2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M316

School Name: URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN, THE

Principal: PATRICIA MINAYA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly School of Business for Young Women
School Number (DBN): 02M316

BEDS Code: 310200011316

Grades Served: 9-12

School Address: 26 Broadway New York New York 10004

Phone Number: 2126680169  Fax: 2126680635

School Contact Person: Patricia Minaya-Orsini  Email Address: Pminaya@schools.nyc.gov

Principal: Patricia Minaya-Orsini

UFT Chapter Leader: William Ferrara

Parents’ Association President: Wanda Rexach

SLT Chairperson: Patricia Minaya-Orsini

Title I Parent Representative (or Parent Advisory Council Chairperson): Vanessa Quinonez

Student Representative(s): TBD

CBO Representative: TBD

District Information

Geographical District: Affinity Schools CUNY/UA
Superintendent: Fred Walsh

Superintendent’s Office Address: 333 7th Avenue New York New York
Superintendent’s Email Address: Fwalsh@schools.nyc.gov

Phone Number: 212-356-3739  Fax: 212-356-3739

Field Support Center (FSC)

2018-19 CEP
Affinity Group: FSC: 

Executive Director: Alexandra Anormaliza

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

Brooklyn, NY 11201

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

Phone Number: 7189355618

Fax: 

Phone Number: Fax:
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Patricia Minaya –Orsini</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>William Ferrara</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Wanda Rexach</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>TBD</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Michelle Torres</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Leslie Marcelino</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<tr>
<td>Dahianna Mendoza</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>TBD</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Lorainne Piccirillo</td>
<td>Member/ UFT</td>
<td></td>
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<tr>
<td>Jennifer Robinson</td>
<td>Member/ UFT</td>
<td></td>
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<tr>
<td>Christina Fiorinelli</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>Melissa Peoples</td>
<td>Member/PTA</td>
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<td>Michelle Torres</td>
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<td>Vanessa Quinonez</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

### Section 4: CEP Overview

<table>
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<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>The Mission of The Urban Assembly School of Business for Young Women is to provide a high quality college-preparatory education to young women of diverse backgrounds in a nurturing and supportive environment.</td>
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</tbody>
</table>

Our schools fosters the development and growth of intelligent and socially conscious young women who will think independently, embrace diversity, and grow intellectually and emotionally.
UASBWY encourages in each student integrity, responsibility and commitment to community. We prepare our young women to become future business leaders by exposing them to all areas of business and career options in order to compete and succeed in a diverse and ever changing business environment.

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.

UASBYW is founded on six fundamental principles (Service, Teamwork, Respect, Integrity, Diversity and Excellence) STRIDE. These fundamental principles are used to develop our programmatic structures. These are the distinctive aspects of our school:

**College Preparatory Education.**

The Urban Assembly School of Business for Young Women is a college preparatory high school committed to high standards and personalized attention to all of our students. Based on the premise that the study of business is a captivating lens for learning, and that the skills necessary to the profession are universal, we offer a rigorous academic program that engages students through the study of business. Our teachers employ a variety of instructional strategies in order to prepare our students for college. A typical day in one of our classrooms may include inquiry, debate, collaborative learning and small group instruction. All UASBYW young women are expected to complete four full years of English, Social Studies, Mathematics, Business and Science. Teachers plan collaboratively, class work and project based work are heavily infused with reading and writing and discussing. There is a strong emphasis on literacy development throughout the curriculum across the grades.

**Supportive Relationships**

At UASBYW every student is known well by a staff, advisor and or mentor. Teachers are aware of our student’s strengths and weaknesses. We have developed various structures that foster the development of supportive relationships such as our advisory program, mentoring relationships and Power Sessions. Additionally, all faculty members participate in grade level teams, where weekly discussions about students take place so that entire grade level team can intervene and provide them with intervention and next steps. Mentoring is major focus at our school and we have developed partnerships with Big Brother Big Sister as well as with other partner organizations.

**Integrated Partnerships**

At UASBYW, we have been able to foster amazing partnerships because we believe that learning transcends the classroom. Our young women learn very early, that the skills developed in school are transferable and relevant to the professional world. In the past three years we have developed community and corporate partnerships through which our students interact with the professional world and become aware of the different business fields and professions. Our main partners include, The Urban Assembly, , The Women’s Bond Club, Deloitte, AIG, Castle Harlan, Goldman Sachs, Junior Achievement to mention a few. These partners provide opportunities for our students through:

- Power Luncheons and school trips
- Business theme-based curriculum
- The development of an elective business education course for all students
• Job shadowing, college and career readiness opportunities

• Agents of Change Program Community Service Program

• The I-Mentor program

UASBYW’s school community collaboratively developed the following specific goals that guide our work this year:

1. Improving data driven instruction and organization in order to monitor and assess student progress.

We are committed to making UASBYW a school where student progress is monitored closely and immediate intervention systems are in place to ensure that each individual student goal is met.

2. Extending and deepening our school’s community commitment to the development of literacy across the curriculum initiative.

3. Developing rigorous regents preparation courses that provide targeted, focused review of essential skills and test taking strategies on order to increase the Regent’s passing rate of our students.

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

We are a small single gender un-screened school that serves predominantly African American and Latino students from all five boroughs. Our school serves between 18-20% special needs students and 4% ENL. Many of the young women we serve come to us lacking strong social emotional and academic foundations. We enroll them in our Resilient Scholars program to support their development in these areas.

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.

**Literacy Focus**: Our school wide goal of improving literacy across all content areas has proven to be effective and has impacted the acceleration of students reading scores. In every class, teachers integrate reading and writing through assignments and projects. Students are encouraged to read fiction and non-fiction (informational) texts related to the subject area. Our Modern Literature Seminar (MLS) is our independent reading program which is offered to our 9th and 10th grade and allows all students to have a dedicated reading period. This course is taught by all ELA teachers, providing opportunities for teachers to get to know the students well and their abilities and to impact their writing and comprehension at an early stage in high school.

