerships that have allowed students to participate in paid summer internships.

Strong work-based learning program that allows students to learn about the supply chain management and freight logistics industry in and around the New York City community.

Monthly parent newsletter mailed home, featuring enrichment opportunities for our students.

Areas of Growth:

- Increase the number of parents participating and the range of ability to participate. A few parents participate regularly; we need to increase the number of parents who are participating in events.

- Increase the number of enrichment opportunities available for our students, especially in the areas of visual and performing arts.

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 family ties, as evidenced by a 10% increase in family participation in school events, from 67% participating in a school-based activity (such as PT Conferences or PTA meeting) to 77% participating in a school-based activity, as evidence in parents who agree or strongly agree on the School Culture section of the NYC School Survey.
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018 and ongoing throughout the year.</td>
<td>SLT, Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

The Administrative Team will work with SLT/PTA to determine processes in order to communicate more effectively with parents and encourage greater family and community engagement. We will utilize “famillesinshool.org,” “sparkaction.org,” and “boostup.org” to provide some initial entry point to our work and provide us with the ideas about how we can increase and improve our communications with families and parents. The SLT/PTA will meet monthly with a focus on increase parent/community involvement and communication. They will help to create strategies and assist in the implementation of these strategies. The SLT/PTA will lead a Freshman parent orientation and curriculum night in September. The parent coordinator and SLT/PTA will gather data from fall's parent orientation and curriculum night and continue outreach to parents, as evidenced through parent phone calls and e-mails, documented on Skedula. This team will determine if family participation and involvement goals are reaching success through weekly meetings.

The school will host four parent/teacher nights per year (two more than the mandated DOE parent/teacher nights) when our mid-cycle grade reports are released to communicate with parents how students can pass the cycle. Mid and end cycle progress reports will be mailed home six times a year. The administrative team will will use an online grading system (Skedula) that allows parents and students to access all grades for all classes. The school will host parent workshops on the following topics during the year.

- Using Skedula and the UASGC website
- College application process and financial aid (Juniors)
- Our CTE and Internship Program

A workshop series for parents hosted by Big Brothers Big Sisters and our Parent Coordinator

<table>
<thead>
<tr>
<th>Parents</th>
<th>September 2018 June 2019</th>
<th>SLT, Principal, Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal, Parent Coordinator, CTE Partnership Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parent Coordinator will conduct a series of workshops for parents on community, literacy and leadership. Student government/clubs and arts studios will work to host shows or events that parents will be invited to. Parents will be invited to Wednesday town hall celebrations.

Parent Coordinator will work with Advisors to increase parent turn out

Three staff – teacher events aimed at building relationships between teachers and parents

### 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.

New York Peace Institute for implementing restorative practices in the school; The Urban Assembly providing support through the implementation of the Resilient Scholars Program. We have a wide range of Industry Partners including the Port Authority of New York and New Jersey, CSX Freight, Cisco, UPS, NYC Economic Development Corporation, Arizona State University, Rutgers University and many others within the freight logistics and supply chain management industry.

### 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.

Members of the SLT/PTA will meet monthly

School Partnerships will support the above goal with the following supports

- Host two school-wide Exhibits throughout the year to showcase student art created around themes from advisory curriculum.

- Support parent coordinator in creation and implementation of parent workshop series

- Host shows for the after school programming

Per session (35 hours) for teachers for additional parent/teacher nights and parent workshops, including college preparation workshops

Supplies needed for meetings: reams of paper, ink/toner, envelopes

Translation of school handbook, mailings and key school documents or programs for families into Spanish

Postage for mailing

Two ride metro cards for parents who attend school for conferences or 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></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td>X</td>
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<td></td>
<td>C4E</td>
<td></td>
<td>21st Century</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
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</table>

### Part 5 – Progress Monitoring

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

By February 2019, there will be a 16% increase in families participating in school sponsored events and reciprocal online and phone communication, from 24% to 40%.

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

We will conduct a monthly review of parent attendance data during the SLT meeting. We will also regularly analyze PCAR data to determine impact of Parent Coordinator Activity on Parent turn out. We will also analyze data from Parent-Teacher Conference turn out and Skedula activity. Through the implementation of our revised Advisory Program, we will also ensure that teachers have more time to engage in targeted parent outreach. Teachers will log this outreach on Skedula, which will allow us to evaluate the quantitative records of parent outreach.

