



**Department of
Education**

Dennis M. Walcott, Chancellor

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN
DBN (i.e. 01M001): 02M316
Principal: PATRICIA MINAYA
Principal Email: PMINAYA@SCHOOLS.NYC.GOV
Superintendent: MARISOL BRADBURY
Network Leader: SHANNON CURRAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Patricia Minaya	*Principal or Designee	
James Nicotri	*UFT Chapter Leader or Designee	
Elizabeth Weinstock	*PA/PTA President or Designated Co-President	
Melvin Thomas	DC 37 Representative, if applicable	
Jennifer Chavez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alicia McMillan	Member/ UFT	
Tyler Bell	Member/ UFT	
Randi Dillard	Member/ PTA	
Washington Pro	Member/ PTA	
Isabella Weinstock	Member/ Student	
Brianna Bracer	Member/ Student	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the end of June 2015, UASBYW will increase parent involvement in order to improve student achievement by increasing parent participation and communication in PTA, SLT and Parent University Events.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based upon the evaluation of student performance of the “lowest third” and school-wide Regents’ pass rates, the SLT has determined that there must be an increase of parental involvement and of parental awareness of college readiness standards. By parents being regularly invited into the school and being aware of the ways in which they can support their children, our students will be better prepared on their path to college.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Conduct Parent University on school premises
2. Parent University off school premises
3. Facilitate the connection between our parents and city wide parent workshops

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator
2. Partnership Coordinator
3. PTA and Title 1 committee
4. SLT Committee for Goal #1

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Analyze “parent availability survey”
2. Track attendance for “On-site Parent University
3. Track attendance for “Off-site Parent University
4. Track progress of students whose parents attend Parent University verse students whose parent do not attend

D. Timeline for implementation and completion including start and end dates

1. Start date: October 1, 2014
2. February: Off-Campus Parent University
3. April: On-Campus Parent University
4. June:: Present Data to parents

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Develop highly motivating and engaging Parent University material
2. Select and organize Off-Campus event
- 3.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

UASBYW will provide opportunities for direct parent involvement that celebrates learning.
 UASBYW will host workshops for parents for best practices to support their daughters' path to college.
 UASBYW will use multiple modes of communication via phone, mail, and electronic outreach.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Involve partnership office in planning and execution.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Annual Goal #2

By the end of June 2015 UASBYW will add coherence to our instructional core by having all teachers align their curriculums, units, and assessments to the Common Core Learning Standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The New York Citywide Expectations include engaging our students in completion of selected Common Core aligned tasks. These tasks should be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. We need to improve instruction by aligning teacher practice to a Common Core Standards framework. Our students must be able to complete a literacy task that shows their ability to read and to analyze informational texts and to write opinions and arguments in response. In math, our students must engage in a cognitively demanding mathematical task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. In order to prepare our students to complete these tasks, our teachers must spend time revising and refining their curriculums and develop tasks that include the criteria and standards listed above.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers create CCLS aligned curriculum, units, assessments
2. Administration provides models, feedback and time for teachers to share feedback
3. Organize professional development opportunities in CCLS
4. Organize implementation of performance tasks according to administration calendar
5. Teachers participate in professional development to increase their understanding of Common Core standards and expectations-UA and DOE
6. Teachers collaborate using tuning protocol to provide feedback on curriculum, units assessments
7. Teachers create interdisciplinary performance tasks aligned to Common Core Learning standards
8. Students complete performance tasks which meet the DOE criteria for CCLS aligned tasks in ELA, Math, Science and SS in the Fall and Spring Semester

2. Key personnel and other resources used to implement each strategy/activity

1. All teachers
2. All teachers and administrators
3. Teachers and administrators involved in planning PD
4. Teachers and administrators involved in NYC Performance Tasks
5. All teachers
6. Entire school

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Leadership and Department leaders evaluate and monitor progress through feedback sessions. Department leaders implement and monitor assessment data, for deeper analysis in support alignment to student achievement.