**School Culture (Supportive Environment)**

There has been a noticeable improvement in school tone as we focused on building school culture. During the beginning years of a school the focus on developing school culture had to be evident. We focused on our core value RESPECT to engage students in this process. Last year we piloted the GEMS Campaign and we will continue to support this initiative in order to motivate our students to succeed both academically and personally. One of our goals past year was to dramatically change school tone and relationships between teachers and students and we will continue this work. This year we will be adding an emphasis on writing across the content area.

A culture committee was established and a series of initiatives, including advisory, PBIS and student input onto social activities was underway. (Further work on this initiative needs to continue in this school year).

**Teacher Collaboration**
We have continued to develop and support collaborative teacher work at our school. We believe that our teams can achieve success only if we work together and persevere through the year. To this end we have PLC’s that meet three times per week, our Leadership team composed of department leaders and school leadership, drive the decisions around curriculum implementation, collaboration and professional development. Our grade level teams are composed of teachers who teach the same grade and come together to devise strategies to support our students and progress monitor around our attendance focus.

**Partnerships: (Strong Family and Community Ties)** At UASBYW, we have been able to foster partnerships because we believe that learning transcends the classroom. In the past 13 years we have developed a strong partnership portfolio that includes community and corporate partnerships through which our students interact with the professional world and become aware of the different fields and profession.

Our key areas of focus will be Rigorous Instruction, Supportive Environment and Strong Family and Community Ties.
### School Demographics and Accountability Snapshot for 02M316

#### Grade Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 232
- 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)
- Types and Number of Special Classes (2018-19)
  - # Special Classes (ELA): 3
  - # SETSS (ELA): 36
  - # Integrated Collaborative Teaching (ELA): 64
- # Special Classes (Math): 3
- # SETSS (Math): 27
- # Integrated Collaborative Teaching (Math): 59

#### School Composition (2017-18)
- % Title I Population: 62.0%
- % Attendance Rate: 80.8%
- % Free Lunch: 75.0%
- % Reduced Lunch: 7.3%
- % Limited English Proficient: 5.2%
- % Students with Disabilities: 16.4%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.4%
- % Black or African American: 58.6%
- % Hispanic or Latino: 31.0%
- % Asian or Native Hawaiian/Pacific Islander: 2.8%
- % White: 2.6%
- % Multi-Racial: 5.2%

#### Years Principal Assigned to School (2018-19)
- 13.25

#### # of Assistant Principals (2016-17)
- 4

#### % of Teachers with No Valid Teaching Certificate (2014-15)
- 5%

#### % Teaching Out of Certification (2015-16)
- 48%

#### Average Teacher Absences (2014-15)
- 19%

#### Percentages of Students with Fewer Than 3 Years of Experience (2015-16)
- 6%

#### # of Assistant Principals (2015-16)
- 71.2%

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

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 79%
- Mathematics Performance at levels 3 & 4: 82%
- Global History Performance at levels 3 & 4: 60%
- US History Performance at Levels 3 & 4: 70%
- 4 Year Graduation Rate: 71.2%
- 6 Year Graduation Rate (2011 Cohort): 89.6%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 18%

#### 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

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<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
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<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
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<td>Economically Disadvantaged</td>
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##### High School

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<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YSH</td>
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2018-19 CEP
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.

Based on the 2016-2017 school quality review the school was developing for Quality Indicator 1.2, and the findings were summarized in the following statement. Findings: Classroom pedagogy inconsistently demonstrated uneven student engagement. Student participation and meaningful work products was inconsistent in classes visited. The school did not receive a School Quality Review in 2017-2018.

Based on 2016-2017 PPO feedback, Continue to develop pedagogy so that strategic teaching practices to push higher order thinking and encourage student discussions are consistently seen at high levels across all classrooms.

Based on 2017-2018 PPO feedback, Classroom visits reveal inconsistent practices. Ensure that all teachers share an understanding of cognitive engagement, productive struggle and genuine discussion.

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, all students will improve their writing and reading skills as a result of the implementation of the Hochman Method in writing and Close reading strategies as evidenced by 75% of students scoring a 3 on Traits 2 and 5 of the MOSL rubric which will positively impact overall regents pass rates.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leaders and coaches will work with the ALL Departments to develop skills for analyzing student assessment data from both Regents exams and in house assessments. Teachers will learn how to use data to make strategic decisions around adapting instruction to meet students’ needs both individually and in groups. Teachers will collaborate in inquiry cycles in teams and use Looking at Student Work, Analyze trends and make instructional shifts as a result feedback</td>
<td>Principal, Assistant Principal, Peer Collaborative Teachers, Teachers, Progress Monitoring Team</td>
<td>August 2018 end May 2019 Benchmark Assessment January 2019.</td>
<td>Principal, Assistant Principal, Peer Collaborative Teacher, Coaches, Instructional Leader, Progress Monitoring Team</td>
</tr>
<tr>
<td>Instructional Leaders and coaches will work with the ALL Departments to develop understanding of Writing and Reading strategies that will further support the development of students reading and writing abilities. Starting in Spring 2019: Department leaders and administrators (Instructional Leaders PLC ) will engage in a book club study of FOCUS by Mike Schmoker in order to develop a shared understanding and common language of curriculum and effective teaching practices in order to elevate student literacy skills, engagement and achievement.</td>
<td>Principal, Assistant Principal, Peer Collaborative Teachers, Teachers, Progress Monitoring Team ILT PLC</td>
<td>August 2018 end May 2019 Benchmark Assessment January 2019. ILT Meets once per week on Tuesday afternoon for 8 weeks March 5- April 30.</td>
<td>Principal, Assistant Principal, Peer Collaborative Teacher, Coaches, Instructional Leader, Progress Monitoring Team</td>
</tr>
<tr>
<td>All department teams will use both MOSL, Regents and in-house assessment data to target school interventions for students who</td>
<td>Principal,</td>
<td>August 2018 end May 2019</td>
<td>Teachers, Instructional Leader</td>
</tr>
</tbody>
</table>
need additional support. Teams will continuously assess student mastery of standards and adjust interventions as necessary.

Teachers will use Internal Mock regents results as a tool for strategic grouping and differentiating instruction.

Teachers will use formative and summative assessments to inform their instructional purpose as evidences in their weekly plans.

