

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M316

School Name:

URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN, THE

Principal:

PATRICIA MINAYA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly School of Business
for Young Women School Number (DBN): 02M316
Grades Served: 9-12
School Address: 26 Broadway New York New York 10004
Phone Number: 2126680169 Fax: 2126680635
School Contact Person: Patricia Minaya-Orsini Email Address: Pminaya@schools.nyc.gov
Principal: Patricia Minaya-Orsini
UFT Chapter Leader: William Ferrara
Parents' Association President: Washington Pro
SLT Chairperson: Tyler Bell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ylene Wright
Student Representative(s): Megan Ramdehal
Joanne Renner

District Information

District: 02 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue New York New York
Superintendent's Email Address: Fwalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Room 606

Brooklyn, NY 11201

AAnorma@schools.nyc.gov

Director's Email Address:

9172879241

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Minaya –Orsini	*Principal or Designee	
William Ferrara	*UFT Chapter Leader or Designee	
Washington Pro	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Llenee Wright	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Megan Ramdehal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joanne Renner	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tyler Bell	Member/ UFT	
Alicia McMillan	Member/ UFT	
Elizabeth Weinstock	Member/ PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Aja Valentine	Member/ PTA	
James Nicotri	Member/ UFT	
	Member/ PTA	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

College Preparatory Education

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

Supportive Relationships

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

Integrated Partnerships

At UASBYW, we have been able to foster amazing partnerships because we believe that learning transcends the classroom. Our young women learn very early, that the skills developed in school are transferable and relevant to the professional world. In the past three years we have developed community and corporate partnerships through which our students interact with the professional world and become aware of the different business fields and professions. Our main partners include, The Urban Assembly, The Federal Reserve Bank, The Women's Bond Club, Deloitte, New York State Banking, Crain's New York, Moody's Foundation, NFTE, Girls Inc, Junior Achievement to mention a few. These partners provide opportunities for our students through:

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

- Agents of Change Program Community Service Program

- The UASBYW mentoring program

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

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

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

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

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

Greatest Accomplishments

The Six Elements of the Framework for Great Schools

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Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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

School Culture (Supportive Environment)

There has been a noticeable improvement in school tone as we focused on building school culture. During the beginning years of a school the focus on developing school culture had to be evident. We focused on our core value RESPECT to engage students in this process. Last year we piloted the STRIDE Miles campaign and we will continue to support this

initiative in order to motivate our students to succeed both academically and personally. One of our goals last year was to dramatically change school tone and relationships between teachers and students and we will continue this work.

Teacher Collaboration: (Collaborative Teachers)

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

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

Our Key areas of focus will be Rigorous Instruction, Supportive Environment and Strong Family and Community Ties.

02M316 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	9	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	73.5%	% Attendance Rate			81.4%
% Free Lunch	76.9%	% Reduced Lunch			6.8%
% Limited English Proficient	5.1%	% Students with Disabilities			20.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			47.6%
% Hispanic or Latino	41.3%	% Asian or Native Hawaiian/Pacific Islander			3.9%
% White	1.9%	% Multi-Racial			0.5%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			25.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			9.97
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	82.7%	Mathematics Performance at levels 3 & 4			78.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	71.1%	% of 2nd year students who earned 10+ credits			69.2%
% of 3rd year students who earned 10+ credits	72.2%	4 Year Graduation Rate			77.0%
6 Year Graduation Rate	75.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015 Quality Review, the instructional core was rated at a developing. We pride ourselves on our ability to double plan, write curriculum, and use data to inform instruction. An area of focus from the QR was rooted in aligning curriculum so that it is engaging and meets all the needs of its learners so that all students produce meaningful work products. In response to this developing rating, we are making a push to utilize researched based curriculums and NYCDOE scope and sequence materials to ensure that our content is matching the rigor and meeting the demands of the 6 common core shifts, particularly in ELA and Literacy. What we are doing well is the actual planning and assessment data collection. What we need to work on and perfect is using vetted curriculum, allowing teachers to practice their instructional strategy muscles and data analysis skills.

Our college readiness Performance Trends DRPs and Regents Pass rates are struggling, through the incorporation and shifts to vetted curriculum scopes and sequences tied to interim assessments, we believe teachers will be able to have conversations with leadership centered upon student data to push teachers to focus on areas of weakness in curricula and make action plans to support student growth.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year 80 % of UASBYW teachers will use instructional strategies that facilitate participation and meaning making by all students in response to the common core shifts in ELA and History and Technical Subjects.

During the 2015-2016 school year 80% of students take ownership of their reading, writing, and learning to develop, test and refine their thinking as measured by a 10 point gain on the Degrees of Reading Power Assessments for 80% of the entire population of students reading below grade level by the Spring Administration of the DRP.