4. Timeline for implementation and completion including start and end dates
5. September 2014-June 2015
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Professional Development sessions will be scheduled during the week to support teachers in developing strategies and aligning curriculum, units and assessments to CCSS.
2. Teachers will provided time to plan, norm and grade MOSL performance tasks, and interim assessment data after school.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Offer parent workshop on CCLS and MOSL performance tasks • Organize informational meeting around the new CCLS and MOSL performance tasks. • Organize informational meeting around MOSL tasks • Provide Parents with a calendar of assessments Provide parents with training on how to use CCLS for accountability

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the UASBYW Culture Committee will have improved school culture by increasing the consistency of academic and behavior expectations across the school.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based upon student performance in 2013-2014 and a high suspension rate it has been determined that our students need to improve their ability to be able to self-regulate, take ownership of their academic achievement and achieve higher levels of academic success in order to be prepared for a successful transition from high school to college. The school will also include a support network for these students and develop strategies to implement during the school year that will improve student independence and academic performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Create a culture of academic urgency by using Leverage Leadership school wide culture rubric and action steps
2. Teachers will use "weekly progress form" to conference with students.
3. Use RAMAPO intervention model to diagnose and implement interventions
4. Develop "portfolio based assessment" for student not passing minimum requirement
5. Develop a Culture Committee centered on the tenants of "Leverage Leadership."

2. Key personnel and other resources used to implement each strategy/activity

Grade level team leaders, teachers and guidance counselors.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Data from trackers will be evaluated by grade team weekly
Evaluate culture rubric and leadership walkthrough rubrics quarterly

4. Timeline for implementation and completion including start and end dates

September 2014-June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Faculty will look at data protocols to analyze passing rates and implement interventions
Every Monday grade teams will engage in looking at data protocol designed around setting personal and academic goals for targeted students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Marketing strategy will be in effect to make sure 100% of parents log in to pupil path.

Mid-Marking Period Pupil Path progress Reports will be sent to parents via traditional post.

Students with more than 4 negative behavior anecdotal logs will automatically receive a parent outreach call from guidance or the dean and will be provided with a physical print out of the report during a behavior intervention meeting.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the end of June 2015, UASBYW will improve consistency and coherence in instructional responses to intervention, interim assessments, collection and analysis of data by teachers, in order to ensure the ongoing monitoring of student progress by creating six week interim assessment cycles.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to extend systemic practices around monitoring student progress across all grades and content areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Department teams will implement the use of “Student Tracker” based on learning targets .
 Inquiry teams use “Student Tracker” to demonstrate student mastery of learning targets in inquiry process.
 Teachers participate in our in house Professional Development series Checks for understanding (PD series) in order to improve ongoing assessment in classrooms
 Leaders will actively engage in data driven conversations with teachers and exam the planned interventions
 Teachers will develop 6 week plans to close gaps in student learning

2. Key personnel and other resources used to implement each strategy/activity

Department teachers, Lead Teacher, UA Coaches, Assistant Principal, and Principal

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Bi weekly and marking period reviews
 Six week cycles of assessment and data analysis

4. Timeline for implementation and completion including start and end dates

September 2014-June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Professional Development time on Mondays and Tuesdays
 Time and Resources are allocated for assessment creation, data analysis and 6 week plan creations

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Workshop will be conducted with to inform parents on interim assessment cycles and how to read interim assessment data reports
 Progress calendar will be shared with Parents
 Tutoring resources will be shared with parents

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By the end of 2015, UASBYW will extend and deepen our school's commitment to the development of literacy across the curriculum by providing several tiers of support for struggling readers as indicated by each grade demonstrating an increase of at least +2 grade levels on the Degrees of reading power assessment for 80% of the cohort population.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The degrees of reading power assessments administered tri-annually have shown that a majority of our students are significantly behind on their reading levels. In addition to the DRP data, the ELA regents assessment of college readiness data it has been determined that the 11th and 12th grade student population require further support in engaging in structured work that helps them develop a critical understanding of the skills needed to pass regents examination at levels that meet college readiness standards with a 75% and above on the Common Core ELA regents or ELA regents.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

➤ Strategies/activities that encompass the needs of identified subgroups

9th and 10th grade students participate in the Modern Literature Course with a curriculum designed to support struggling readers built into their programs
11th and 12th grade students will engage in work that prepares them for mastery of the Common Core ELA Regents examination.

