



**THE URBAN ASSEMBLY SCHOOL OF BUSINESS
FOR YOUNG WOMEN**

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 02M316

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M316 **SCHOOL NAME:** Urban Assembly School of Business for Young Women

SCHOOL ADDRESS: 26 Broadway, New York, NY 10004

SCHOOL TELEPHONE: 212-668-0169 **FAX:** _____

SCHOOL CONTACT PERSON: Patricia Minaya **EMAIL ADDRESS:** Pminaya@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Patricia Minaya

UFT CHAPTER LEADER: Emily Gadd

PARENTS' ASSOCIATION PRESIDENT: Sheniqua Simmon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: _____ **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Jon Green / Patrick Fagan

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Patricia Minaya	*Principal or Designee	
Emily Gadd	*UFT Chapter Chairperson or Designee	
Shenique Simmon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Gloria Olivieri	DC 37 Representative, if applicable	
Leticia Rosales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cathy Lee Andrews	Student Representative	
Michael Morgan	Member/ UFT	
Amy Stein	Member/ UFT	
Lorraine Piccirillo	Member/ UFT	
Jose Duran	Member/ Parent	
Latse Biles	Member/ Parent	
Delores Mims	Member/ Parent	
Latisha Lonzo	Member/ Parent	
Gaynel Coward	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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. 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 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 Kid Talk, a weekly discussion in which students are discussed candidly and in depth 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 UASBYW partner organizations such as American Express, Goldman Sachs, Moody's Investors and The Federal Reserve Bank.

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 five 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 Federal Reserve Bank, New York State Banking, Fashion Institute, Crain's New York, Moody's Foundation, Time Warner Women's Network, NFTE, Lower East Side Girls Club, Girls Inc, City Kids Foundation, Lehman Brothers, Oxygen Network, Ladies who Launch, Donors Choose, Junior Achievement, the Step Up Women's Network, NYU Stern School of Business., Goldman Sachs, Virtual Enterprise and the Women's Bond Club. 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 UASBYW mentoring program

UASBYW's school community collaboratively developed three specific goals that guide our work this year:

- To increase school wide attendance
- To increase Parental Involvement at UASBYW
- To increase student performance

Greatest Accomplishments

College Bound Culture

Last year we graduated our second graduating class and although we had a 77% graduation rate, we had 100% college application rate as well as 100% college admissions rate. Beginning freshman year, our students are encouraged to think about college as the only option after high school. They are immersed in college preparation studies through our advisory program, they visit colleges and universities in New York City, throughout New York State and other states.

Partnerships: At UASBYW, we have been able to foster partnerships because we believe that learning transcends the classroom. In the past five 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 business fields and professions.

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 through assignments and projects. Students are encouraged to read fiction and non-fiction texts related to the subject area. All teachers are involved in professional development with a focus on reading strategies.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Urban Assembly School of Business for Young Women				
District:	02	DBN #:	M316	School BEDS Code:	310100011316

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					83%	82%	82%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					85%	85%	85%		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					66%	65%	86%		
Grade 8									
Grade 9	114	98	114	Students in Temporary Housing: Total Number					
Grade 10	91	93	80	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	83	80	71		0	5	7		
Grade 12		70	61						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	288	343	326		0	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	1						
No. in Collaborative Team Teaching (CTT) Classes	10	18	32	Principal Suspensions		21	30		
Number all others	34	35	32	Superintendent Suspensions		18	20		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	200	200
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	17	21	19	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
					15	25	27
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10		1	2	2
				Number of Educational Paraprofessionals			
					0	0	0
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
American Indian or Alaska Native	2	2	1	% fully licensed & permanently assigned to this school	23	23	
Black or African American	111	135	140	Percent more than two years teaching in this school	32	32	
Hispanic or Latino	162	182	170	Percent more than five years teaching anywhere	23	23	
Asian or Native Hawaiian/Other Pacific Isl.	8	9	8	Percent Masters Degree or higher	86	86	
White	3	4	5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	50	50	
Multi-racial	2	11	2				
Male							
Female	288	343	326				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09 <input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	In Good Standing
	Math:		Math:	In Good Standing
	Science:		Grad. Rate:	80%

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	✓	✓		✓	✓	✓	
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Other Groups							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject							

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit		Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

As the instructional leader of the school, I believe that I maintained a clear vision of what I wanted to achieve and have provided focused and effective leadership by creating a community in which members of the staff collaborate to develop the school's learning goals. I have an accurate knowledge and understanding of the school's strengths and weaknesses and of what we need to do to continue to improve. I have successfully built a team who share a commitment to nurturing our girls in a supportive environment. Last year we continued to create a thriving learning community as evidenced by the trusting relationships that are being built with students and parents at the school.

As a new small learning community, we value professional development and consider ourselves life-long learners. We organized grade level teams and embedded common planning time every day so that teachers would come together and plan for the week, look at student work, and discuss means of collective support for students who are failing. These discussions, known as "Kid Talk", included a descriptive review of the students and various interventions that would be offered to support the student. All teachers participated in professional development sessions every week during their common planning time where they shared best practices, analyzed scholarship reports and determined which areas needed intervention. Teachers developed struggling student data sheets and shared their findings as well. There has been meticulous planning of the curriculum, particularly in English, to meet the specific needs of the students. Teachers responded rapidly to adapt programs and units when evaluations revealed that changes were required. Our teachers were always well prepared and responded rapidly to adapting lessons and units when monitoring and evaluation revealed that changed were required.