During the 2015-2016 school year 100% UASBYW teachers will analyze and utilize student data from 6 week interim assessments to drive instructional decisions and create action plans to increase student achievement on the course culminating assessments so that 70% of students are scoring at college ready indication.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Development of Skills Spiral curriculum 2. Development of school wide learning targets for students 3. Monthly Departmental PD meetings with a focus on student engagement and differentiation 4. Monthly grade level team meetings focused on Student Data 5. To incorporate feedback aligned with student engagement goals in observation reports for teachers 6. Implementation of Teacher Peer Visit Model 7. Tiered Professional Development Cycle <p>Professional Development on incorporating student-centered literacy strategies</p>	<p>Teachers</p>	<p>August 2015 end May 2016</p>	<p>Principal, Assistant Principal, Peer Collaborative Teacher</p>
<ol style="list-style-type: none"> 1. Teachers will use “Classroom at Glance” spreadsheets as a tool for strategic grouping and differentiating instruction. 2. Teachers will use formative and summative assessments to inform their instructional purpose as evidences in their weekly plans. 	<p>Principal, Assistant Principal, Peer Collaborative Teachers, Teachers</p>	<p>September 2015 –May 2016</p>	<p>Principal, Assistant Principal, Peer Collaborative Teacher, Coaches, Instructional Leaders</p>

<p>3. Teachers create learning targets for each unit and assess students at different intervals to understand mastery level of learning target.</p> <p>4. Teachers develop self-assessment opportunities for students to evaluate their won progress.</p> <p>5. Teachers identify the types of data collected by each department and analyze them on an ongoing basis.</p> <p>6. Teachers develop data binders in each subject area.</p>			
<p>1. Teachers use Student Data Reports to Have Conferences about progress and provide feedback on strengths and weaknesses.</p> <p>2. Teachers Use Student Data Reports to create individualized action plans to develop</p> <p>3. Students utilize data sheets to develop mastery on areas of weakness as indicated from Data sheets.</p> <p>4. Students use self-reflection sheets to take ownership of their growth and progress and reflect in times of success and times of difficulty.</p>	Teachers, Students	September 2015-May 2016	Instructional Leader Assistant Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy and Title I SWP funds will be use to further support Professional development of teachers. In addition to support the constant communication of grades and effective usage of data these funds will also be used to pay for datacation web application software. Finally these funds will be used to purchased interim assessment software and materials that generates and provides item analysis results per student so effective action plans can be implemented and put into place to increase student achievement data.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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1. Scholarship reports
2. Learning Targets developed for each unit plan
3. Students learning targets self-assessments
4. Skills Spiral curriculum developed
5. Teacher Observation reports
6. Teacher schedules and intervisitations logs

Agenda and minutes from weekly PD meetings

1. Classroom at a Glance spreadsheets
2. Unit Plans
3. Learning Targets
4. Student self-assessments
5. Teacher created data binders
6. Learning Target rubrics

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

This past year we conducted a needs assessment that pushed us to examine our current infrastructure as it relates to behavior management. During a school retreat the school culture committee reviewed our Learning Environment Data Results as well as our Historical Suspension data. We examined also informal data collected from students, parents and colleagues and agreed that although we have structures that help create a supportive environment that lack of follow through and inconsistency has hurt our school environment. We decided to re-focus our work around developing a school culture that encourages students to support one another and provides for their social and emotional growth.

We immediately centered our thinking on whether our school community provides an environment where students feel safe and respected by teachers and students. In examining the data we conclude that in order for us to move the culture of the school forward we need to create a positive behavioral support system that is a seamless from the school building to the classrooms and we need to implement a seamless multi-tiered system focused on an integration of social/emotional and academic supports to fluidly meet the needs of all of our students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To create a multi-tiered system positive behavioral support system focused on an integration of social/emotional and academic supports to fluidly meet the needs of all of our students specifically for at risk and students with special needs.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implement the School Connect Advisory Model	9 th and 10 th Grades	September 2015-June 2016	School Leaders and Teachers, Peer Leaders
Further Develop the implementation of New York Peace Institute Group/ Mediation Model	All Grades	September 2015-June 2016	School Leaders and Teachers, Peer Leaders
The Culture Committee	All Grades, Student Government,	September 2015-June 2016	Dean of Students, School Leaders and Teachers, Peer Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy and Title I SWP funds will be use to further support to support the constant communication of grades and student behavioral (anecdotal) data in th datacation web application software. Finally these funds will be used to support the Dean of Students role at our school and ensure that we have an effective culture committee advisor and liaison that provides a link between personal academic behaviors and the student growth and achievement.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Quarterly updates in which the dean of students reports on the infraction data, suspension data, activities planned and fundraising requirements.</u>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Data from the NYC School survey 2014 – 2015 shows a 92% positive responses under the category of collaborative teachers. It was also an area of celebration in our 2014 – 2015 quality review. While the majority of the constituents feel that the school fosters a commitment to student success school improvement, and continuous professional learning within a culture of respect, there is a need to refocus our inquiry work on students with disabilities and the lowest third so that all students are held accountable and all teachers believe that they are responsible for their collective individual and collective growth.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of 2015 – 2016 the inquiry work in horizontal grade level teams will focus on supporting the improvement of academic and personal behaviors of students with special needs and our lowest third by engaging in student data analysis, lesson study protocols, and student data trackers, these teams will report their findings so that 70% of this target population demonstrates appropriate grade level credit accumulation and regents pass rates that demonstrate college readiness in Math and ELA.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1.) Teachers will use “DDI” spreadsheets as a tool to track student progress for strategic grouping and differentiating instruction for all students keeping the end goal in mind of lifting the lowest third and special education students.</p> <ul style="list-style-type: none"> • Professional Development centered on Interim Assessment Analysis and Six Week Plans. • Professional Development centered on Data recording and tracking. • Practice and feedback on Six Week Plans and Unit Planning in response to Student Data on Interim Assessments. 	<p>Teachers, Students With Disabilities, ELLS, and Lowest Third</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principal, Peer Collaborative Teacher</p>
<p>1.) Leaders will use “DDI” spreadsheets as a tool to track student progress for strategic grouping and differentiating instruction to hold teachers and grade teams accountable for meeting the goals.</p> <ul style="list-style-type: none"> • Data meetings will incorporate action steps to push teachers to improve their instruction and differentiation. • Data meetings will ask teams to analyze and demonstrate growth to celebrate successes and hash out areas of weaknesses. • Data meetings will be recorded so that the end growth can be documented and shared with the school community. 	<p>Instructional Leaders, Teachers, Students With Disabilities, ELLS, and Lowest Third</p>		<p>Principal</p>
<p>3.) Data from interim assessments will be at the heart of all conversations in the inquiry team meetings and minutes. When teachers/leaders are discussing data or assessment items they reference the standards that they are tied to and the learning targets.</p>	<p>All students with a focus on the targeted group listed above. Teachers</p>		<p>Assistant Principal, Peer Collaborative Teachers</p>