**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)                | UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We gather data from the following sources:  
  Degrees of Reading Power (DRP)  
  Assessments and ELA MOSLs. These students are then targeted for individualized reading interventions with a trained literacy specialist. | Literacy Intervention Period – Three times a week for 50 min using Hampton Brown’s *The Edge*. | One-to-one and small group instruction. | Period during the day  
  - 3 times a week  
  - 50 minutes |
<p>| Mathematics                               | UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We use the following criteria for math interventions: (1) Students who have not yet met course CCSS expectations. (2) Repeating students enrolled in regents. | Tutoring in after school using IXL online math program and targeted teacher intervention. | One-to-one and small group instruction. | After School and Saturdays. |</p>
<table>
<thead>
<tr>
<th>Science</th>
<th>UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We use the following criteria for Science interventions: (1) Students who have not yet met course CCSS expectations. (2) Repeater students enrolled in Regents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>UASGC has developed a Criteria for Intervention used to determine need for Tier II and Tier III interventions. We use the following criteria for Social Studies interventions: (1) Students who have not yet met course CCSS expectations. (2) Repeater students enrolled in Regents.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>At risk students who do not have mandated counseling on their IEP, and students who are in crisis.</td>
</tr>
</tbody>
</table>
## 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)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   - 28

2. Please describe the services you are planning to provide to the STH population.
   - Free uniforms, bookbags, school supplies, sanitary products, technology as needed. Additionally, we sponsor students for school events, such as prom or the senior trip, who are unable to afford to pay for the events.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   - n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
   - n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

UASGC has a hiring committee that operates to develop and refine hiring practices for the school. We have developed a rigorous rubric for evaluating teacher candidates that is aligned to our core values and beliefs about children and how they learn best. The hiring committee begins work in February of each year to identify and begin the recruitment process for teachers at UASGC. All teachers must complete a demonstration lesson with at least one group of students at the school, during the regular school day, prior to being considered for a position.

We determine needed qualifications for teachers in the early stages of the hiring committee and identify potential candidates based on their demonstrated qualifications. Teachers are assigned specifically based on their license area and in accordance with the needs of the department. We hire specifically to pair newer teachers with more experienced teachers.

We have weekly professional development sessions that are collaboratively planned by the Instructional Cabinet. This committee consists of the Principal, AP, UFT Chapter Chair and Teacher Team Leaders and teachers from each instructional department to ensure that all voices from the teaching staff are heard within these meetings. We evaluate the impact of professional development by conducting regular inter visitations with members of the Instructional Cabinet.

We engage faculty in a wide range of community building activities to ensure that staff feel connected to each other and the larger school community. Additionally, we have embedded a mentoring program to support new teachers through partnerships with experienced teachers in the school.

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).

PD is collaboratively developed by the PD Committee, which includes members of all teaching departments as well as the UFT Chapter Chair and the Principal. To ensure that we are aligning our work to the rigorous demands of the Common Core, we have identified a high leverage Common Core standard, aligned to our instructional focus of reading, writing and speaking, to continually study and evaluate student work and its alignment to this standard. We
focus our study of student work as well as intervisitations around this focus standard. To improve pedagogy, we will focus our Professional Development on 1e and 3d

Additionally, we regularly provide feedback to teachers around the implementation of the Common Core standards identified in teacher-developed unit plans. Additionally, we provided pre-opening professional development during the summer that allowed teachers to engage with the expectations of the standards and bring them into their regular planning practices. Paraprofessionals are also included in our professional development program.

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 for High Schools

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.
We have a professional development committee that includes the UFT chapter chair and members elected by the UFT, as well as the Principal. In this team, we examine teacher observation data, as well as student assessment data to determine teacher progress in improving instruction and informing the types of professional development provided. Through this team, we discuss the implementation of school wide assessments and ensure that all staff have input into the types of assessments used.