We also integrated Kid Talk meetings during this time. During this time our Assistant Principal and Coaches assisted our teachers in their planning to include investigation and practical activities using manipulative thereby increasing student engagement and mathematical understanding. They assisted teachers in planning to make connection with real life situations and making learning more relevant to student's lives. They modeled questioning techniques to guide students in their development of their thinking understanding. The Aussie consultancy has included coaching with classroom management issues. They focused heavily on differentiated instructions and assisted in giving critical advice with the development of units or work using UBD. As a result of having this supportive structure, student engagement has increased as they enjoy more practical and investigative type activities. Teachers have become more reflective in their practice and are more confident to

use manipulative and other aids to enhance learning in the classroom. The Aussie's have been a great addition to the school and we welcome them again next year in order to continue the work started in year one and two.

Last year we have also accomplished many goals in the areas of pupil personnel services. We designed many opportunities for students to receive the help and support they need both on the academic and personal level. We formed Advisory groups where 17-20 small groups of students met with their advisor to explore a variety of topics, including self-identity, the 7 habits of highly effective teens, college and career planning and community service. Our guidance counselors held academic counseling meetings all year round and met with students to discuss their progress regularly. All students who were in danger of failing met with the guidance counselors. They signed semester contracts in order to follow an action plan of improving their academic performance. The letters were sent home and parents were invited to attend the conference with the student. I was also present at every meeting and signed the contract as well. Despite the development of action plans for each student with the potential for failing, students did not take advantage of this process. Many intervention meetings were held but both parents and students did not agree with our sense of urgency. We found very little parental involvement, a lack of consistency on the part of students and some teachers.

Last year we also offered AIS services to all students in need, specifically in all content areas culminating in Regents examinations. Students had opportunities to access AIS services before school, after school and Saturdays. Students attended small classes and at times teachers offered individualized attention. Additionally, students also received extra-time in Math and English during the first semester. We provided individual and small group counseling for all school and personal issues that affect our students. Topics have included: friendships, family issues, loss, bullying, gossiping, health, sexuality and identity. Students are given a safe place to talk, share and access information they might need on these topics.

We formed an attendance committee responsible for monitoring the attendance and punctuality of our students. This year we experienced a significant decline in attendance for various reasons. The number of LTA's increased as we welcomed NCLB transfers and OTC LTA students from other schools. After we carefully analyzed our student attendance data we found patterns of absenteeism due to teen pregnancy (5 cases) and we moved quickly to address these concerns. Other factors include, negative learning dispositions, health related issues and lack of parent support. We developed an attendance plan and implemented structures to help support our efforts. When students were absent, we called home immediately and inquired for the reason behind the absence. We also required the students to bring absence notes. We effectively monitored 407's and closed them as quickly as possible. Throughout the year we managed cases of truancy with no positive results even after contacting ACS and parents. Despite our efforts these 407's remain open as the students never returned to school. We celebrated perfect attendance and implemented a merit program by giving students certificates, movie tickets, ice cream and pizza parties. This positive reinforcement improved student attendance but we failed to reach our goal of 92%.

Last year we were able to accomplish our goal of solidifying our partnerships in four major areas: Education, Private Sector, Public Sector, Non-profit. Our school's business theme is infused into the academic curriculum and extra-curricular programs. Through partnerships with various high-caliber academic, non-profit, private sector and government institutions, our students are exposed to the school's theme through both academic study and real-world experience. During our first couple of years we established partnerships with a handful of major business and financial institutions that allowed us to offer our students business luncheons, trips, and a business skills curriculum. We have expanded these partnerships and created many new partnerships that have allowed us to continue our first-year programs as well as offer job shadows, enrichment opportunities, and college readiness trips.

Every month a group of students visits a company's offices to eat lunch and meet with a group of professional women who speak about their jobs and career paths. These events expose students to various professional fields, and allow them to hear from real-world professionals about what it takes to be successful. Students gain

both exposure to career options and personal motivation. Through business class, students participate in several business workshops and competitions that help them develop professional skills.

Through various partnerships, our school is able to offer some after-school programs that allow our students to gain extra academic help, to try a new sport, or to become involved in their communities. Our students have been involved in the following programs:

- The First Tee Golf Program at Chelsea Piers
- The UASBYW Mentoring Program
- The Virtual Enterprise Program
- The UASBYW Career Development Center

Through our partnership with The Urban Assembly, we have connected with various summer opportunities for our students. The school staff selects top students to apply for various programs and assists them in their application process.

As each of our students prepares for college in her academic classes, we also aim to prepare her for college by exposing her to college campuses. All of our students have visited several colleges before the end of their sophomore year. 9th grade college visits included: Baruch College and John Jay College of Criminal Justice. 10th grade college visits included: NYU Stern School of Business, Fashion Institute of Technology, SUNY Purchase, Georgetown University, Yale University, University of Delaware, University of Maryland, Howard University.

At UASBYW we believe that the student success is only possible with the help and support of dedicated parents. We began the school year by organizing a Curriculum Night where teachers shared their curriculum maps and unit plans with parents and informed them of the expectation set for the remainder of the course. The Parent Teacher Association brought parents together once per month to discuss events and concerns. Members of the association also organized the second annual picture day where students took pictures and staff had an opportunity to pose for class pictures. Additionally, members of the PTA also formed part of the SLT team and helped in the development and writing of the CEP. Parents received mailing and phone calls on a monthly basis with calendar of events, invitation to meetings and agendas. We believe that Parent Involvement is an area of growth for us. Despite having a full time parent coordinator assigned to the school, we were not able to engage our parents in issues that affect their daughters such as academic and social emotional issues.