Teachers engage in inter-visitation practices in order to observe writing processes and strengthen their own classroom practice.

Teachers develop self assessment opportunities for students to evaluate their own progress.

Teachers create learning targets for each unit and assess students at different intervals to understand mastery level of learning target.

The assistant principal, with support from the parent coordinator will plan a common core outreach session for parents and through the Bakers Dozen in order to provide them with information and resources to support their students learning and track their progress using our online grading system.

Teachers use student data reports to have conferences about progress and provide feedback on strengths and weaknesses. Teachers use student data reports to create individualized action plans for targeted students during progress monitoring meetings. Students utilize data sheets to develop mastery on areas of weakness as indicated from Data Sheets. Students use self-reflection sheets to take ownership of their growth and progress and reflect in times of success and times of difficulty.

### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Educational workshops centered around helping students with literacy and comprehension strategies.</td>
</tr>
<tr>
<td>Parent Educational workshops centered around best practices for monitoring student learning at home.</td>
</tr>
</tbody>
</table>

Principal, Assistant Principal, Peer Collaborative Teacher, Coaches, Instructional Leaders

Assistant Principal

Assistant Principal, Peer Collaborative Teachers, September 2018-May 2019

Principal, Assistant Principal, Peer Collaborative Teacher, Coaches, Instructional Leaders
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.

Tax Levy and Title I SWP funds will be used to further support professional development of teachers. In addition to support, the constant communication of grades and effective usage of data these funds will also be used to pay for Datacatio web application software. Funds will be used to purchase interim assessment software and materials that generate and provide item analysis results per student so effective action plans can be implemented and put into place to increase student achievement data. Additionally Curricula aligned to the Common Core (Collections), 1 instructional coach to support improving teacher practice.

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

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

Part 5 – Progress Monitoring

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

1. By February of 2019, we will see of growth in ELA regents college readiness metrics.
2. The progress monitoring team will monitor progress towards reaching the goal and collaborate with ELA department by conducting an analysis of regents mock results and ELA regents results.
3. ELA department will identify students in need of regents prep in order to meet college readiness.
4. Scholarship reports examined 4 times per year
5. Learning Targets developed for each unit plan – reviewed 6 times per year
6. Students learning targets self-assessments reviewed daily
7. Teacher Observation reports reviewed monthly
8. Teacher schedules and inter-visitations logs reviewed monthly
9. Agenda and minutes from weekly PD meeting
10. Mid-Year Benchmark Assessment offered to students in January 2019. Data Analysis from Mid-Year review will determine second stage of strategic planning towards this goal.

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

Mock regents exams (December 2018) and (May 2019)

MOSL 2X per year

Scholarship reports

Teacher observation reports

Lesson plans
**Unit plans**

**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

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

Our school wide attendance for 2017-2018 academic year was 81%. We experienced a three point decrease from 2016-2017 due to large number of severely chronically absent students.

Our goal is to improve student attendance this year by creating systems to progress monitor daily and weekly student attendance in order to move students from chronically absent category.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By June 2019, we will effectively create a safe and supportive environment as evidenced by a decrease in chronically absent students from 28% to 20%.</strong></td>
</tr>
</tbody>
</table>

As of February 2019, the number of students identified as chronically absent has decreased from 28% to 16%.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement and refine Resilient Scholars program in the 9th and 10th grade to include a focus on the importance of attending school every day.</td>
<td>9th and 10th graders</td>
<td>September 2018-January 2019 January 2019-June 2019</td>
<td>Advisors, Instructional Leaders, Teacher Leaders, Urban Assembly Coach</td>
</tr>
<tr>
<td>Utilize Student Government Organization delegates and GEMS to increase student culture and student voice.</td>
<td>All Grades</td>
<td>September 2018-January 2019 January 2018-June 2019</td>
<td>School Leaders and Teachers, Peer Leaders</td>
</tr>
<tr>
<td>Use Dexprom to progress monitor attendance for Bakers Dozen and conduct outreach. Grade Level teams are strategically focused on monitoring attendance and conducting parent outreach.</td>
<td>All Bakers</td>
<td>September 2018-January 2019</td>
<td>School leaders and coaches</td>
</tr>
</tbody>
</table>

**Spring of 2019 Updates:**

Attendance team made changes to target additional students who are severely chronically absent.

The new Spring action plan includes:
Increasing earlier outreach to earlier in the day by making personal phone calls to all students who are marked absent in CAASS and daily attendance.

Daily use of text messaging service form CAASS to parents whose students are late and absent by 3rd period.

Bakers are focused NOW on targeting severely and chronically absent students.

Increase incentives for students who are on time and are here 90% of the time or greater.

### 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.

Select and distribute publications directly to parents on improving student attendance.

Keep parents informed of their child’s academic progress and development through our Bakers Dozen Model and SLC.

Explain the implementation of our attendance Heat Map progress monitoring system.

Conduct workshops on interpreting attendance data during workshops sponsored by our PTA.

Offer workshops for parents to learn about and discuss their role in their child’s education sponsored by our PTA.

### 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.

Tax Levy and Title I SWP funds will be use to further support to support the constant communication of grades and student behavioral (anecdotal) data in th Datacation web application software. Finally these funds will be used to support the Dean of Students role at our school and ensure that we have an effective culture committee advisor and liaison that provides a link between personal academic behaviors and student growth and achievement.

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

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

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, school wide attendance will increase by 3% from 80% to 83%.

By February of 2019 each bakers Dozen, will have moved 5% of their students from severely chronically absent to chronically absent or at risk categories which will show an increase in their individual attendance.

DESSA Reports that measure student progress in the Resilient Scholars Program, Scholarship Reports, New York Peace Institute data tracker and student government tracker and minutes.

Dexpro reports will show a 5% decrease in categories (severely chronically, chronically and at risk)

Mid year attendance reports.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Annual School Wide NYCDOE attendance report

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.