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\(^1\). 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\(^2\). **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>147571</td>
<td>X</td>
<td>5a-e, 6</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2169785</td>
<td>X</td>
<td>5a-e, 6</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Urban Assembly School for Global Commerce will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments; |
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

Parental Involvement and School Quality

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary Act (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;

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### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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### School-Parent Compact (SPC)

The Urban Assembly School for Global Commerce, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will
share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

## II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

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### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

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>05</td>
<td>Manhattan</td>
<td>157</td>
</tr>
</tbody>
</table>

School Name: UA School for Global Commerce

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Roony Vizcaino</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Isabella Robertson</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Laura Lentin</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Sierra Jerez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jaime Malloy, ENL Teacher</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Adrianna Colon</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td></td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Fredrick Walsh</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></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 Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</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 currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</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 special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 261 | Total number of ELLs | 24 | ELLs as share of total student population (%) | 9.20%

**Part II: ELL Demographics**

**A. ELL Programs**

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

<table>
<thead>
<tr>
<th></th>
<th>2018-19 CEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  
  - Yes [ ]  
  - No [x]  
  If yes, indicate language(s):
- Dual language program (DL)  
  - Yes [ ]  
  - No [x]  
  If yes, indicate language(s):
- Freestanding ENL  
  - Yes [x]  
  - No [ ]

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>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></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?

   Degrees of Reading Power (DRP) Exams, WIST, and Department created reading, writing, and speaking CCLS aligned assessments.

   The insight of the data has shown that in general ELL students perform lower in reading assessments than the other school populations. This information is used to develop school-wide literacy programs and classes, and ENL teachers provided targeted instruction through push-in and pull-out. This is reflected in our school schedule. We will continue to gather data around language acquisition through regularly scheduled DRP assessments that will help us see growth and target instruction.

2. What structures do you have in place to support this effort?
We meet at the beginning of each semester as a department to review data and make sure that students’ schedules appropriately cover their needs. We also meet with content teachers to review data and discuss how ELLs can be supported in their content area classes.

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? Students’ performance on classroom activities, Regents exams, Degrees of Reading Power (DRP) scores, NYSESLAT scores

4. What structures do you have in place to address interventions once the summative data has been gathered? We meet at the beginning of each semester as a department to review data and make sure that students’ schedules appropriately cover their needs. We also meet with content teachers to review data and discuss how ELLs can be supported in their content area classes. Additionally, grades are updated weekly. We review class work feedback with students and meet to discuss low assessment scores when necessary. We also use class assessments to guide or alter class assignments and lessons.

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].) NYSESLAT, and ELA/US/Global Regents are given the most priority when evaluating and informing our ELL programs. The majority of our schedules are focused on supporting the students in their ELA and Social Studies classes as this is where they have shown the most need. These assessments will not only determine their class schedule, it will also determine how often they will receive support from the ELL teachers in either standalone or co-taught classes.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The scheduling team and the ENL department work closely together to make sure that programs reflect students’ needs. We use NYSESLAT scores to determine who will be given a period of Standalone ENL, and we use Regents scores to make decisions regarding which content classes will be co-taught by an ENL teacher. Once initial programs have been created by the scheduling team each semester, they are reviewed by the ENL department before being finalized.

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.
   The program is determined by grade and proficiency level. As we have a small school and a small number of ELLs, we are able to create the program to integrate most students into one standalone class every weekday. This standalone class is mostly transitioning and entering students -- the students that require the most minutes with an ENL teacher per week. The students that have reached expanding or commanding are either in half week classes or only receive co-taught instruction in either ELA or History classes.

   Most of the students that are the same grade level and proficiency level are group together and often have many of their core content classes together. This can only change if a student has passed the Regents and the class and does not need to fulfill that requirement anymore.
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)?
   ELL students receive different amount of instructional minutes based on their proficiency level. ELL students with beginner to transitioning proficiencies are programmed with an alternate schedule where they can receive ENL class in place of literacy class. An ENL teacher will also co-teach either their ELA or History class. Students with expanding to commanding proficiencies will be placed in co-taught ELA or History classes (based on their Regents scores).

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.
   Teachers are responsible for translating documents as well as providing scaffolded activities and questions. GoogleTranslate is also utilized to meet the needs of ELL students with monolingual staff. Students are provided with ipads or laptops to facilitate their inclusion and participation in classroom discussions and activities.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Informal assessment of home language by bilingual teachers; analysis of classwork collected in the home language; additional protocol to be established to evaluate students’ home language. If there is no teacher that supports a specific home language, outreach to parents is done to ensure that they are still utilizing the home language in order to foster growth in both English and their native language.