In examining our school results in the GM reading diagnostic we found that a third of our student body is reading below grade level. In an effort to immediately address this, we created a school wide independent reading period where students are reading leveled books. This structure couple with various reading strategies and a strong Professional Development model which includes SAL (Supporting Adolescent Readers) and our very own Attack the Text Program; will help our students accelerate their reading levels by the end of the year. For the low level readers we will use Great Leaps and intensive reading strategies to help them develop their reading levels.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase Parental Involvement at UASBYW To increase by 20% number of parents responding to the Learning Environment Survey. (From 51% in 2009-2010 to 71% in 2010-2011. To improve Parent Communication and attendance in school wide events.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Offer Parent Teacher Conferences and events that invite the participation of parents and students. For example, educational forums and Movie night. 2. 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 3. Monitor the use of Teacher Ease as a communication tool for parents. Teacher Ease is a computerized system that will enhance the communication between teachers and parents by providing immediate access to student progress online. 4. The UASBYW Journal, our school newsletter will be sent to parents and students on a monthly basis. It contains information about school events and the latest news. 5. Increase parent communication through our advisory model. 6. Engage parents in the development of self-monitoring plans
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>1% Title I Targeted Assistance funding and Fair Student Funding will be used to meet this goal. A full time Parent Coordinator will be hired. Teacher Ease membership will be made available to all staff, faculty and parent. Fair student funding.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

1. Analysis of Parent Teacher conferences attendance reports
2. Analysis of Parent Teacher Association attendance reports and minutes
3. Analysis of Learning Environment Survey Report
4. Teacher Ease reports

Subject/Area (where relevant): Attendance

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The school’s yearly attendance (2010-2011) will increase by 4% as compared to the previous (2009-2010) from 82% in 2009-2010 to 86% in 2010-2011. The Adopt a Student Attendance Program will show an increase in attendance of identified at risk students by 10%. The AIDP Program will show an increase of attendance student identified as at risk.

Action Plan
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

1. Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade
2. Use attendance teacher to track data
3. Advisors and staff analyze student attendance to come to agreement on strategies to be implemented
4. Advisors make phone calls on bi-weekly basis to discuss attendance concerns
5. Make data public throughout the school
6. Update blue cards and student information on a monthly basis
7. Use Teacher-Ease as communication tool to inform parents of daily attendance progress
8. Use the phone messenger system to inform parents on a daily basis of student absence, use data from messenger to analyze patterns
9. Parent outreach and workshops
10. Continue the implementation of the Perfect Attendance Incentive Program
11. Continue the identification of At-risk students and the implementation of the Adopt A Student Attendance Monitoring Program
12. Incoming students with low attendance patterns are identified.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding Full time Attendance Coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Improvement in individual student and school wide attendance 2. Advisory Phone logs and ILOG reports 3. Parent outreach letters and minutes from meetings 4. Agenda and Minutes from school wide, grade level team meetings 5. Monthly PAR attendance reports show 6. Daily records of attendance

Subject/Area (where relevant): Student Progress

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student performance in 2010-2011. • 100 % of UASBYW teachers and staff will engage in departmental inquiry work • 80% of students participating in the school inquiry work will make yearly progress as evidenced by their coursework, grades and credit accumulation. • To increase school wide passing rates to 80%. To increase increase graduation rate to 80%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Review and continuation of school's Skills Spiral curriculum 2. Review and continuation of school wide learning targets for students 3. Monthly Departmental PD and grade level team meetings with a focus on reading strategies, differentiation and inquiry work 4. To incorporate direct feedback aligned with reading comprehension strategy goals in observation reports for teachers 5. Development of Teacher Intervisitations Model 6. Professional Development on incorporating literacy strategies 7. Teachers will use "Classroom at Glance" spreadsheets as a tool for strategic grouping and differentiating instruction. 8. Teachers will use formative and summative assessments to inform their instructional purpose as evidenced in their weekly plans. 9. Teachers create learning targets for each unit and assess students at regular intervals to determine mastery level of learning target.

	<ol style="list-style-type: none"> 10. Teachers develop self-assessment opportunities for students to evaluate their own progress. 11. Teachers identify the types of data collected by each department and analyze them on an ongoing basis. 12. Teachers develop data binders in each subject area by subgroups. 13. Teachers will engage in ARIS and technology training.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Scholarship reports 2. Learning Targets developed for each unit plan 3. Students learning targets self-assessments 4. Skills Spiral curriculum developed 5. Teacher Observation reports 6. Teacher schedules and intervisitation logs 7. Agenda and minutes from weekly PD meetings 8. Data benchmarks for school inquiry teams 9. Action plan for inquiry teams 10. Evidence of formative and summative data to drive the action research 11. Data binders <p>Learning target rubrics</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	136	50	50	50	25			
10	104	25	25	25	25			
11	64	25	25	25	25			
12	25	30	25	25	25			