English mock regents exam will be administered prior to actual regents.

Students will master MEAL Paragraph Construction and Analysis

DRP data conversations with targeted students

ELA performance Assessment data is used to inform teacher and student action steps

Teachers will participate in professional development to instruct them how to analyze, read, and plan according to the Degrees of Reading Power assessment data.

Teachers participate in professional development opportunities that support literacy and reading comprehension;

Teachers engage in departmental inquiry work with a literacy focus;

➤ Key personnel and other resources used to implement each strategy/activity

ELA Department, Assistant Principal, UA Coach and Principal

➤ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Students will conference with teachers around their DRP results after each administration in which they set a goal and write an action step. Students will be monitored based on assessment data to close their individualized gaps and check ins will be performed between assessment administrations.

➤ Timeline for implementation and completion including start and end dates

October 2014-June 2015

➤ Describe programmatic details and resources that will be used to support each instructional strategy/activity

Saturday Regents preparation academy.

Section of ELA in the 12th grade that focuses on skills not mastered by a particular section of the cohort to increase their mastery on those indicators.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

UASBYW will send letters to parents with current student progress in ELA

UASBYW will organize and conduct parent workshops and host informational events for parents to support their understanding of DRP data.

UASBYW will share DRP scores with parents via mail and e-mail.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, 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 MLS period	One on one, Small group, tutoring	During and after school primarily as well as on Saturdays
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	One on one, Small group, tutoring	During and after school primarily as well as on Saturdays.

	Resource Room is offered to IEP students during school hours		
Science	<p>Credit Recovery is offered during school for one class period</p> <p>Regents Preparation Services is offered after school</p> <p>Academic Tutoring is offered after school</p> <p>Peer Tutoring offered after school / during school hours</p> <p>Homework Help offered after school</p> <p>Resource Room is offered to IEP students during school hours</p>	One on one, Small group, tutoring	During and after school primarily as well as on Saturdays
Social Studies	<p>Credit Recovery is offered during school for one class period</p> <p>Regents Preparation Services is offered after school</p> <p>Academic Tutoring is offered after school</p> <p>Peer Tutoring offered after school / during school hours</p> <p>Homework Help offered after school</p> <p>Resource Room is offered to IEP students during school hours</p>	One on one, Small group, tutoring	During and after school primarily as well as on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School)	At the end of every marking period, the counselor meets with those students	One on One and Small group	During school and after school

Psychologist, Social Worker, etc.)	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.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed*.
9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
10. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Teachers will participate in professional development and reflection upon student in the lowest third and their academic performance through department team and grade team meetings. • Teachers will attend professional development held by various educational organizations. • ELA and Math coaches will support teachers' work to meet the needs of students. • Teachers will participate in Professional Development courses offered by the district.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers will participate in professional development on integrating CCSS through department and grade team meetings.</p> <p>Teachers will attend professional development held by various educational organizations.</p> <p>School leadership will support teachers' work in aligning their lessons, units to CCSS.</p> <p>Teachers will participate in Professional Development courses offered by the district on CCSS integration.</p> <p>Teachers will also attend conferences on CCSS.</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Tile I, TL Citywide Instructional Expectations and Fair student funding will be used to pay for services that support the development of teachers through professional opportunities in and outside of the school.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The UASBYW MOSL committee was formed and met three times for a total of six hours in order to compare and contrast the different options and make final selections. Professional development was organized in order to support teachers on how to use the assessment data to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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 OPTIONAL 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.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$218,885.04	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,205,186.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be