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. Create material to meet students at their level of understanding including pictures, graphic organizers, multimodal materials, technology that supplements language acquisition, and use home language to build their vocabulary. Offer alternate assignments and assessments so that students have the opportunity to demonstrate growth. b. Scaffold instruction using home language to build their academic vocabulary, translate documents, and use of multilingual word walls. Depending on availability bilingual staff will also provide language support in their classes. c. Assessments are provided in their home language as well as English so that students can translate the academic content. We also provide bilingual glossaries. Students are also provided with modifications on assignments, as well as additional support by meeting with their content and ESL teachers to improve their craft. d. We use school-wide focus on reading, writing, and speaking skills to develop meta cognition and meta-linguistic skills. All previous strategies are available if needed, and will be used depending on student need to understand the content. Additional support in grammatical and morpho-syntax.

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?
Teachers use bilingual glossaries, google translate for oral and written activities, multilingual word walls, and create scaffolded assignments with focus on whole language development.

Below is a supporting document that is staff is given. Below are some of the accommodations it is their right to receive:
All ELLs get extended time (time and a half) on major projects and assignments. This includes major project deadlines as well as in-class tests/quizzes. ELLs should also get extended time when answering any oral assessment content questions.
All ELLs are entitled to a bilingual/English dictionary on major tests and assignments, including the Regents Examinations.
Please note that they are not entitled to an English-only dictionary.
When doing oral examinations, ELLs should be read the questions/passages aloud multiple times, as in the Regents.
Below are some accommodations that we recommend:
Many ELLs struggle with English grammar and punctuation. Allow ELLs to complete extra drafts and give them explicit grammar corrections so that their ideas are not marred by their language skills.
Sit ELLs next to bilingual peers or have bilingual peers sit in on their presentations, if possible. Allow these peers to translate questions/assignments for low-level ELLs.
Modify assignments for low-level ELLs. For example, if the class is writing a 4 page essay and you have a beginner ELL who is struggling with English, their assignment could be to write one, strong paragraph in English. If you are doing a Science experiment and they need to do a several-page write-up, allow beginner ELLs to demonstrate their understanding in a different way, and modify the length expectations of the write-up.
Below are some accommodations you should avoid:
Do not allow ELLs to translate huge passages of their work via an online translator. This often results in a nonsensical text and is not helping them learn English. Instead, allow them to use online translators to translate individual words, when they are at a level at which they can provide some words in English themselves.
Do not allow ELLs to copy from their peers. Often beginner ELLs will attempt to do this in groupwork. Instead, encourage ELLs to write whatever they can in whatever language, and then have their peers (or you) help to translate and revise it.
Do not set low-expectations for ELLs. They should be working hard in your class. Give alternative assignments instead of simply cutting assignments. If you have modified the length of an assignment, make sure they are putting in a similar amount of work as their peers by requiring multiple drafts and deep thinking in their work. Call home when they are not participating, just as you would for any other ELL. Bilingual office staff and Team 5 teachers can help make these phone calls. You can also use the DOE’s translation hotline: 718-752-7373 ext. 4.

Special Accommodations for Beginner Level ELLs
Every spring, all ELLs are given the NYSESLAT exam, which determines their official level of English proficiency. Newcomers (students who came to this country less than a year ago) and beginner level ELLs (as determined by the NYSESLAT) are allowed special modifications at FHS:
Beginner ELLs are allowed to complete 9th and 10th grade portfolios in their native language and/or a mix of their native language and English. If possible, they should be put in groups with facilitators and peers who speak their native language. Beginner ELLs are allowed to complete the work presented and content knowledge section of their panels in their native language, with a facilitator who speaks their native language. They should still be writing their papers and cover letters in English, for all subjects.
It is important to recognize that beginner ELLs will have a different role in your classroom than other students. You need to modify assignments for them to be successful. This does not mean that you need to translate all assignments into their native language. Instead, you should play around with some of the following ideas:
- Sit them in heterogeneous groups with higher-level bilingual students
- Allow them to use dictionaries and online translators to access the material
- Modify the length of written assignments to fit what each student is capable of
- Give lists of sentence starters to help students begin the writing process in English
- Allow peers to translate written and verbal instructions for them
- Try to include multiple intelligences in your lessons – don’t just rely on verbal and written skills. (For example, many ELLs feel most successful when completing math projects, hands-on science experiments, or activities that involve music or visuals)
- Put Spanish subtitles on any movies you show
- Give ELLs a preview of the material the day before, through pictures or their native language, so that they can participate fully despite the language gap in the following day’s lesson.