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Credit Recovery is offered during school for one class period Regents Preparation Services is offered after school Academic Tutoring is offered after school Peer Tutoring offered after school / during school hours Homework Help offered after school Resource Room is offered to IEP students during school hours Reading Intervention is offered during lunch time Math Lab is offered during lunch
Mathematics:	Credit Recovery is offered during school for one class period Regents Preparation Services is offered after school Academic Tutoring is offered after school Peer Tutoring offered after school / during school hours Homework Help offered after school Resource Room is offered to IEP students during school hours
Science:	Credit Recovery is offered during school for one class period Regents Preparation Services is offered after school Academic Tutoring is offered after school Peer Tutoring offered after school / during school hours Homework Help offered after school Resource Room is offered to IEP students during school hours
Social Studies:	Credit Recovery is offered during school for one class period Regents Preparation Services is offered after school Academic Tutoring is offered after school Peer Tutoring offered after school / during school hours Homework Help offered after school Resource Room is offered to IEP students during school hours
At-risk Services Provided by the Guidance Counselor:	At the end of every marking period, the counselor meets with those students that are failing one or more classes to discuss AIS opportunities offered at the school. In February, counselor and principal have students sign contracts with their parents mandating tutoring x amount of days per week.

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Referrals made by Guidance Counselor for sexual and reproductive health and outside counseling and therapy. Referrals made for teen pregnancy.
At-risk Health-related Services:	Referrals made by Guidance Counselor for outside counseling and therapy.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

See Attached Uploaded separate as requested

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

The student population of the Urban Assembly School of Business for Young Women is comprised of 52% Hispanic and 0.2% Asian students and 42% African American. As such, the need for services for Spanish speaking parents is very great. UASBYW will analyze the language survey in order to determine the percentile of parents who speak a language other than English and ensure they have access to written school information in their native language. The Principal will meet as needed with the translators to submit documentation that needs translation.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The UASBYW parents are predominantly Spanish speaking and will receive interpretation services from in-house staff when meeting with other than non-Spanish speaking staff members. The school will also provide an interpreter at the PTA meetings who will also be an in-house staff member. We have found that the best way to ensure that parents receive the information they deserve in a manner that is both timely and accessible is to send every mailing home in both English and Spanish to the entire school population. Our office staff, our Assistant Principal, and our parent coordinator will ensure that there is always a Spanish-speaking staff member available to talk with parents either on the phone or in person. We discuss the needs of our Spanish-speaking parents at our school wide staff meeting and PTA meetings.

Part B: Strategies and Activities

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

Our parent coordinator, Mr. PenaHerrera and our ESL teacher, Brooke Gassel are responsible for translating all communication from the school to parents into Spanish. Using a computer translation program and her own native knowledge of the Spanish language, Mr. PenaHererra translates every letter mailed home from the school including school wide mailings and letters to parents about individual students.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Mr. PenaHerrera our parent coordinator, is primarily responsible for communicating in Spanish with Spanish speaking parents. He sits in on all meetings where translation is needed and speaks on the phone when necessary. In Mr. PenaHerrera's absence, the ESL teacher and or the Business Manager are all available to act as interpreter.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will send a mailing out to all parents in September 2009 informing them of the new Chancellor's regulation and the rights that it provides them. Mr. PenaHerrera will address the regulation at the first two PTA meetings in the fall 2009.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	211,331	147,841	359,172
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,113	1,478	3491
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,567	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21,133	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS_

The Urban Assembly School of Business for Young Women agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *The carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **Urban Assembly School of Business for Young Women** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA: The PTA executive board or SLT member (parent) will be made aware of the monthly borough wide parent meetings and asked to attend.
2. The **Urban Assembly School of Business for Young Women** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Publish the results of NYS Regents Examinations in *The Principal's Newsletter*;
 - Invite parents to attend test data review sessions with the faculty;
 - Discuss longitudinal test data results and brainstorm along with the faculty concerning performance improvement.
3. The **Urban Assembly School of Business for Young Women** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The school will develop and implement record keeping for parental involvement in both curricular and extra-curricular activities;
 - The school will develop and implement a questionnaire in order to assess the barriers to parental involvement in our community;
 - The school will invite both parents and faculty to take part in focus groups that will address the removal of barriers to parental involvement in our community;
 - Our parent coordinator will be responsible for writing the survey and interpreting the results.
 - Patricia Minaya, Principal, will be responsible for implementing the record keeping and the administration of the survey.
4. The **Urban Assembly School of Business for Young Women will** build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State’s academic content standards;
- The State’s student academic achievement standards;
- The State and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child’s progress; and
- How to work with educators.

Through our School Leadership Team, families are notified when state assessments are scheduled. They are informed concerning effective lifestyle procedures for their children. Each year the school hosts a curriculum evening in September where families are made aware of state content and achievement standards, including different levels of high school diploma requirements.

- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - ESL workshops will be given to parents during the first week of each month throughout the entire school year.
- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the school by:
 - Engaging the teachers in meaningful professional development concerning conversations with the families of our students.
 - Adding a short verbal communication concerning parental involvement to the “Kid Talk” telephone calls that are made by the staff to the families of our students on a bimonthly basis.
 - Informing student families when their child will be receiving an academic award, and inviting them to attend the awards assembly.
 - Investigate the possibility of “family awards” given by the students to their families during school assemblies.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - *The UASBYW Parent Newsletter*, published once a month in both English and Spanish will alert parents to upcoming events.
 - The school sends out letters in both English and Spanish to alert parents of upcoming events.
 - Office staff will call parents to remind them of upcoming events.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student

academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

The **Urban Assembly School of Business for Young Women** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **Urban Assembly School of Business for Young Women** will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Ensure that all core content area teachers are "highly qualified" according to ESEA standards
 - Provide timely professional development for teachers concerning Differentiated Instruction in the full-inclusion classroom
 - Provide training in the Wilson Reading Program
 - Maintain a cooperative learning environment in each classroom across all subject areas where students will have multiple, differentiated opportunities for success
- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - FALL Curriculum Night
 - FALL Parent – Teacher Conferences
 - SPRING Curriculum Night
 - SPRING Parent
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Teachers will inform families of student progress by calling home during the third week of every month.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - Our staff is available by grade level for parents who wish to meet with all of their children’s teachers at the same time as follows:
 - Special accommodations for parents who cannot meet at the previous time will be made, including lunchtime and/or after school meetings.
 - It is a policy of the school that teachers are always available for consultation with parents. If necessary, coverage for an ongoing class can be arranged so the teacher may meet with the parent.
- **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**
 - Our school has an open door policy. Any parent is able to walk into the school at any time that classes are in session and observe/participate in their child’s class or any other class that they would like to see. The school encourages parents to do so.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- *Supporting my child’s learning by making education a priority in our home by:*
 - *Making sure my child is on time and prepared everyday for school;*
 - *Monitoring attendance;*
 - *Talking with my child about his/her school activities everyday;*
 - *Providing an environment conducive for study;*
 - *Making sure that homework is completed;*
 - *Monitoring the amount of television my children watch;*
 - *Monitoring the amount of time my child uses the computer / internet;*
- *Volunteering in my child’s classroom;*
- *Participating, as appropriate, in decisions relating to my children’s education;*
- *Promoting positive use of my child’s extracurricular time;*
- *Participating in school activities on a regular basis;*
- *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *Communicating positive values and character traits, such as respect, hard work and responsibility;*
- *Respecting the cultural differences of others;*
- *Helping my child accept consequences for negative behavior;*
- *Being aware of and following the rules and regulations of the school and district;*
- *Supporting the school’s discipline policy;*
- *Express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Come to school ready to do our best and be the best;*
- *Come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *Listen and follow directions;*
- *Participate in class discussions and activities;*
- *Be honest and respect the rights of others;*
- *Follow the school's/class' rules of conduct;*
- *Follow the school's dress code;*
- *Ask for help when we don't understand;*
- *Do our homework every day and ask for help when we need to;*
- *Study for tests and assignments;*
- *Read at least 30 minutes every day outside of school time;*
- *Get adequate rest every night;*
- *Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT <u>OPTIONAL</u> AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)
--

The Urban Assembly School of Business for Young Women will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Urban Assembly School of Business for Young Women will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A;
- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

- All Title I students will participate in all Academic Intervention Services provided at the school. See AIS
 - All teachers will use various styles for differentiation in their plans to ensure that low performing students can also meet standards.
 - UASBYW will seek to hire highly qualified teachers in ELA and Math areas.
 - All UASBYW teachers will participate in professional development opportunities that will serve to enhance their instructional practices.
1. Use program resources to help participating children meet the State standards.
 2. Ensure that planning for students served under this program is incorporated into existing school planning.
 3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
 4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school years, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Urban Assembly School of Business for Young Women,					
District:	2	DBN:	02M316	School	310200011316	

DEMOGRAPHICS

Grades Served:	Pre-K	3	7	11	v
	K	4	8	12	v
	1	5	9	v	Ungraded
	2	6	10	v	

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.2	82.6	82.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	96	123	136				
Grade 10	90	87	105				
Grade 11	80	71	64				
Grade 12	70	69	64				
Ungraded	0	0	0				
Total	336	350	369				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.3	95.3	94.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.3	77.8	86.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	7	8

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	3	1	Principal Suspensions	7	29	36
# in Collaborative Team Teaching (CTT) Classes	18	25	51	Superintendent Suspensions	6	19	20
Number all others	34	36	22				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	180	147
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	15	23	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	6	5
# receiving ESL services only	15	22	TBD				
# ELLs with IEPs	3	8	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	5	32	% fully licensed & permanently assigned to this school	100.0	100.0	95.5
				% more than 2 years teaching in this school	6.7	21.7	50.0
				% more than 5 years teaching anywhere	13.3	8.7	10.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	70.0	80.0
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	91.4	93.1	90.3
Black or African American	41.7	42.3	45.8				
Hispanic or Latino	53.0	53.1	50.4				
Asian or Native Hawaiian/Other Pacific	2.7	2.3	2.4				
White	1.5	1.4	1.4				
Male	0.0	0.0	0.0				
Female	100.0	100.0	100.0				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students							
Ethnicity							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	62.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Urban Assembly	District 2	School Number 316	School Name Urban Assem Sch.Bus.
Principal Patricia Minaya		Assistant Principal Caron Pinkus	
Coach		Coach type here	
Teacher/Subject Area Brooke Gassel, ESL		Guidance Counselor Amy Stein	
Teacher/Subject Area		Parent Ms. Shiniqua Simon	
Teacher/Subject Area type here		Parent Coordinator Patricio Penaherrera	
Related Service Provider Irina Borovinski		Other type here	
Network Leader John Green		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	368	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	4.89%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 herePart I:

ELL Identification Process

The Urban Assembly School of Business for Young Women is a small school that serves grades 9-12. We currently serve 16 ELL students. Despite being very small, our ELL population is very diversified. We have 12 students that come from Spanish speaking homes, one from a Fulani home, two from a Bengali homes.