	Instructional Leaders		
4.) Teachers will incorporate self-assessment rubrics and data trackers so that students take ownership and responsibility for their growth and development. Teachers will ensure that data conferences take place in the effective time allotted so students have an action plan for standards based growth and mastery.	All students with a focus on the targeted group listed above. Teachers		Assistant Principal, Peer Collaborative Teacher, Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy and Title I SWP funds will be use to further support Professional development of teachers in the format of teacherboost web applicaiton. In addition to support the constant analysis of interim assessment data interim software and materials that generates and provides item analysis results per student so effective action plans can be implemented and put into place to increase student achievement data and to allow for effective data meeting conversations with horizontal and vertical leadership teams.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>We will monitor progress on this goal Monthly at our School Leadership Team meetings. We will look at Data after every Interim Assessment/MOSL assessment Cycle. (Approximately every 6 weeks.)</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Teachers require ongoing feedback based on current classroom pedagogical approaches and student data. What we do well at UASBYW is utilize the features of the advance web application so teachers are always aware of their current effectiveness on the Danielson Framework for teaching. What we would like to hone in on and refine is the utilization of practice and concrete high leverage action steps so that teachers get the most efficient pathway at increasing their effectiveness on the Components. We strongly believe investing in a cloud based platform in which teachers have rich professional development and teacher technique videos tied to their informal and formal observation data. We also strongly believe that practice is an important component of the development/feedback process and we are aiming to increase the amount of practice that teachers get in pre/post observation meetings to ensure they understand their action steps and are able to translate the techniques to their classrooms.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year 100 percent of the teachers will be visited at least twice a month by an instructional leader for formal and informal feedback centered upon instructional strategies related to maintaining high academic expectations and maintaining high behavioral expectations, each teacher will receive feedback that is relevant and effective at moving their growth across the Danielson components 3b and 3c, as measured by 100% of the teachers reporting they “agree” or “strongly agree” in the final school developed teacher survey that the feedback received was effective at moving their growth.

By the end of the 2015-2016 school year 80% of teachers will have received an effective or higher on Danielson components 3b and 3d as measured by classroom observation data recorded in the advance system.

During the 2015-2016 school year 80% of post observation feedback meetings with teachers will incorporate real time practice of the action step delivered so that teachers feel confident and receive further refinement of feedback before trying to implement the action step in the classroom.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Increase the quality of feedback from leadership to teachers by engaging in peer feedback based on evidence and the utilization of the 6 step feedback conversation template.</p> <ul style="list-style-type: none"> • Leadership-Professional development and training using the six-steps for effective feedback, and ensuring video accountability. • Monthly meetings were leaders receive critical feedback on their pre/post observation meetings with teachers. • Google Docs to document high lever action steps. 	<p>Principal AP Teachers</p>	<p>August-June</p>	<p>Principal</p>
<p>Increase the accountability of feedback from leadership on student data conversations and relating it back to quality of instruction.</p> <p>Professional development for teachers on how to use student data reports and how to have data based conversations with students, how to document and record student growth, and how to effectively implement interventions for students.</p> <p>Professional development on how to implement and practice action steps given by leadership in terms of instruction.</p>	<p>Teachers and Students</p>	<p>August to June</p>	<p>Peer Collaborative Teacher Instructional Leads</p>
<p>Ensure effective documentation and feedback given to teachers in a timely fashion utilizing the teacherboost account system so that teachers are given feedback and it is located and stored on a cloud account of ease of access by both teachers and leaders to document and demonstrate growth or decline.</p> <ul style="list-style-type: none"> • Professional development for leaders to utilize and implement the teacherboost account. • Professional development for teachers on how to access, utilize, and implement action steps on teacherboost account. 	<p>Teachers</p>	<p>August to June</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy and Title I SWP funds will be used to further support Professional development of teachers in the form of the new role of Peer Collaborative Teacher to drive the DDI work around the Danielson framework and teacher performance growth. Investment in digital media cards and video cameras to document teacher-leader conversations in observation/feedback meetings and student data analysis meetings.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>We will monitor progress on this goal Monthly at our School Leadership Team meetings. We will officially give teacher school surveys August 2015, November 2015, February 2016, and May 2016.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

We believe that Parent Involvement is an area of growth for us and we are committed to hiring the best qualified candidate to serve in the role of PC.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase from 70% to 80% the percentage of positive responses of parents, teachers and students responding to the Learning Environment Survey in the area of Strong Family-Community Ties by creating a more robust strategic action plan for School Culture development.