**REMEMBER!!!**

***Many ELLs also receive Special Education services. Make sure you are also adhering to the modifications they are guaranteed on their IEPs.***

***Over-the-phone translation services are available for free from the Department of Education. Call their translation hotline at 718-752-7373 ext. 4.***

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?

As a community, UASGC values an inclusion model, but we also recognize that students might struggle as a part of this process, especially several of our students come from a school environment that is called “Special Class” or “Self Contained” meaning they are in a small class with the same group of kids and the same teacher all day. Although there are benefits to this experience as it pertains to skills, it is not supposed to be a place where students stay forever. We recognize that a student can’t BE special ed because special education is a service, they receive special education services with the goal and intentions of entering the least restrictive environment for their needs. Scheduling allows students to have multiple program settings in one IEP, for example, they may need Pull out/Push in for Math, but ICT for English. In Science, the young person may need no support at all.

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 all content areas, the targeted interventions include Saturday school invitations for extra prep time for the Regents. The ENL department will support the grade teams in understanding and knowing how best to support the students in their classes. For reading, there is also a targeted pull out class that focuses on foundational reading and phonics.

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

We have organized time in the summer to meet and curriculum plan as a department.

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.

All students have the opportunity to sign up for the Big Brothers Big Sisters mentoring program, sports teams, variety of enrichment activities after school, Saturday Academy activities, and special focus is made to allow students to participate in field day activities. ELL students are provided interpretation/translation of all documents regarding any enrichment opportunities.

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.

When practicing for the Regents, students are provided translated exams or translated questions. Rosetta Stone is used to provide supplemental practice to help students develop their reading, speaking, and writing skills. In addition, students carry ipads and laptops to support their learning and communication with their teachers. Bilingual dictionaries are provided for each student.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Home language is utilized to build students’ academic vocabularies. Materials provided to students are provided in their home language as well as English. Home language is also used to scaffold instruction. Documents are translated, and multilingual word walls are utilized. Assessments are provided in their home language as well as English so that students can translate the academic content. We also provide bilingual glossaries. Students are also provided with modifications on assignments, as well as additional support by meeting with their content and ESL teachers to improve their craft.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. The school utilizes the students’ home-language academic level as well as their NYSITELL, NYSESLA T, and DRP exams to establish the grade level (in English) at which students are functioning, and use scaffolds as necessary to ensure the growth of these students.

From our Grading Policy Intervention Document, students can request the following accommodations:

Homework:
- Depending on the assignment and their workload in all classes, some special education students may not have the stamina to complete an assignment at the same level as their peers. They can be given an opportunity to revise their assignment if they wish to earn a higher grade.

Formative Assessments:
- Quizzes: Students need to mark at the top of the paper that they did not have time to complete it and then come after school or during lunch. You can also allow them to multi task during the next part of the lesson if that works for what you are teaching, without announcing it to the class. Just give the student a “look” saying, “Keep working, you’re doing good”
- Oral Presentations: Never rush them to complete the presentation. If they are struggling due to being nervous, you can ask them to videotape it or complete it in a smaller group setting at a later time.
- Reading and Writing: They may require additional time after school or during lunch to finish the assignment.
- Revision: The majority of our students require two to three drafts of a paper to get a passing score. With ELL students, it may take them 5 or 6. If they choose, they can continue to revise (even for a formative assessment)
- Please note: STUDENTS ARE REQUIRED TO TURN IN DRAFTS EVEN IF THEY ARE NOT COMPLETE. (in other words, they can’t just “do nothing” and then say “I get extended time” and expect that to happen. The Drafts serve as benchmarks to EARN extended time to get to the next round.