1. As a relatively new small school, we recruit students from the five boroughs. We receive our identification information about potential ELLs from their junior high records. We were very transparent with parents during our open house and informational sessions that we do not offer traditional/transitional bilingual program at our school. Through parent surveys we offer education and information to all parents of the choices for their ELL daughters.

2/3.

Parents understand that we only offer a Freestanding ESL program in a general education environment and they want their students to transition out of being an ELL as soon as possible. At our bi-annual parent-teacher conferences, we offer translation services to ensure that all parents, no matter their language of origin, understand their options. All parents have shown an interest in our model and not looking for a traditional/transitional bilingual program, we stay in touch with our parents through our advisory program, which is at the heart of UASBYW.

4. Programming and Scheduling Information

We have 16 ELL students at UASBYW. We have three newcomers and no SIFE students. Six students have received ESL services for 4-6 years. Seven students have been receiving ESL services for longer than six years, making our Long Term ELLs (LTEs) a target demographic. Twelve of the ELL students are advanced, nine are intermediate and 0 are beginners.

5. Parents choose Freestanding ESL. Most of our students come to UASBYW as ESL students already identified in middle and elementary schools. Since they are already in the system, we inform parents of continued ESL support in High School until they pass the NYSESLAT exam.

6. Programs are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										7	4	2	3	16
Push-In														0
Total	0	0	0	0	0	0	0	0	0	7	4	2	3	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	3			6					6		9
Total	3	0	0	6	0	0	0	0	6		9

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	4	2	2	12
Chinese														0
Russian														0
Bengali										1			1	2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	7	4	2	3	16								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Programming and Scheduling Information

We have 16 ELL students at UASBYW. We have three newcomers and no SIFE students. Six students have received ESL services for 4-6 years. Seven students have been receiving ESL services for longer than six years, making our Long Term ELLs (LTEs) a target demographic. Twelve of the ELL students are advanced, nine are intermediate and 0 are beginners.

1. Instruction is delivered as a pull-out, freestanding model.

2. Class groupings are ungraded, and students are in classes according to their linguistic ability level. Advanced students receive 180 minutes of ESL per week, and Intermediate students receive 450 minutes per week. Advanced students receive four 50 minute class periods per day, and intermediate students receive nine 50-minute periods per week. This amount of class time exceeds the mandated minutes for each level, and small class sizes (no larger than nine) ensures one-on-one attention from a certified ESL teacher.

4. Since we have no SIFE or newcomer students, we focus on supporting the literacy and content-area development of Long Term ELLs (LTEs). The majority of our ELLs are in the advanced level and have passed several Regents examinations and as a result a major focus will placed

on academic vocabulary development and writing skills for these students.

3. In ESL classes, students learn in the Sheltered Instruction Observation Protocol (SIOP) to read and write on a daily basis. These come in the forms of scaffolded readings on their level, wherein ELA content knowledge such as literary elements and reading strategies are delivered. We utilize the highly regarded Quality Teaching for English Learners (QTEL) method to ensure that this content knowledge is accessible for students. Examples of QTEL strategies included adapted readings, vocabulary jigsaws, turn- and- talks, and reading reflections. As an Urban Assembly school, we utilize thinking routines across the board to develop higher- level inquiry and cognition. They need extra support making the leap from the Advanced category to Proficient. Additionally, we are focusing on advanced reading and writing work for the majority of our ELL students in the self-contained ELL class. Reader and writer notebooks will be the main focus of the ESL class to the support the work in general education humanities classes and allow students to develop life-long literacy skills that will help them test out of ESL in the Spring 2010 test.

4. All of our LTEs (6) our LTEs have IEPs. Therefore, the ESL teacher works closely with special education teachers and content area teachers to make accommodations for students. These include the use of bilingual dictionaries, extended testing time, and pre- teaching strategies that aid in student understanding. Teachers meet weekly to discuss the needs and progress of specific students, and share ideas to help their progress.

4. Targeted intervention programs in content area classes include: one- on- one tutoring in all content areas, Regents prep, small group instruction, and America Reads tutoring.

4. To continually support our transitioned ELLs, we offer after- school tutoring with the ESL teacher and continued progress monitoring with teachers. Bi- weekly check- ins and progress reports indicate the level of support needed. We are happy to say that all of our transitioned ELLs from the past two years are thriving in their mainstream classes.

Planning for ELLs

All of the ELLs at UASBYW receive their mandated stand alone ESL class for 180 or 360 per day and are integrated in general education classes in all subject areas. They travel in heterogeneously mixed groups. All of our classrooms use the workshop model. Direct explicit instruction is ongoing and determined by the students needs as determined by the data collected by each teacher. Individual conferencing with grade level teams and department teams help us track student progress and assess their growth. Literacy techniques are integrated in Math and Science classrooms as well.

Instructional Support for ELL Subgroup

We offer additional homework support and Regents prep courses during our extended day program. ELL students get one on one attention from all teachers during this time.

We do not have SIFE students. Long term ELLs are receiving all of the instructional support stated above. We believe that strong literacy instruction in all disciplines will lead to our ELL students being successful in the NYSESLAT and Regents examinations.

Two of our ELLs are designated as special education students. They are in a CTT class, where she receives instruction with two teachers in the room. In addition she attends 90 minutes of additional instruction in the self-contained ESL class.