To successfully implement the School Connect Module I Curriculum in advisory which focused on Creating a Supportive Learning Environment in the 9th and 10th grades to boost school culture?

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Create a robust strategic action plan for school culture development</p> <p>2. Train and support all advisory teachers on the implementation of the new School Connect Curriculum</p> <p>3. The Torch, our school newsletter will be shared with all constituents on a monthly basis. It contains information about school events and the latest news and updates.</p>	<p>All constituents to include parents, students and teachers</p>	<p>July 2015- June 2016</p>	<p>School Leaders, PTA members, Teachers, Partners</p>
<p>1. Increase the number of Parent Teacher Meetings and events held during the 2015-2016 academic year from 4 days to 8.</p>	<p>All constituents to include parents, students and teachers</p>	<p>July 2015- June 2016</p>	<p>School Leaders, PTA members, Teachers, Partners</p>
<p>1. Offer Curriculum Night for parents two times per year as an opportunity for parents to learn about the instructional objectives and methods teachers are using in the Fall and Spring</p>	<p>All constituents to include parents, students and teachers</p>	<p>July 2015- June 2016</p>	<p>School Leaders, PTA members, Teachers, Partners</p>
<p>1. Implement the use of Pupil Path as a communication tool for parents. Pupil Path is a computerized system that will enhance the communication between teachers and parents by providing immediate access to student progress online.</p> <p>2. Increase parent communication through our advisory model and weekly parent outreach.</p> <p>3. Engage parents in the development of self-monitoring plans for students in the lowest third and special needs.</p> <p>4. Organize Family Night</p> <p>10. Organize Cultural events (Potlucks and Teambuilding for all constituents</p>	<p>All constituents to include parents, students and teachers</p>	<p>July 2015- June 2016</p>	<p>School Leaders, PTA members, Teachers, Partners</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy and Title I SWP funds will be use to further support outreach to the community and families by hiring a new Parent Coordinator with experience in project management and community building. Hire a new Part Time Dean of Students and offering culturally relevant workshops and that will restructure our outreach.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. <u>Analysis of Parent Teacher conferences attendance reports</u> 2. <u>Analysis of Parent Teacher Association attendance reports and minutes</u> 3. <u>Analysis of Learning Environment Survey Report</u> 4. <u>Analysis and interpretation of School Connect SELF Surveys</u> 5. <u>Pupil Path reports</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Students who are reading below grade level as determined by DRP scores.</p> <p>Students who have not achieved college level passing rates on the ELA regents</p> <p>Students who are PID's</p>	<p>Modern Literature Seminar 9th and 10th grades.</p> <p>LightSail Program / Independent Reading</p>	<p>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</p>	<p>Dedicated independent reading class during school day for 9th and 10th grades.</p> <p>After School tutoring and writing workshops provided, one on one and small groups.</p> <p>Regents Preparation Courses: This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. And Saturdays 9:00a.m.-1:00p.m.</p>
Mathematics	<p>Students who are performing below grade level.</p> <p>Students who have not achieved college level passing rates on the Math regents</p> <p>Students who are PID's</p>	<p>Math Intervention Class</p> <p>Targeted Prep</p> <p>Basic skills and number sense remediation, based on Math curriculum materials.</p>	<p>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</p>	<p>After School tutoring and math workshops provided, one on one and small groups.</p> <p>Regents Preparation Courses: This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. and Saturdays 9:00a.m.-1:00p.m.</p>
Science	<p>Students who have not achieved college level passing rates on the Science regents</p>	<p>Targeted Prep and small group support with key assignments from normal school curriculum.</p>	<p>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</p>	<p>After School tutoring and science workshops provided, one on one and small groups.</p>