Based on the 2016-2017 School Quality Review the school received a proficient in indicator 3.4 Establish a culture of learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations./

Teacher collaboration is encouraged, supported and planned for, and teachers have reported that the school fosters a commitment to student success, school improvement, and continuous professional learning through collaborative practices. A specific focus for collaboration will be to further develop intervisitation and peer feedback to enhance teacher planning and classroom questioning and discussion in order to enhance cognitive engagement amongst students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, all teachers will demonstrate impact of professional support as a result of differentiated and collaborative learning in teams as evidenced by improved rates in their average numeric score in the HEDI rating scale in the evaluative indicators 1e, 3b, 3c, 3d, from 2.9-3.5.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Students With Disabilities, ELLS, and Lowest Third Department teams</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, PMT, Peer Collaborative Teacher</td>
</tr>
<tr>
<td>Teachers, Students With Disabilities, ELLS, and Lowest Third Department teams</td>
<td>February-June</td>
<td></td>
</tr>
<tr>
<td>Teachers will use the Inquiry Process as a tool to track student progress for strategic grouping and differentiating instruction for all students keeping the end goal in mind of lifting the lowest third and special education students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· PD centered on reading and writing, thinking routines and student cognitive engagement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Professional Development centered on Data analysis and tracking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer collaboration through inter-visitation cycles with a lens on writing, thinking routines and student cognitive engagement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additionally in the Spring of 2019, departmental intervisitations will focus on the effective implementation of thinking and authentic literacy routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will incorporate self-assessment rubrics and data trackers so that students take ownership and responsibility for their growth and development.</td>
<td>All teachers with a focus on the targeted group listed above.</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Teachers will ensure that student conferences take place in the effective time allotted to carefully articulate the next actionable steps a student needs to take in order to achieve academic progress will record this conference for record and accountability of both teacher and student so that students have an action plan for standards based growth and mastery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through peer inter-visitation collaboration, teachers will observe and learn about questioning and discussion techniques, cognitive engagement and thinking routines.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>
Starting in Spring 2019: Department leaders, teachers and administrators will collaborate on redesigning a new lesson plan template as a result of engaging in professional development based on reading chapter 3 of FOCUS by Mike Schmoker. The participation in Spring PD will help us develop a shared understanding and common language of effective teaching practices.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>February - May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

- Offer homework and mentoring sessions for families to interact with students.
- Select and distribute publications directly to parents on improving the home curriculum.
- Keep parents informed of their child’s academic progress and development through our Bakers Dozen Model and SLC.
- Explain the implementation of the Common Core Learning Standards and any changes for 2018-2019.
- Inform parents of the learning standards to be covered in class with questions they can use to ask their children about what they are learning during our annual curriculum night events.
- Conduct workshops on interpreting standardized test data during workshops sponsored by our PTA.
- Offer workshops for parents to learn about and discuss their role in their child’s education sponsored by our PTA.

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.

Tax Levy and Title I SWP funds will be used to further support Professional development of teachers and hiring of two coaches. Per Session will be used to pay teachers and staff who are members of the PMT in order to support the constant analysis of data and materials so effective action plans can be implemented to increase student achievement data and to allow for effective data meeting conversations with horizontal and vertical leadership teams.

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

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

2018-19 CEP
**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, teacher ratings will show an increase of 5% in Domain 3.

Progress Monitoring Meetings, Departmental meetings, Grade Level meetings and peer inter-visitation meetings and minutes.

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

**Student self assessments**

- Inter-visitation logs
- DDI spreadsheets
- PMT Minutes

**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>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>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</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

In 2017-2018 UASBYW's college ready scores were 17% in ELA and 7% in Algebra. The analysis of regents data conducted by staff over the summer months and September 2018 indicated that our students struggle with writing conventions. Most students did not attempt to complete the short answer/constructed responses in Science and Math regents and they also struggled to complete essays in ELA and Social Studies. There is a need to explicitly teach writing strategies across all content areas.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>By June of 2019, we will deepen the rigor of classroom instruction through a focus on writing and reading across content areas as evidenced by an increase in ELA/Math College Ready scores by 20% on NY State regents from 37% to 57%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As of February 2019 18 out of 46 students in the cohort have achieved college readiness in both Math and ELA bringing our percentage to 39%/</td>
<td></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporation of analysis of student work as part of the feedback process for teacher observations and feedback</td>
<td>Principal AP</td>
<td>August 2018 to June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Using professional development as a means of providing targeted PD in writing instruction.</td>
<td>Principal AP</td>
<td>August 2018 to June 2019</td>
<td>Principal and Assistant Principal</td>
</tr>
<tr>
<td>Work on deepening teacher understanding of how to plan and use writing and reading strategies, and provide meaningful feedback to students.</td>
<td>Principal AP</td>
<td>August 2018 to June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Professional development on Writing and Reading Strategies, student engagement and assessment and feedback.</td>
<td>Principal AP</td>
<td>August 2018-June 2019</td>
<td>Principal, AP</td>
</tr>
<tr>
<td>Completion of 4-6 Advance observations with specific actionable feedback that is connected to professional development and goals.</td>
<td>Principal AP</td>
<td>August 2018-2019</td>
<td>Principal, AP</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Family Curriculum Nights (September 2018 and February 2019)

Student Led Conferences 2018-2019
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.

Tax Levy and Title I SWP funds will be used to further support Professional development of teachers in the form of the new role of Peer Collaborative Teacher to drive the DDI work around the Danielson framework and teacher performance growth. Investment in digital media cards and video cameras to document teacher-leader conversations in observation/feedback meetings and student data analysis meetings.

We will monitor progress on this goal Monthly at our School Leadership Team meetings.

School leaders will work with teachers to provide teachers with increased instructional support.

In department meetings: teachers meet to plan lessons to help support students to meet the demands of the common core tasks and to develop rubrics to assess student work.

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

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

Part 5 – Progress Monitoring

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

Student data and teacher feedback reveals work is required to support teachers with 1e, 3b, 3c and 3d. January 2019 will be the mid-point benchmark period.

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

Student data and Internal Feedback Tracking Systems

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>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</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

Based on our NYC School Survey 2016-17 report, our data shows that under strong family community ties we averaged 75% while the city average was 82%. This showed an increase of 5% from the previous year, but shows we underperform the city by 7%.

90% of parents reported that they felt respected by their child’s teacher.

81% agreed that they felt like they were partners with the teachers in their children’s education.