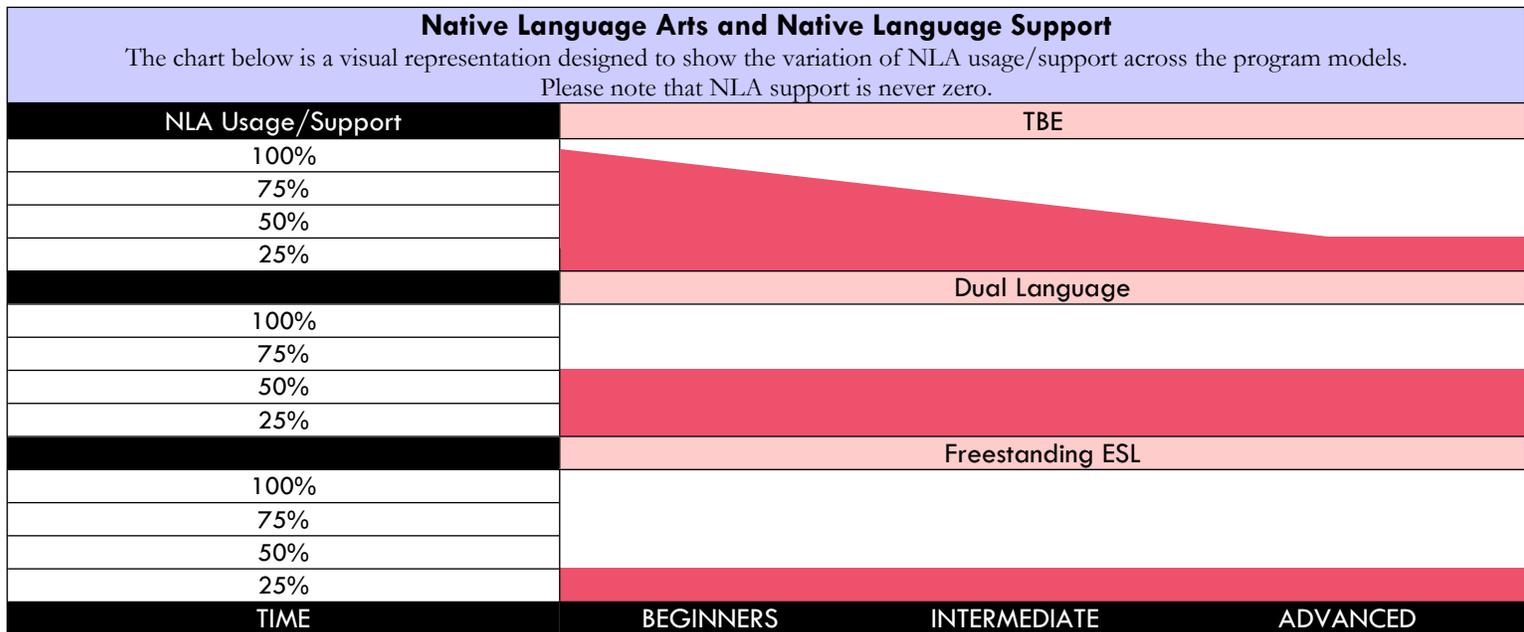
Resources and Support

There are many instructional materials and supports that are being designed at UASBYW to support ELLs. Weekly Spanish classes, extended day classes, advisory support, academic vocabulary, and literacy focus in all subject areas.

Professional Development at UASBYW focuses on student engagement, development of literacy and reading comprehension strategies and differentiation in order to meet our student's needs.

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention programs in content area classes include: one- on- one tutoring in all content areas, Regents prep, small group instruction, and America Reads tutoring.

6. To continually support our transitioned ELLs, we offer after- school tutoring with the ESL teacher and continued progress monitoring with teachers. Bi- weekly check- ins and progress reports indicate the level of support needed. We are happy to say that all of our transitioned ELLs from the past two years are thriving in their mainstream classes.

7. For the upcoming year, we anticipate supporting native language literacy through a language lab in which students can study, listen, and read in their home language through the use of computer software. No ELL services will be discontinued for the following year, we are building upon the structures we already have in place.

8/9. ELLs have equal access to all programs UASBYW offers during the school day and beyond. These include but are not limited to mentoring, partnerships, clubs, college trips, community service, and sports.

10. Technology and audio- visual aids have proved instrumental in instruction. ESL classes utilize Smartboards for lessons, displaying photos, videos, and interactive lectures in which students can participate in annotating texts and writing on full display. Othr instructional materials include but are not limited to novels, grammar text books, newspaper and magazine articles, maps, graphic organizers, dictionaries, primary cources and documents, games, and flashcards.

11. Since we are a free- standing ESL program with a variety of languages represented, we support native language on an individual basis, mainly through dictionaries. We validate each student's culture by studying or reading authors from each student's country.

12. All supports are age- appropriate, designed to prepare students for college.

13. Before the beginning of the school year we hold information sessions, tours, spirit days for incoming freshman. The ESL teacher meets new students and helps to familiarize them with the routines and expectation of UASBYW before the start of school.

14. Currently, our school offers Spanish as a language elective. It is available to all ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

1/2. Throughout they year, UASBYW engages in a wide range of professional development opportunities for teachers of ELLs.

In- house, the ESL teacher provides ongoing PD for general staff (about once a month for one hour) on topics such as differentiated instruction, explicit vocabulary teaching techniques, and pre- reading strategies. These PDs were so enlightening that the school took on vocabulary instruction as a school- wide initiative last spring semester and this fall.