	Students who are PID's			Regents Preparation Courses: This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. and Saturdays 9:00a.m.-1:00p.m.
Social Studies	Students who have not achieved college level passing rates on the Social Studies regents Students who are PID's	Targeted Prep and Small group support with key assignments from normal school curriculum.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During school and After School tutoring, one on one and small groups. Regents Preparation Courses: This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. and Saturdays 9:00a.m.-1:00p.m.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have not achieved college level passing rates in classes. Students who are PID's Students with special needs Students considered LTA's, CA's and SCA's.	One to One Counseling, Girls Groups, Groups Counseling, UASBYW Mentoring Program	Mostly 1:1, with some small group counseling sessions.	During school sessions, after School workshops provided one on one and small groups. This service is provided Wednesday –Friday 2:45p.m.-5:30p.m. And Saturdays 9:00a.m.-1:00p.m.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The Urban Assembly School of Business for Young Women uses a variety of strategies to maintain the highest possible standards of qualifications for its teachers. For teacher recruitment, UASBYW organizes a team of teacher leaders to participate in the recruitment process, and we seek candidates from the NYC Teaching Fellows program, Teach for America, through the Open Market Transfer system, and also by attending open houses at various local graduate schools of education. We actively seek candidates who have substantial undergraduate and graduate level coursework in their areas of instruction.</p> <p>For retention, UASBYW conducts regular meetings with all teachers (at the beginning and end of the school year) to discuss "career path" options and to provide mentoring and support for teachers hoping to pursue a career in teaching (or in school leadership). UASBYW actively encourages its teachers to continue with further graduate coursework and to earn additional degrees that lead to "highly qualified" status.</p> <p>UASBYW also has a tiered professional development that is tailored to the individual needs of each teacher. We focus our P.D. on a system of grade/department team meetings --- with teacher leaders and administrators acting as "team leaders" for weekly meetings and P.D. sessions for every core academic teacher in the school.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The strategies for professional development and support of high quality teachers are focused at UASBYW on the system of collaborative team planning. All teachers work together in subject area/grade level teams, supported by a Team Leader (who is an administrator or teacher leader with a demonstrated record of strong achievement results. These teams meet at least twice-weekly to plan their upcoming lessons and to support the development of a curriculum that is strongly grounded in the Common Core goals. These teams include Special Education teachers, general education teachers and administrators.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	212,775.00	X	12,15,17,20,23
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,277,413.00	X	12,15,17,20,23

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. **[School name]**, 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 the school and the families. The school’s policy is

designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 316
School Name UA School of Business for Young Women		

B. Language Allocation Policy Team Composition

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

Principal Patricia Minaya	Assistant Principal Danielle Altadonna
Coach James Nicotri	Coach Gordon VanOwen
ENL (English as a New Language)/Bilingual Teacher	School Counselor Alicia McMillan
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Arlettis Rosa
Related-Service Provider Ryan Johnson	Borough Field Support Center Staff Member Jocelyn Santana
Superintendent Fred Walsh	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	N/A	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	362	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	6
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	8

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	6	1	0	4	1	2	8	2	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0							0	0
SELECT ONE	0	0							0	0
SELECT ONE	0	0							0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u> </u>
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Freestanding English as a New 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										8	1	1		0
Chinese											1		1	0
Russian														0
Bengali														0
Urdu														0
Arabic										1			1	0
Haitian														0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Thai/Bam ba											1	2		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1			1	0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										4	1			0
Expanding (Advanced)													1	0
Commanding (Proficient)										3		1	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 ELLs literacy skills are assessed using the LAB-R and the Spanish LAB for the Spanish speaking students. Based on the results of the LAB-R, which indicate their initial proficiency level, students are programmed for instruction. Every year, students are assessed using the NYSESLAT and are programmed according to the NYSESLAT results. Teacher created assessments are utilized to assess literacy. The assessments indicate that students need to continue to develop their reading and writing skills. Therefore, literacy development in all classes for all the students is one of the school's initiatives this year and part of the instructional plan. In addition, to listening and speaking, the ENL teacher emphasizes the development of reading and writing skills in her classes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The complete list of test results from the most current NYSESLAT is unavailable.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The ENL teacher, Adrienne Almeida, attended the Affinity Group professional development servicing educators new to the tool. The information in the "Notes" section was shared with grade team and content area teachers to support their curriculum planning decisions. Additionally, the main dashboard function has been instrumental in planning for the most productive use of stand alone and push in scheduling.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 The data pattern across proficiency levels reveals that ninth graders are progressing faster in speaking and reading than in listening writing. The majority of tenth, eleventh, and twelfth graders are progressing faster in listening, speaking, and reading than writing. Students have chosen to take the Regents exams in English although they have been provided with the accomodation of taking the

exams in their native language. Periodic assessments in English indicate that ELL students need further support and practice in the development of reading, writing and listening.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

The ENL teacher collaborates and shares her expertise with content area teachers during content and grade team meetings to develop curricula and look at student work. The ENL teacher works with content area teachers to modify curricula and provide different lesson entry points to make content comprehensible. Students are provided with language support when necessary.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The assistant principal reviews all list notice information to identify ELL students articulating to the school in September. A student/parent orientation meeting is scheduled for all articulating students prior to the end of the school year. The assistant principal monitors ATS reports throughout the school year to identify other possible ELL students newly enrolled to the school. Similar orientation workshops are provided when necessary. The assistant principal uses appropriate ATS reports to identify NYSESLAT results to identify student programming needs. In order to initially identify possible English Language Learners, the following steps are taken. This process which starts at the beginning of the school year is on-going. Parents of all students who are newly admitted to the New York City public school system and those students coming from parochial or private schools complete the Home Language Identification Survey (HLIS). In conjunction with administering the HLIS, an informal interview in their native language and English along with a formal initial assessment is conducted by the certified English as a New Language (ENL) teacher/coordinator, Adrienne Almeida, or a licensed pedagog. Depending on the results of the HLIS and the interview, the NYSITELL and the Spanish LAB for the Spanish speaking students is given within 10 school days to those students who are eligible. The ENL teacher administers the NYSITELL. Parents and students are provided with native language support during the intake process. For example, they are given the HLIS, programs brochure, and parent choice forms in their home language. Every spring during the months of April and May, all ELLs are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Used AMAO tool

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Follow the same procedures for any newly enrolled students, including with IEPs. We carefully review the IEP to check for previous language assessments. We continue to abide by the program recommendations and monitor the IEP goals.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