At UASBYW we believe that the student success is only possible with the help and support of dedicated parents, teachers and staff.

For the 2017-18 school year we will work on increasing parental outreach by 5%.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June of 2019, we will see an increase in meaningful parent</td>
<td>By June of 2019, we will see an increase in meaningful parent involvement</td>
</tr>
<tr>
<td>involvement through parent participation across 8 involvement</td>
<td>through parent participation across 8 involvement programs (4 per term)</td>
</tr>
<tr>
<td>programs (4 per term) resulting in 80% of parents/families engaging</td>
<td>resulting in 80% of parents/families engaging in at least 2 involvement</td>
</tr>
<tr>
<td>in at least 2 involvement programs.</td>
<td>programs.</td>
</tr>
</tbody>
</table>
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a strategic action plan for school parent engagement events</td>
<td>Climate and Culture Committee include parents, students and teachers, Advisory Teachers</td>
<td>Sept 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Train and support all advisory teachers on the implementation of the new School Connect Curriculum</td>
<td>All constituents to include parents, students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>The Torch, our school newsletter will be shared with all constituents on a monthly basis. It contains information about school events and the latest news and updates.</td>
<td>All constituents to include parents, students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Parent Participation</td>
<td>All constituents to include parents, students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Increase the number of Parent Teacher Meetings and events held during the 2018-2019 academic year from 4 days to 8.</td>
<td>All constituents to include parents, students and teachers</td>
<td>July 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Parent Participation</td>
<td>All constituents to include parents, students and teachers</td>
<td>July 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Offer Curriculum Night for parents two times per year as an opportunity for parents to learn about the instructional objectives and methods teachers are using in the Fall and Spring</td>
<td>All constituents to include parents, students and teachers</td>
<td>July 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Implement the use of Pupil Path as a communication tool for parents. Pupil Path is a computerized system that will enhance the communication between teachers and parents by providing immediate access to student progress online.</td>
<td>All constituents to include parents, students and teachers</td>
<td>July 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Increase parent communication through our advisory model and weekly parent outreach.</td>
<td>All constituents to include parents, students and teachers</td>
<td>July 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
<tr>
<td>Engage parents in the development of self-monitoring plans for students in the lowest third and special needs.</td>
<td>All constituents to include parents, students and teachers</td>
<td>July 2018-June 2019</td>
<td>School Leaders, PTA members, Teachers, Partners</td>
</tr>
</tbody>
</table>
Organize Family Night
Organize Cultural events (Potlucks and Teambuilding for all constituents)

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.

Family Curriculum Nights (September 2018 and February 2019)
Student Led Conferences 2018-20019
PTA Meetings which provide curriculum presentations

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.

Tax Levy and Title I SWP funds will be used to further support outreach to the community and families by hiring a new Parent Coordinator with experience in project management and community building. Hire a new Part Time Dean of Students and offering culturally relevant workshops and that will restructure our outreach.

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

Review in January and June of 2019 the following:

1. Analysis of Student Led Conference Reports attendance reports
2. Analysis of Parent Teacher Association attendance reports and minutes
3. Analysis of Learning Environment Survey Report
4. Analysis and interpretation of School Connect SELF Surveys
5. Pupil Path reports

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

By February of 2019 the Learning Environment Mock Survey Report will show 10% increase in parent positive responses in terms of outreach.

DESSA SELF Surveys
School Surveys
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>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who are reading below grade level as determined by DRP scores.</td>
<td>Modern Literature Seminar 9th and 10th grades.</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</td>
<td>Dedicated independent reading class during school day for 9th and 10th grades. After School tutoring and writing workshops provided, one on one and small groups. Regents Preparation Courses: This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. And Saturdays 9:00a.m.-1:00p.m.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who are performing below grade level.</td>
<td>Math Intervention Class</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</td>
<td>After School tutoring and math workshops provided, one on one and small groups. Regents Preparation Courses: This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. And Saturdays 9:00a.m.-1:00p.m.</td>
</tr>
<tr>
<td>Science</td>
<td>Students who have not achieved college level passing rates on the Science regents</td>
<td>Targeted Prep and small group support with key assignments</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</td>
<td>After School tutoring and science workshops provided,</td>
</tr>
</tbody>
</table>

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2018-19 CEP 34
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Tutoring Type</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are PID’s</td>
<td>from normal school curriculum.</td>
<td>tutoring for highest-need students</td>
<td>one on one and small groups.</td>
</tr>
<tr>
<td></td>
<td>Regents Preparation Courses: This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. and Saturdays 9:00a.m.-1:00p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who have not achieved college level passing rates on the Social Studies regents.</td>
<td>Targeted Prep and Small group support with key assignments from normal school curriculum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students who are PID’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students who have not achieved college level passing rates in classes.</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</td>
<td>During school and After School tutoring, one on one and small groups.</td>
</tr>
<tr>
<td></td>
<td>Students who are PID’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students with special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students considered LTA’s, CA’s and SCA’s.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One to One Counseling, Girls Groups, Groups Counseling, UASBYW Mentoring Program</td>
<td>Mostly 1:1, with some small group counseling sessions.</td>
<td>During school sessions, after School workshops provided one on one and small groups.</td>
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</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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>We currently have 15 students living in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students in temporary housing will receive One to One Counseling, Girls Groups, Groups Counseling, UASBYW Mentoring Program to further support their social emotional development and assist them cope during this transition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The Urban Assembly School of Business for Young Women uses a variety of strategies to maintain the highest possible standards of qualifications for its teachers. For teacher recruitment, UASBYW organizes a team of teacher leaders to participate in the recruitment process, and we seek candidates from the NYC Teaching Fellows program, Teach for America, through the Open Market Transfer system, and also by attending open houses at various local graduate schools of education. We actively seek candidates who have substantial undergraduate and graduate level coursework in their areas of instruction.

For retention, UASBYW conducts regular meetings with all teachers (at the beginning and end of the school year) to discuss “career path” options and to provide mentoring and support for teachers hoping to pursue a career in teaching (or in school leadership). UASBYW actively encourages its teachers to continue with further graduate coursework and to earn additional degrees that lead to “highly qualified” status.