Summative Assessments
- In Class Essay: They may require additional time after school or during lunch to finish the assignment.
- Test: Some need a separate location or additional time. They must get this in order to be in compliance with their IEP.
- Project/Paper: Revision: The majority of our students require two to three drafts of a paper to get a passing score. With ELL students, it may take them 5 or 6. If they choose, they can continue to revise (even for a formative assessment)
- Please note: STUDENTS ARE REQUIRED TO TURN IN DRAFTS EVEN IF THEY ARE NOT COMPLETE. (in other words, they can’t just “do nothing” and then say “I get extended time” and expect that to happen. The drafts serve as benchmarks to EARN extended time to get to the next round.

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? Rosetta Stone and Duolingo are used to provide supplemental practice to help students develop their reading, speaking, and writing skills. In addition, students carry ipads and laptops to support their learning and communication with their teachers. Bilingual dictionaries are provided for each student.

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).

When students first enter the school a multidisciplinary team meets with the student. The school administrator, guidance counselor, secretary, and ESL/ENL teacher meet with the new student and provide orientation in a small group setting designed specifically for ELL newcomers. The new student is paired up with another student who speaks the native language/dialect. This student will help the newcomer assimilate into the school community. Staff uses technology such as Google Translate, a translator, or the DOE translation hotline to inform the student regarding rules, regulations, and every-day procedures of the school. If no one who speaks the native language is available, an interpreter is hired for the day.
coming ELL students are given pictorial props to express basic needs, such as using the bathroom. I pads and laptops are also provided for students to aid and foster communication.

17. What language electives are offered to ELLs?
   Mandarin and Spanish

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?
   Select teachers will be sent to DOE for PD and will then be expected to share the training with the rest of the school staff.

   Developing students’ capacity for writing argumentatively and responding argumentatively, while ensure that students have the opportunity to read, write and speak consistently within daily classroom instruction.

   **Theory of Action:**
   Instructional practice impacts student learning
   When we, as a school community, focus on students’ reading, reading, writing and speaking, student reading levels improve, as measured by the DRP assessment.
   Students need to write and speak daily to improve their writing and response.
   Adult team work impacts student achievement.

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.
   The PD committee will establish professional development opportunities within the school and ENL teachers will be sent out to receive additional PD. This will be focused on how to engage our ELLs in all content areas. Additional support will revolve around reading strategies and comprehension activities.

   ELL teachers also lead PDs around strategies to help with ELLs (and specific students in general, as our population is so small).

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**Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Grade-team meetings and parent-teacher conference meetings are provided throughout the year. Bilingual Spanish teachers interpret during conferences, and for other languages we use DOE translators. ELLs are placed in advisories, like the rest of the student body. Their advisors will be responsible for maintaining thorough contact with parents, and will be made aware of the DOE phone translation service if they don’t share a common language with the parents.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Translate documents and communication, Thanksgiving Pot luck, talent shows to promote cultural diversity, offered to chaperone on trips, teacher availability during parent outreach to discuss student progress. We will use the DOE translation services. Parent Coordinator does intensive outreach to parents for all school events and utilizes bilingual office staff to communicate messages verbally to parents over the phone. There is also an annual Multicultural night where students, parents and teachers can share their cultures.

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.
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, Erin Gehant, 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

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<tr>
<td>Roony Vizcaino</td>
<td>Principal</td>
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<td>Isabella Robertson</td>
<td>Assistant Principal</td>
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<td>19/15/17</td>
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<td>Adrianna Colon</td>
<td>Parent Coordinator</td>
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<td>9/15/17</td>
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<tr>
<td>Laura Lentin</td>
<td>ENL/Bilingual Teacher</td>
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<td>9/15/17</td>
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<td>Parent</td>
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<tr>
<td>Jaime Malloy, ENL</td>
<td>Teacher/Subject Area</td>
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<td>Sierra Jerez</td>
<td>School Counselor</td>
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<td>9/15/17</td>
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<tr>
<td>Frederick Walsh</td>
<td>Superintendent</td>
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<td>Field Support Center Staff Member</td>
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Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: || School Name: || Superintendent: ||

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

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

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

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

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

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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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.

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>
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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></td>
<td></td>
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</tbody>
</table>

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

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.

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.)

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?