During the fall, both entitlement and non-entitlement letters are distributed to parents of ELLs. The letters are mailed to students' homes. The entitlement letters are maintained in a file drawer in the Assistant Principal's office. Parents Survey and Program Selection forms are maintained in the students' cumulative folders. Parents complete the Parent Survey and Program Selection form during the initial intake process and forms are collected. The ELL teacher and the Assistant Principal and necessary support staff provides outreach to ensure all parents return the required forms not previously returned.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
The information is explained to parents during the conference with parents and the ENL team.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Once a student has been identified as an ELL, the student's parent/guardian is given an informational guide in their home language about the important points of selecting a program for students learning English as a second language. At this time, the ENL teacher or the Assistant Principal give parents information about Transitional Bilingual, Dual Language, and Freestanding ENL Programs. Parents are shown the orientation video to inform them of the program choices available (Transitional Bilingual Education, Dual Language, Free Standing ENL) to them. They are given a Parent Survey and Program Selection Form in English and their home language. Next, parents are given time to read the information, ask questions, and complete the forms. If additional time is needed, parents are asked to return the form the following day. Parent Survey and Program Selection Forms are stored in the students' cumulative folders. Parents understand that they have the option of transferring their child to a school where their program of choice is offered. The school maintains an account of parents who request either the Transitional Bilingual program and the Dual Language program and is willing to start a program as soon as we reach the required number. The ELL coordinator and the Assistant Principal and necessary support staff provide outreach to ensure all parents return required forms. For those parents seeking Transitional Bilingual Education or Dual Language Programs, the assistant principal assists parents (with appropriate translators when necessary) in making appointments with the appropriate DOE program placement personnel. If a Bilingual Program or Dual Language program becomes available in the school, the ENL teacher, the parent coordinator, and the Assistant Principal will conduct outreach to parents to inform parents who have chosen Transitional Bilingual and/or Dual Language program that the program is available in the school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents are given communications that we do not have bilingual education programs and we only offer a single ENL program with no support for the primary language. This is communicated before a student applies and enrolls in our program, and ENL parents are also informed after students are placed in their ENL free standing course teacher, in both English and home language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We do not participate in Program selection at our school site because we do not offer multiple ENL tracks or bilingual education programs.
9. Describe how your school ensures that placement parent notification letters are distributed.
Programs and ENL services letters are backpacked on the first day of school, in addition to being mailed home to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The entitlement letters are maintained in a file drawer in the Assistant Principal's office. Parents Survey and Program Selection forms are maintained in the students' cumulative folders. Parents complete the Parent Survey and Program Selection form during the initial intake process and forms are collected. The ELL teacher and the Assistant Principal and necessary support staff provides outreach to ensure all parents return the required forms not previously returned.
11. 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.
In order to ensure that all ELL students take the NYSESLAT, ELL students are identified using ATS reports. The ENL teacher arranges the administering of the exam by a colleague who is familiar with the exam and the rubric. In order to ensure the four components of the NYSESLAT are administered, a schedule is created so that students can take each section of the NYSESLAT on a separate day. Those students who do not take a section because they are absent are given the opportunity to take the test during one of the make up days. Parents notification letters (in English and the student's/parent's home language) are sent home to inform parents that the students will be taking the NYSESLAT and the importance of taking it. Additionally, a phone master message is sent to the student's home a few days before the test to remind parents that the students will be taking the test. The ENL teacher, parent coordinator, and the administration conducts parental outreach to ensure students are present to take the test. Furthermore, the staff is informed about the ELL schedule test dates so they can accommodate their instruction accordingly.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
During the fall, both entitlement and non-entitlement letters are distributed to parents of ELLs. The letters are mailed to students' homes. The entitlement letters are maintained in a file drawer in the Assistant Principal's office. Parents Survey and Program Selection forms are maintained in the students' cumulative folders. Parents complete the Parent Survey and Program Selection form during the initial intake process and forms are collected. The ELL teacher and the Assistant Principal and necessary support staff provides outreach to ensure all parents return the required forms not previously returned.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Because we do not offer a choice in program models, there is no trends to be noted