UASBYW also has a tiered professional development that is tailored to the individual needs of each teacher. We focus our P.D. on a system of grade/department team meetings --- with teacher leaders and administrators acting as “team leaders” for weekly meetings and P.D. sessions for every core academic teacher 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).

At UASBYW teachers and school leaders engage in ongoing Professional Development on a weekly basis. The work of our Professional Learning Communities (PLC’s), exist in department and grade level team structures. The focus is differentiated and driven by our school wide goals and teacher individual needs. Our teachers in grade level PLC’s are working on action research centered on examining student achievement in the areas of credit accumulation and regents passing rates. Our department level PLC’s are engaged in inquiry work centered on analyzing how instruction and learning impact students. Strategies include the use of protocols, lesson study, action research, peer visits, job embedded workshops and coaching.

Part 3: TA Schools Only
### 3a. Use of Program Resources

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

N/A

### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

School administrators provide professional development for all staff during the first two days of September; on Election Day; on parent teacher conference days (pending DOE approval of schedule change); and in June. On all of these days, teachers, team leaders and administrators discuss the various assessment measures that are administered at each grade/subject level, and the school leadership solicits input from the teachers regarding these assessments. In August and September 2015, the school’s MOSL committee will meet to provide recommendations to the principal regarding the MOSL decisions, as a part of the NYC DOE Advance system for teacher evaluation.

The administration will continue to seek feedback and suggestions from teachers throughout the year regarding the value and effectiveness of all assessments in order to make decisions about assessments and curriculum needs that will benefit the students in future years.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$132,732</td>
<td>X</td>
<td>12,15,17,20,23</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,485,352</td>
<td>X</td>
<td>12,15,17,20,23</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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
• **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Urban Assembly School of Business for Young Women, 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>Urban Assembly School of Business for Young Women 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;

The school’s Parent Involvement

### 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 1\textsuperscript{st} 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 Every Student Succeeds 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;

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Meeting

- 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 (Annual Potluck, Family Spring Day)

- 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.

School-Parent Compact (SPC)

Urban Assembly School of Business for Young Women, 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 Every Student Succeeds 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 the Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
• complete my homework and submit all assignments on time;

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

• show respect for myself, other people and property;

• try to resolve disagreements or conflicts peacefully;

• Always try my best to learn.
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 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Manhattan</td>
<td>UA School of Business for Young Women</td>
</tr>
</tbody>
</table>

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>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Minaya</td>
<td>Danielle Altadonna</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counsellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Nicotri</td>
<td>Alicia McMillan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent/Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Parent</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>Arlettis Rosa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Subject Area</td>
<td>Jocelyn Santana</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan Johnson</td>
<td>Fred Walsh</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>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>362</td>
<td>18</td>
<td>4.97%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

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?

ELLS literacy skills are assessed using the LAB-R and the Spanish LAB for the Spanish speaking students. Based on the results of the LAB-R, which indicate their initial proficiency level, students are programmed for instruction. Every year, students are assessed using the NYSESLAT and are programmed according to the NYSESLAT results. Teacher created assessments are utilized to assess literacy.

The assessments indicate that students need to continue to develop their reading and writing skills. Therefore, literacy development in all classes for all the students is one of the school's initiatives this year and part of the instructional plan. In addition, to listening and speaking, the ENL teacher emphasizes the development of reading and writing skills in her classes.
2. What structures do you have in place to support this effort?

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? We evaluate student success by measuring student growth in all four language modalities, reading, writing, listening and speaking as shown on the NYSESLAT and progress in all academic classes and performance on the Regents examinations as well as graduation.

4. What structures do you have in place to address interventions once the summative data has been gathered?

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]. The complete list of test results from the most current NYSESLAT is unavailable.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

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Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      We programmed ungraded heterogeneous freestanding ENL classes to capture all of the students on our roster. Utilizing the AMAO tool, we will schedule cohorts of students once all of their most recent NYSESLAT scores are posted.
   b. TBE program. If applicable.
      N/A:
   c. DL program. If applicable.
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Free-standing ENL program and push-in ENL program which offers ENL services to students based on their NYSESLAT results. Advanced and intermediate students are offered instruction in a push-in model. The ENL teacher
pushes into content classes. The ENL teacher works collaboratively with the teachers to write curricula and plan instruction. Intermediate and beginning students receive instruction in the self-contained model as well as the push-in model.

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

   All content area teachers are aware of ELL student status and educational needs based on the NYSESLAT results, and consultation with the ENL teacher. Argumentative writing, non-fiction reading, academic vocabulary, listening and oral language development are taught in the different content areas. In order to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards, differentiated instructional methodologies which incorporate ENL strategies will be employed to address both those students needing further support and those ready for advancement. Individualized learning plans are developed for each student to establish current level of performance, set goals and establish progress throughout the year. Content area teachers are aware of each ELL student's home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging and community. All content area teachers incorporate skills based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills. Cooperative learning and peer tutoring small group instruction are tailored to the specific needs of students. There is an increased focus on metacognitive skills and strategies and increased use of scaffolded glossaries. All classrooms are equipped with Smartboard technology allowing for interactive lessons, visual support of content specific language and audio accompaniment. Instructional approaches and methods used to make content comprehensible to enrich language development include: the infusion of ENL methodology in content area instruction, infusion of all four language modalities, listening, speaking, reading, and writing in all classes, use of cooperative groups, analyzing assessment data to inform and improve instruction, utilization of appropriate instructional materials, the use of native language support, and native language materials.

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

   When possible, student native language and literacy skills are used as a foundation for second language acquisition. For example, the use of cognates and use of the native language for expression and understanding. Students first language is validated when student are given the opportunity to express themselves in the native language if needed.