included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 316
School Name UA School of Business for Young Women		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Patricia Minaya	Assistant Principal Danielle Atladonna
Coach Alexis Goldberg	Coach type here
ESL Teacher Elizabeth Greenwood	Guidance Counselor Amy Gladstone
Teacher/Subject Area Kait Evans- ELA	Parent Eleanor Haywood
Teacher/Subject Area Alexis Schuster- ELA	Parent Coordinator Patricio Penaherrera
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	380	Total number of ELLs	11	ELLs as share of total student population (%)	2.89%
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Part II: 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										10	4	3		17
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	10	4	3	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	6

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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	0			4	0	2	7	0	2	11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	0	0	0	4	0	2	7	0	2	11
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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										2	3	1		6
Chinese											1	1		2
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	3	5	3	0	11								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	0	0	0	0
Intermediate(I)										0	0	1	0	1
Advanced (A)										3	5	2		10
Total	0	3	5	3	0	11								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	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 (SWD)					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 (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		0	
Integrated Algebra	7		5	
Geometry	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Biology	3			
Chemistry	0			
Earth Science	4			
Living Environment	5			
Physics	4		1	
Global History and	5		0	
Geography	0		0	
US History and	0		0	
Foreign Language	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
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								

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

- 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Using test data from the NYSESLAT, C-PAS Assessments, and the ELA MSOL, we have a comprehensive picture of the areas in which our ELL students struggle, namely in vocabulary and writing. We have administered the Degrees of Reading Power schoolwide, and analyze the data to place where our ELLs fall in light of the student body at large, and where ELLs themselves need the most support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
From the 2013 NYSESLAT scores, our ELL students generally do well in the areas of speaking and listening, and require more supports in reading and writing. We do not administer the LAB-R, as all of our ELL students come in already identified.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
This year, we have focused in on these two areas with daily reading exercises, explicit vocabulary instruction, content-based support in the form on progress monitoring notebooks, using sentence starters and other QTEL strategies to scaffold writing. We teach “reading in three moments” and use pre-, during, and post reading exercises. We are focusing closely on critical thinking and analysis during reading. We teach methods of “attacking the text,” including “sum it up,” “using context clues,” “it says/I say/so,” among other best practices to improve reading comprehension.
4. For each program, answer the following:
 - a. 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?
 4. A. The majority of our 9th grade students are LTEs coming in at an Advanced level, and struggling to test out in reading and writing. This reflects a literacy issue in conjunction with a language acquisition issue. Our four tenth grade students have fewer years of ESL between them, and are more proficient in their native languages. Our three eleventh grade students face large challenges, as two of them have learning disabilities and one is SIFE. Again, these girls need the most support in reading and writing.
 - B. We do not use ELL periodic assessments at our school.
 - C. Our students take all exams in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
As a high school, we do not use the Response to Intervention framework.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Second language development is an ongoing discussion that takes place among administration and across grade levels. The ESL teacher conducts frequent check-ins with content area instructors to learn about what is going on with that student inside the classroom. We provide native language dictionaries and Regents exams in students’ L1. Instructors design their units and lessons with special attention and awareness paid to validating students’ home cultures.
7. 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?