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We programmed ungraded heterogeneous freestanding ENL classes to capture all of the students on our roster. Utilizing the AMAO tool, we will schedule cohorts of students once all of their most recent NYSESLAT scores are posted.
 - b. TBE program. *If applicable.*
N/A:
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Free-standing ENL program and push-in ENL program which offers ENL services to students based on their NYSESLAT results. Advanced and intermediate students are offered instruction in a push-in model. The ENL teacher pushes into content classes. The ENL teacher works collaboratively with the teachers to write curricula and plan instruction. Intermediate and beginning students receive instruction in the self-contained model as well as the push-in model.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
All content area teachers are aware of ELL student status and educational needs based on the NYSESLAT results, and consultation with the ENL teacher. Argumentative writing, non-fiction reading, academic vocabulary, listening and oral language development are taught in the different content areas. In order to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards, differentiated instructional methodologies which incorporate ENL strategies will be employed to address both those students needing further support and those ready for advancement. Individualized learning plans are developed for each student to establish current level of performance, set goals and establish progress throughout the year. Content area teachers are aware of each ELL student's home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging and community. All content area teaches incorporate skills based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills. Cooperative learning and peer tutoring small group instruction are tailored to the specific needs of students. There is an increased focus on metacognitive skills and strategies and increased use of scaffolded glossaries. All classrooms are equipped with Smartboard technology allowing for interactive lessons, visual support of content specific language and audio accompaniment. Instructional approaches and methods used to make content comprehensible to enrich language development include: the infusion of ENL methodology in content area instruction, infusion of all four language modalities, listening, speaking, reading, and writing in all classes, use of cooperative groups, analyzing assessment data to inform and improve instruction, utilization of appropriate instructional materials, the use of native language support, and native language materials.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
When possible, student native language and literacy skills are used as a foundation for second language acquisition. For example, the use of cognates and use of the native language for expression and understanding. Students first language is validated when student are given the opportunity to express themselves in the native language if needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher designs lesson plans that target all four modalities reading, writing, listening and speaking to provide students with the opportunity to read, write, listen and speak. There is on-going teacher assessment through writing prompts, guided reading, oral discussions, exit slips, summaries, projects, and oral presentations.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. Students will continue to receive their current academic classes and ENL teacher will conference with students and make appointments with parents to ensure a smooth transition without an interruption of learning for the student.

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

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

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

ELLs students with disabilities are programmed for ICT English classes and the ENL teacher pushes in to provide students with English proficiency skills in the least restrictive environment. This allows students to receive Special Education and ENL support in the least

Chart restrictive environment. During weekly PLC meetings, the ELL teacher, Special Education teachers and General education teachers collaborate to provide scaffolds, UDL, and CCLS aligned curricula.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

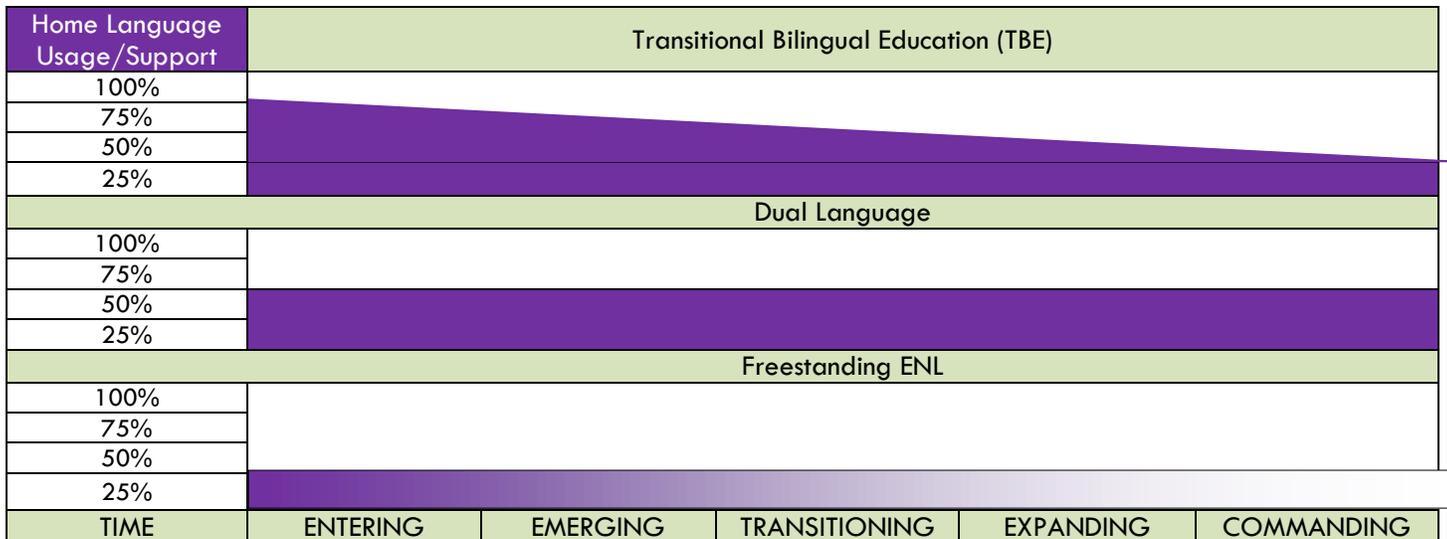


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

Our push-in model allows ELLs to continue to develop their language skills while at the same time gain knowledge in the content areas. As needed, ELLs receive direct support and instruction from the ENL teacher in areas such as vocabulary, reading comprehension, text to self connection and general English convention. All content area teachers incorporate skill based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills needed for language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?

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

No program/services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are offered equal access to school programs. All ELL students are encouraged to participate in the numerous academic, athletic and social groups provided by the school, including: Peer Tutoring, Mentor Mentee Program, Peer Mediation, Girls Who Code; Girls Volleyball; Girls Basketball, College, Culture Committee, Travel Club, and Business and Etiquette Club.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

Native language support is delivered in multiple ways. Teachers support instruction with the use of the native language. ELLs are encouraged to use their knowledge and understanding of their native language to support their learning of English and the content areas. Materials are available for the students use. The school library offers a wide range of materials in the students native language and has access to all electronic texts in the New York City library system in multiple languages through a pilot program. The school librarian co-designs curriculum with teachers and assists in the resourcing of curriculum.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Resources are age and grade level appropriate. ELLs are exposed to text complexity, academic vocabulary, non-fiction and fiction reading, reading strategies, argumentative writing, listening skills and development of oral skills. Ells are instructed using the same level of text complexity as our general education students. Resources and required services correspond to each ELLs age and grade level.