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

   ELLs in US schools less than three years (newcomers) are placed in a program based on the Parent Survey and Program Selection Form. If the parents select ENL, these students are then placed in the appropriate freestanding ENL classes based on their LAB-R scores and initial assessment. Both newcomers and SIFE will partake in the Degrees of reading power assessments. The ENL teacher provides individualized instruction to meet student needs. In addition, extended one-to-one
instruction is provided by the ENL teacher. ELLs in schools receiving 4-6 years of ENL service are programmed for the mandated units of ENL instruction based on their proficiency levels indicated by their NYSESLAT scores. These students are encouraged to attend the Saturday school academic intervention services. Furthermore, ELLs receiving 4-6 years of service participate in the Degrees of Reading Power program. The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents exams. For long term ELLs, interventions include but are not limited to the following: a focus on reading strategies, incorporating a variety or reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing; and the use of revision, peer editing, and self-monitoring to model habits of good writers; a focus on listening strategies incorporating a variety of listening activities. Teachers utilize the following instructional strategies: differentiated instruction, scaffolding of instructional materials, QTEL strategies, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners’ linguistic and academic abilities so that they become English proficient and meet State standards and graduation requirements. Teachers concentrate on teaching the Writing Process in order to support students with their academic literacy skills with a specific focus on higher-order thinking and writing skills and literary elements and techniques. In addition, the students take advantage of the light-sail web-based differentiated-instruction reading program. All current and former ELL students (up to two years) receive test accommodations including extended time and the use of glossaries/dictionaries. Former ELLs are also invited to attend Saturday school.

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?

General Education, ELL and Special Education teachers of ELL-SWDs collaborate weekly regarding student progress. The majority of ELL-SWDs are placed in the least restrictive environment to receive instruction in the content areas. Grade level materials are used in all classes. Graphic organizers are utilized to organize and chunk information. Hands-on lessons and lessons that draw upon multiple intelligences are implemented to encourage student participation and content comprehension. ELL students are taught specific organizational, study and test-taking skills. ELL-SWDs receive all services mandated on their IEPs. In order to ensure that ELL-SWDs whose IEP mandates ENL instruction receive the appropriate program, a review of the IEP, and ENL reports such as the RLAT, RNMR, and RLER is conducted before students are programmed.

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?

ELLs students with disabilities are programmed for ICT English classes and the ELL teacher pushes in to provide students with English proficiency skills in the least restrictive environment. This allows students to receive Special Education and ELL support in the least restrictive environment. During weekly PLC meetings, the ELL teacher, Special Education teachers and General education teachers collaborate to provide scaffolds, UDL, and CCLS aligned curricula.

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.

Targeted academic intervention services for ELA, Math, Social Studies, and Science include but are not limited to the following: Saturday school tutoring in both ENL and Math, small group instruction, and after school tutoring. The ENL teacher provides individualized instruction to meet student needs. The Newcomer ELLs get extended one-to-one instruction with ENL teacher.
Former ELLs are encouraged, and at times, programmed to attend ELL classes, as well as Saturday school programs to support advancement in their classes. Special needs ELLs also attend Saturday school programs and tutorials. ELL and Special Education teachers collaborate weekly regarding student progress. The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents exams. For long-term ELLs, interventions include but are not limited to the following: a focus on listening strategies, incorporating a variety of listening activities; a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing; and the use of revision, peer editing and self-monitoring to model habits of good writers. All current and former ELL students (up to two years) receive test accommodations including, extended time and the use of native language glossaries/dictionaries.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   In addition to the self contained ENL model, this year, the school created a push-in model for the students who are at the advanced and intermediate levels. The school plans to continue to offer both the push-in model and the self-contained ENL model. The school introduced an advisory program for all students 120 minutes a week and a Drop Everything And Read (DEAR) program for all students 80 minutes a week. Both peer tutoring and the mentor/mentee programs will be developed this year and will continue next year. Additionally, we plan to continue to analyze and evaluate data displaying credit accumulation, assessment scores, attendance, and credit accumulation. This data is being provided to help inform all staff of the needs of all ELLs and create improvement plans to address those needs.

10. If you had a bilingual program, what was the reason you closed it?
   No program/services will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   ELLs are offered equal access to school programs. All ELL students are encouraged to participate in the numerous academic, athletic and social groups provided by the school, including: Peer Tutoring, Mentor Mentee Program, Peer Mediation, Girls Who Code; Girls Volleyball; Girls Basketball, College, Culture Committee, Travel Club, and Business and Etiquette Club.

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.
   Our ELLs are receive instruction in the core classes using the same materials as the general population students. ELLs are exposed to text-complexity, academic vocabulary, non-fiction, fiction reading and argumentative writing in ENL classes as well as content area classes. Glossaries/dictionaries in English and the native language are used by the students. Visuals, audio, graphic organizer are used to address the different learning styles and different proficiency levels. All classrooms are equipped with SmartBoard technology allowing for interactive lessons, visual and audio support. Students have access to laptops as well as computers in the library. Textbooks specially designed for ELLs, such as, from Reading to Writing, Short Stories, Focus on Grammar (text and audio), What a World - listening 1 and What a World - listening 2 are used. Newsela, a current events portal specifically for ELLS so you can slow down the reading and guide through a reading.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Native language support is delivered in multiple ways. Teachers support instruction with the use of the native language. ELLs are encouraged to use their knowledge and understanding of their native language to support their learning of English and the
content areas. Materials are available for the students use. The school library offers a wide range of materials in the students native language and has access to all electronic texts in the New York City library system in multiple languages through a pilot program. The school librarian co-designs curriculum with teachers and assists in the resourcing of curriculum.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. Resources are age and grade level appropriate. ELLs are exposed to text complexity, academic vocabulary, non-fiction and fiction reading, reading strategies, argumentative writing, listening skills and development of oral skills. ELLs are instructed using the same level of text complexity as our general education students. Resources and required services correspond to each ELLs age and grade level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? Our ELLs receive instruction in the core classes using the same materials as the general population students. ELLs are exposed to text-complexity, academic vocabulary, non-fiction, fiction reading and argumentative writing in ENL classes as well as content area classes. Glossaries/dictionaries in English and the native language are used by the students. Visuals, audio, graphic organizer are used to address the different learning styles and different proficiency levels. All classrooms are equipped with SmartBoard technology allowing for interactive lessons, visual and audio support. Students have access to laptops as well as computers in the library. Textbooks specially designed for ELLs, such as, from Reading to Writing, Short Stories, Focus on Grammar (text and audio), What a World - listening 1 and What a World - listening 2 are used. Newsela, a current events portal specifically for ELLS so you can slow down the reading and guide through a reading.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs have the opportunity to attend the school’s summer program. The students are offered a class in English as a Second Language, and Math. They also participate in guidance counseling sessions. They also attend and orientation prior to the start of the school year - new student and parent orientation is given in English and Spanish. Students who enrolled throughout the year are assigned a student buddy who can make the transition to the new school, culture assimilation and language acquisition smoother. Parent orientations for newcomers are on-going throughout the year.