We do not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are very transparent discussing ELL’s assessment and NYSESLAT scores with them and charting improvement across semesters and school years. We set academic goals, language goals, and personal goals in September and check in on them monthly. School leadership is kept abreast of new developments and technologies in ESL, and annually decides how our program can best benefit our students. Given our small ELL population, we let the numbers dictate our program model, while providing the best and most current practices in both discrete ESL and content areas alike.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 transitional/traditional bilingual ed programs at our school. Through parent surveys we offer education and information to all parents of the choices for their ELL daughters. We then proceed to review files for Home Language Surveys upon enrollment in the school. We print out several ATS reports that give us information about students' background. These include RLER and RLAT as well as REXH. We do not frequently administer LAB-R exams, due to the fact that we are a high school with a small ELL population and our students have typically been in NYC schools for at least a year. In the case that we admit a brand new ELL to our school, the ESL teacher and/or parent coordinator would administer the initial assessment. All the ELLs we serve entered our school as ELLs.
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.
Parents understand that we only offer a Freestanding ESL program in a general education environment and they want their daughters to transition out of being an ELL as soon as possible. At our biannual 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 bilingual program, we stay in touch with parents through our advisory program, which is at the heart of UASBYW's core values. As mentioned earlier, most of our parents are aware of their child's' status as an ELL, as we do not tend to have newcomers at our school. However, we make sure to communicate via phone or email with the parents of ELLs in the beginning of the year, as well as providing extensive information in their native language for them at parent/teacher conferences.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
These letters are distributed and collected at parent orientation in September, sent home with students, sent via USPS, and hand delivered at parent-teacher conferences. They are stored in students' cumulative folders. Nancy Torres, our parent coordinator, is in charge of these documents.
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.
4. Through parent surveys we offer education and information to all parents of the choices for their ELL daughters. We then proceed to review files for Home Language Surveys upon enrollment in the school. We print out several ATS reports that give us information about students' background. These include RLER and RLAT as well as REXH. We do not frequently administer LAB-R exams, due to the fact that we are a high school with a small ELL population and our students have typically been in NYC schools for at least a year. In the case that we admit a brand new ELL to our school, the ESL teacher and/or parent coordinator would administer the initial assessment. As mentioned earlier, we provide translation services at all open school events, and send home translated communiqués. Entitlement letters are mailed to parents at the beginning of the year.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher, Elizabeth Greenwood, administers the NYSESLAT each year, spacing out the four portions over the course of one month to ensure a) students do not become fatigued and b) to allow sufficient make up time for absent students.
6. 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.) 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. 
Parents chose 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, and supports thereafter. Programs are aligned with parent requests. All parents requested freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. a) Instruction is delivered in a pullout, freestanding model, with two periods of content area push-in.
 - b) Heterogeneous. There are mixed intermediate and advanced proficiency levels and mixed grades in ESL classes. We do not have any beginners, so we differentiate instruction within the class periods.
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)?

Advanced students receive 250 minutes of ESL per week, and Intermediate students receive 450 minutes per week. This amount of class time exceeds the mandated minutes for each level, and small class sizes (no larger than nine) ensures consistent attention from a certified ESL teacher. The ESL teacher pushes into a period four days a week with the intermediate ELLs, also the ESL teacher has a period built in every day for one-on-one instruction with the lowest level ELL. All students receive 45 minutes of ELA per day, and we have no beginner students.
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 foster language development and meet the demands of the Common Core Learning Standards.

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 to ensure that content 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 2013 test.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Four of 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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 In the pull-out ESL class, the ESL teacher designs lessons to target each modality throughout the class period, even if one modality is being targeted. For example, if the lesson focuses on reading skills, students will still have a chance to turn-and-talk to their partner to process the information in a different way. We use informal classroom assessments to monitor speaking and listening, in the form of quizzes, while reading and writing are monitored more formally through schoolwide assessments. The ESL teacher administers sample NYSESLAT exam portions throughout the year to monitor progress.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - 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 former ELLs (in years 1 and 2 after testing proficient).

a) Since we have no SIFE or newcomer students, we focus on supporting the literacy and content-area development of Long Term ELLs (LTEs). b) The newcomer ELLs at our school are all scoring at the intermediate level on the NYSESLAT. Therefore they are placed in classes where the requirements are rigorous and challenging. In order to prepare these students for the rest of their day in content area class, where there is usually little to no ESL support, there is a strong focus on vocabulary and non-fiction texts. Also the students are required in ESL class to read and write to the same extent as they do in general education classes. We identify what their area of greatest need are and then make sure that each lesson has differentiated work that challenges students in their weakest areas.