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

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

19. What language electives are offered to ELLs?

Spanish and French were offered to ELLs as language elective.

20. For schools with dual language programs:

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

This question does not apply to our school.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teacher programs allow for four periods of professional development opportunities each week. These meetings allow the ELL teacher to participate in grade level and departmental meetings, to case-conference students, share instructional practices and adapt content in order to support the specific academic and language needs of each student. The guidance counselors as well as the school leadership are part of the professional development. The Assistant Principal, who has a background in English Language Learners meets with the guidance counselors and parent coordinator to review incoming ELLs and share various ATS reports such as the RLER and RLAT. In addition, full day professional development opportunities will also give teachers and administrators exposure to strategies to support the needs of ELL students. The ENL teacher will provide the onsite professional development and will incorporate strategies and activities to meet the differentiated instructional needs of ELLs. All new general education teachers will be provided with seven and a half hours of professional development on ENL methodology. Professional development will be provided during twice weekly meetings and full-day staff development throughout the year (Election Day, Chancellors Day and Anniversary Day). All ELL and content area teachers, guidance counselors and administrators will be scheduled to participate in network and central professional development offerings (e.g., Common Core Instruction for ELLs, Enhancing Instruction for ELLs Through Scaffolds and Task Analysis). All professional development is aligned with the school's Language Allocation Policy.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The New York City Writing Project Consultant SESIS for Special Education including ELLs LAP Technical Assistance CFN monthly professional development meetings November CFN monthly professional development meetings The New York City Writing Project Consultant SESIS for Special Education including ELLs Common Core Instruction Principal's Study Group November 2nd Professional Conference
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All incoming 9th graders are in a free standing ENL section to help them acclimate to high school life. Including but not limited to working on content specific vocabulary, organization, self-advocacy, and moments to express themselves in English.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Embedded in the Professional Development Calendar. They are kept in a google doc shared with leadership. ENL conversations usually happen on Chancellor's Conference Days.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

See below

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

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

See below

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

See below

5. How do you evaluate the needs of the parents?

See below

6. How do your parental involvement activities address the needs of the parents?

Parents and students of ELLs are provided orientation through our ELL teacher. Time is taken to make note of individual student needs so that appropriate support is provided immediately at the start of the school year. Parents of ELLs are encouraged to attend Open School conferences in the fall and spring to discuss their child's progress as well as the program's goals and objectives, standards and assessments, and other pertinent information. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator and monthly newsletters. Bi-Lingual secretaries assist in scheduling appointments for meetings with parents when necessary. All written communication is sent to the parents in English and the native language. School personnel or a translator from the office of Translation Unit provide services to parents. Parental Involvement Activities affords parents of ELLs the opportunity to meet on a regular basis with the ENL teacher. Some upcoming topics will cover the college process, financial aid, helping students succeed in school, and immigration. Parental needs are evaluated through parent surveys. In an effort to address parent needs, we have developed a website and utilize Pulpil Path/Skedula grading system in an effort to better communicate with parents.

D. Additional Information

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

Thank you for your time and attention. We look forward to your feedback .

Part VI: LAP Assurances

School Name: <u>UASBYW</u>		School DBN: <u>02M316</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Minaya	Principal		1/1/01
Danielle Altadonna	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Adrienne Almeida	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
James Nicotri	Coach		1/1/01
Gordon VanOwen	Coach		1/1/01
Alicia MacMillan	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02** School Name: **M316**
Superintendent: **Fred Walsh**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages spoken at home at our school are:
Spanish, French, Arabic, Cantonese, Chinese, Bambara, Sign Language, Thai, Afrikans, Albanian, Bengali, Hausa, Italian, Soninke, Turkish, TWI, Urdu and Wolof.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook is distributed at the beginning of the school year- September 10, 2015.
Monthly Newsletter distributed monthly the first Friday of every month September 11, October 2, November 6, December 4, January 8, February 5, March 4, April 1, May 6 and June 3
Parent Teacher Conferences Announcements which are distributed four times per year.
Monthly PTA Invites distributed monthly the first Friday of every month.
After School Programs Flyer - October 15, 2015
Assessment Calendar 2015-2016 September 9, 2015 and December 11, 2015
School Leadership Team Important Announcements- The first Friday of every month September 11, October 2, November 6, December 4, January 8, February 5, March 4, April 1, May 6 and June 3

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents in need of translation will be submitted to LAC coordinator. The LAC coordinator will then ensure that all documents are translated in a timely fashion. Many documents will be downloaded from the the Translation and Interpretation Unit intranet site http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit. We will also use the

translation unit to enhance written translation services in 2015-2016 as well as having in-house school staff translate and support parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All translation needs will be submitted to our LAC coordinator in advance. Our LAC coordinator will then coordinate all efforts in ensuring that over-the-phone translation or interpreters are scheduled and services retained.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All faculty and staff members will receive training of translation services protocols as well as over the phone interpretation procedures. We ensure that all teachers and staff receive a copy of the "I Speak..." card which includes the phone number of over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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