17. What language electives are offered to ELLs?

Spanish and French were offered to ELLs as language elective.

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

   This question does not apply to our school.
### 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?

   All teacher programs allow for four periods of professional development opportunities each week. These meetings allow the ELL teacher to participate in grade level and departmental meetings, to case-conference students, share instructional practices and adapt content in order to support the specific academic and language needs of each student. The guidance counselors as well as the school leadership are part of the professional development. The Assistant Principal, who has a background in English Language Learners meets with the guidance counselors and parent coordinator to review incoming ELLs and share various ATS reports such as the RLER and RLAT. In addition, full day professional development opportunities will also give teachers and administrators exposure to strategies to support the needs of ELL students. The ENL teacher will provide the onsite professional development and will incorporate strategies and activities to meet the differentiated instructional needs of ELLs. All new general education teachers will be provided with seven and a half hours of professional development on ENL methodology. Professional development will be provided during twice weekly meetings and full-day staff development throughout the year (Election Day, Chancellors Day and Anniversary Day). All ELL and content area teachers, guidance counselors and administrators will be scheduled to participate in network and central professional development offerings (e.g., Common Core Instruction for ELLs, Enhancing Instruction for ELLs Through Scaffolds and Task Analysis). All professional development is aligned with the school’s Language Allocation Policy.

   The New York City Writing Project Consultant SESIS for Special Education including ELLs LAP Technical Assistance CFN monthly professional development meetings November CFN monthly professional development meetings The New York City Writing Project Consultant SESIS for Special Education including ELLs Common Core Instruction Principal’s Study Group November 2nd Professional Conference.

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.

   All incoming 9th graders are in a free standing ENL section to help them acclimate to high school life. Including but not limited to working on content specific vocabulary, organization, self-advocacy, and moments to express selves in English. Embedded in the Professional Development Calendar. They are kept in a google doc shared with leadership. ENL conversations usually happen on Chancellor’s Conference Days.

### 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?

   See below

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

   See below
### 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.

Thank you for your time and attention. We look forward to your feedback.
**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, Patricia Minaya, 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.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Patricia Minaya</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Danielle Altadonna</td>
<td>Assistant Principal</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
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<tr>
<td>Adrienne Almeida</td>
<td>ENL/Bilingual Teacher</td>
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<td></td>
<td>Parent</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<tr>
<td></td>
<td>Teacher/Subject Area</td>
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<td>1/1/01</td>
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<tr>
<td>James Nicotri</td>
<td>Coach</td>
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<td>1/1/01</td>
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<tr>
<td>Gordon VanOwen</td>
<td>Coach</td>
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<td>1/1/01</td>
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<tr>
<td>Alicia MacMillan</td>
<td>School Counselor</td>
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<td></td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td></td>
<td>Other</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

In order to assess the school's written and oral interpretation needs, a review of the home language survey is conducted. Additionally, a review of the ATS reports (RPOB) Place of birth/home language indicator report and RLER is conducted to identify the students and parents' home language. We also look at the RHLA to identify the home language survey. Anecdotal information is also acquired during parent conferences and open school. ATS reports indicated there are 21 current ELL parents. The data identified 8 languages other than English spoken at home. The languages Spoken at home are Spanish (11), French (1), Chinese (1), Arabic (2), Thai (1), Cantonese (1), Bambara (1), Sign Language (2). Once the data is collected we create a Family Language tracking report which is updated regularly with the languages that parents speak by class and grade level.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The preferred languages spoken at home at our school are: Spanish, French, Arabic, Cantonese, Chinese, Bambara, Sign Language, Thai, Afikans, Albanian, Bengali, Hausa, Italian, Soninke, Turkish, TWI, Urdu and Wolof.</td>
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</table>

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

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook</td>
<td>September 10. 2015</td>
<td></td>
</tr>
<tr>
<td>Monthly Newsletter</td>
<td>September 11, October 2, November 6, December 4, January 8, February 5, March 4, April 1, May 6 and June 3</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td></td>
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</tbody>
</table>
Monthly PTA Invites distributed monthly the first Friday of every month.

After School Programs Flyer - October 15, 2015

Assessment Calendar 2015-2016 September 9, 2015 and December 11, 2015

School Leadership Team Important Announcements- The first Friday of every month September 11, October 2, November 6, December 4, January 8, February 5, March 4, April 1, May 6 and June 3

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>During any face to face meeting with parents we</td>
<td></td>
<td></td>
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<tr>
<td>provide translation services for non-English</td>
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<td>speaking parents and all opportunities where</td>
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<tr>
<td>dialogue between parents and school are necessary. This includes:</td>
<td></td>
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<tr>
<td>Open School Night September 17, 2015</td>
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<tr>
<td>Parent Teacher Conferences November 19-20</td>
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<td></td>
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<tr>
<td>Parent Teacher Conferences March 10-11, 2015</td>
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<td></td>
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<tr>
<td>School Leadership Team One Meetings when</td>
<td></td>
<td></td>
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<tr>
<td>translation is required</td>
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</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.)

The parent translation and notification requirements for translation and interpretation are available in the school entrance as well as in main office. These posters are visible and readily available to all parents and visitors. All notifications documents can be found at the Translation and interpretation Unit’s site: http://Intranet.nycboe.net/SchoolSupport/Translation_and_interpretation_unit.

Part E: Monitoring Provision of Language Services

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

We collect anecdotal data as well a parent survey data to ensure that we are receiving feedback from parents. Survey data is reviewed as collected and feedback is used to restructure our goals and parent access systems. This year we will consider scheduling a focus group of parents inclusive of all cultures and languages represented in our school to gather more feedback and best practices.