c) We only have 2 ELLs who have completed 4-6 years. For these students we have identified their greatest areas of need (based on their nyseslat scores) and continue to support them in those modalities.

d) The majority of our long-term ELLs are in the advanced level and have passed several Regents examinations and as a result a major focus will be placed on academic vocabulary development and writing skills for these students. These tend to be an area of greatest weakness. Also, attendance in ESL class plays a role in these students receiving passing grades on their report cards as well as on the nyseslat, so we are encouraging long-term ELLs to attend school regularly.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL teacher is part of students' IEP team, and is in constant collaboration with SPED teachers. In ESL classes, we use graphic organizers and text modification to assist disabilities as well as language acquisition, and students receive extra time as allotted on their IEP. All of our classes use the workshop model. Direct explicit instruction is ongoing and determined by student needs as informed by the data collected by each teacher.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

As part of an ongoing conversation with administration, the parent coordinator and SPED teachers, we make an effort to include ELLs-SWD in all extracurricular activities. Using the push-in model, we provide targeted content area support. We schedule students to receive their mandated allotments in both ESL and SPED, and monitor progress to incorporate students into the mainstream as necessary.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts:			
Social Studies:			

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

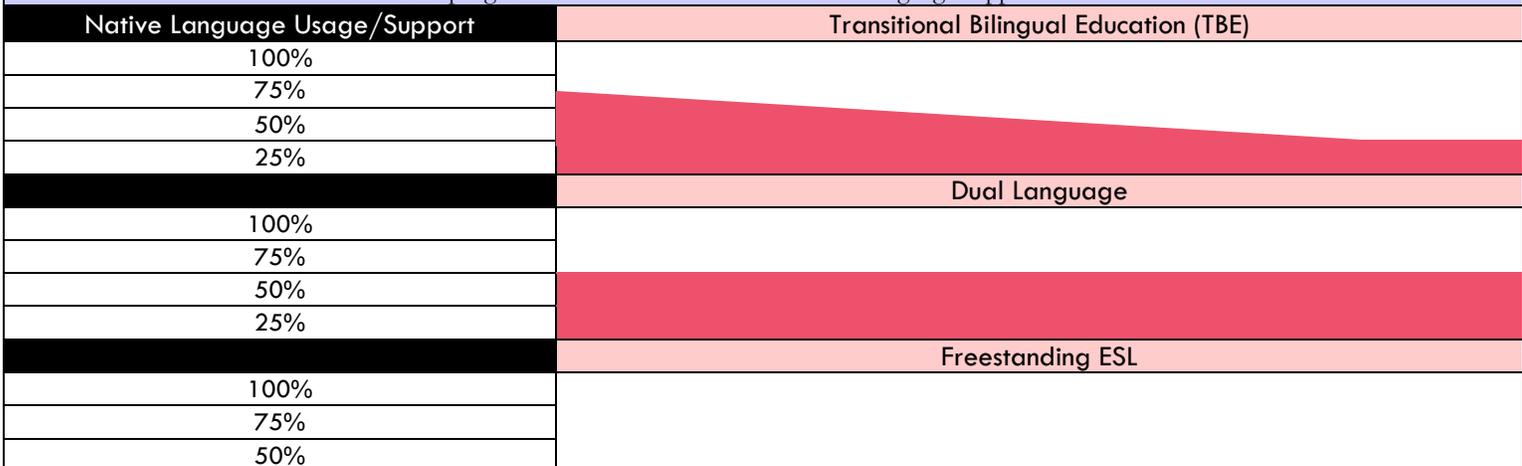
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- 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. Also, the regular inquiry work that the language department at our school engages in designs lessons that are targeted at weaknesses. We track and monitor progress on specific and tangible goals such as tenses.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective in that all of our students ascended one level on the NYSESLAT between 2012-2013. We are constantly looking for places where we can improve, and with our emphasis this year on reading and writing, it seems that we will provide more and better content support vis-à-vis more co-planning with content area teachers and helping to insert ESL best practices/techniques within mainstream classes.
11. What new programs or improvements will be considered for the upcoming school year?
- We are placing a renewed focus on parent outreach. From conversations with students and monitoring study skills, we want to engage parents in monitoring their daughters' work and college readiness. We are working with the parent coordinator to set up a workshop for parents in the winter and spring to familiarize them with the college preparatory track their daughters are in, and admissions criteria and procedure. We think by beginning early (the majority of our ELLs are freshmen this year) and incrementally, we can best prepare parents to be ready to help their daughters become college educated.
12. What programs/services for ELLs will be discontinued and why?
- We have no plans to discontinue any services this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to all programs UASBYW offers during the school day and beyond. These include but are not limited to: mentoring, partnerships, clubs, sports, college trips, and community service.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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. Other instructional materials include but are not limited to novels, grammar text books, newspaper and magazine articles, maps, graphic organizers, dictionaries, primary sources and documents, games, and flashcards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All supports are age-appropriate, designed to prepare students for college.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.
18. What language electives are offered to ELLs?
- Currently, our school offers Spanish as a language elective. It is available to all ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Throughout the 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) on topics such as differentiated instruction, explicit vocabulary teaching techniques, and pre-reading strategies. In the past, these PDs were so enlightening that the school took on vocabulary instruction as a school-wide initiative. 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.