3. The ESL teacher frequently attends PD offered through the NYC DOE ProTraxx system. Additionally, we have established a close partnership with Facing History and Ourselves to develop curricula especially for ELLs in their Social Studies classes and in the ESL class as well.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental Involvement

1. Parents of ELLs are involved in the UASBYW to the same extent which monolingual parents are. They are afforded all the same opportunities for PTA meetings, parent- teacher conferences, trips, special events, dinners, and ceremonies. At all of these events we offer translation services.

2. We do partner with Community based Organizations, such as adult ESL and computer literacy classes, to provide workshops.

3/4. We inform parents and assess their needs through surveys, email, phone calls, and conferences.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										1	1	1		3
Advanced (A)										6	3	1	3	13
Total	0	0	0	0	0	0	0	0	0	7	4	2	3	16

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I										2	2		1
	A										4	2	2	3
	P													
READING/ WRITING	B													
	I										6	4	2	4
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	8		5	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	7		4	
Physics				
Global History and Geography	4		0	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	2		0	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

After reviewing the NYSESLAT data, it is clear that the two areas our students struggle most in are listening and reading.

This year, we have focused in on these two areas with daily listening activities and weekly quizzes. To enhance reading skills we read four whole- class novels, and students each read five books on their as well.

UASBYW participates in the C-PASS interim assessments as well as Acuity predictive assessments. The C-Pass interim assessments focus on five cognitive strategies: problem solving, research, interpretation, reasoning and precision. The ELL students will participate in the baselines assessment in reading and writing with the rest of the school. That data collected will be used to drive instruction in the English and Social Studies classrooms. The first interim assessment will be in November. The school will focus on the ELL in population in a professional development meeting by focusing on examining baseline assessments and the reader and writer notebooks. Goals are being set for each ELL student based on this data. The data will also be used to inform instruction and flexible grouping on the humanities classrooms.

Professional Development at UASBYW focuses around improving literacy and reading comprehension in all disciplines. The following structures support the academic achievement of ELLs.

- ü Differentiated Instruction designed to ensure the success of all learners.
- ü Development of support structures that scaffold reading, writing and learning practices during crucial teen years.
- ü Backwards design curriculum framework supports mastery of skill with inquiry.
- ü Ongoing performance based assessments that provide a clear picture of student learning patterns for teachers, students and their families.

Regents Data review:

It is informative to compare Math and Science Regents scores to Global and US History Regents scores. Students at our school have a much higher passing rate with Math and Science Regents than they do with Global and US History exams. The reason for this is largely the amount of specific vocabulary included in history exams. Our ELL's are becoming more adept at deciphering questions and deducing meaning and therefore correct answers. However, the advanced level of vocabulary in these exams along with assumptions about prior knowledge that other native students may have are hindrances to our students' success. As ELLs, our students will continue to build their base of vocabulary throughout their entire lives. We focus heavily at our school on using context clues and decoding strategies to help our ELL's work through difficult vocabulary. It is not a surprise therefore, that the Math exams, which include a lesser degree of unfamiliar vocabulary are the exams that students are more frequently able to pass.

Out of 8 students taking the Algebra exam, 5 passed. Out of 7 students taking the living environment exam, 4 passed. On the contrary, out of 7 students taking Global and US history exams, 0 have been able to pass so far. We continue to use supports within these content areas as well as within ESL class to make historical passages and non-fiction more accessible to our ELLs.

Planning for ELLs

All of the ELLs at UASBYW receive their mandated stand alone ESL class for 180 or 360 per day and are integrated in general education classes in all subject areas. They travel in heterogeneously mixed groups. All of our classrooms use the workshop model. Direct explicit instruction is ongoing and determined by the students needs as determined by the data collected by each teacher. Individual conferencing

with grade level teams and department teams help us track student progress and assess their growth. Literacy techniques are integrated in Math and Science classrooms as well.

Instructional Support for ELL Subgroup

We offer additional homework support and Regents prep courses during our extended day program. ELL students get one on one attention from all teachers during this time.

We do not have SIFE students. Long term ELLs are receiving all of the instructional support stated above. We believe that strong literacy instruction in all disciplines will lead to our ELL students being successful in the NYSESLAT and Regents examinations.

Two of our ELLs are designated as special education students. They are in a CTT class, where she receives instruction with two teachers in the room. In addition she attends 90 minutes of additional instruction in the self-contained ESL class.

Resources and Support

There are many instructional materials and supports that are being designed at UASBYW to support ELLs. Weekly Spanish classes, extended day classes, advisory support, academic vocabulary, and literacy focus in all subject areas.

Professional Development at UASBWY focuses on student engagement, development of literacy and reading comprehension strategies and differentiation in order to meet our student's needs.

Additional Information

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

Instructional Support for ELL Subgroup

We offer additional homework support and Regents prep courses during our extended day program. ELL students get one on one attention from all teachers during this time.

We do not have SIFE students. Long term ELLs are receiving all of the instructional support stated above. We believe that strong literacy instruction in all disciplines will lead to our ELL students being successful in the NYSESLAT and Regents examinations.

Two of our ELLs are designated as special education students. They are in a CTT class, where she receives instruction with two teachers in the room. In addition she attends 90 minutes of additional instruction in the self-contained ESL class.

Resources and Support

There are many instructional materials and supports that are being designed at UASBYW to support ELLs. Weekly Spanish classes, extended day classes, advisory support, academic vocabulary, and literacy focus in all subject areas.

Professional Development at UASBWY focuses on student engagement, development of literacy and reading comprehension strategies and differentiation in order to meet our student's needs.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		