2. The ESL teacher works consistently with the English and language departments to provide support to teachers who may have ELLs in their classes and are responsible for the Common Core. Instruction is designed and targeted based on data which identifies student needs. The results of this data and methods to tackle student needs are presented to the school staff during professional development.

3. We hold a supplemental orientation in the fall for incoming freshmen to prepare them for making the transition as an ELL in high school. We familiarize them with the kind of targeted work we do in ESL class, and make them aware of the services available to them.

4. As mentioned above, the ESL teacher regularly holds special topic PD for general staff, and these workshops exceed the minimum 7.5 hours required as per Jose P.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. Parents of ELLs are involved in the UASBYW to the same extent monolingual parents are. They are afforded all the same opportunities for PTA meetings, parent/teacher conferences, trips, special events, dinners, and ceremonies. We provide translation services at all of these events.

2. We partner with Community Based Organizations such as the New York Public Library to provide adult ESL and computer literacy classes.

3. We evaluate the needs of parents through surveys and interpersonal communication.

4. We use the information they provide us to determine which services and activities to pass on to parents.

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02m316** School Name: **Urban Assembly School of Business**

Cluster: **1** Network: **105**

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.

We examined data from the ATS Parent Preferred Language Survey as well as our own internal Parent Survey and have concluded that we need to provide translation and oral interpretation to 42% of parents in Spanish. Oral interpretation takes place in Spanish as well. Our , Mandarin, Urdu and French speaking parents prefer to communicate in English.

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 findings were shared at monthly meetings with our School Leadership Team and Parent Teacher Association 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.

We plan to provide the following written translation services:

1. Parent Notification Letter
2. Report Cards
3. School Leadership Team Meetings Minutes on our website
4. Open School Evening and Afternoon Documentation
5. Parent-Teacher Association Meetings Minutes
6. Parent Orientation Materials
7. Academic Intervention Services

All written notices will be provided by in-house school staff or parent volunteers.

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.

We conducted the following assessment of oral interpretation needs and we found that the following three Parent Events call for an Interpreter:

1. Open School Evenings
2. Senior Parent Meetings
3. ESL Parent Orientation Meetings

All oral interpretation will be conducted by an outside contractor and at times by school staff and parent volunteers.

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>.

At the beginning of the school year we will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

We will place near the primary entrance of the school a sign in the most prominent covered languages, indicating the availability of interpretation services.

At the beginning of the year our safety plan will include outlined procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Our school will secure all school forms and DOE informational materials in the most prominent languages.