

Women's Academy of Excellence

Comprehensive Educational Plan (CEP) 2019-2020

Comprehensive School Narrative

The WAE school community which is comprised of scholars, teachers, administrators, parents and community leaders offers a dynamic, interdisciplinary learning environment exposing scholars to a rigorous college preparatory curriculum. As a result, the scholars experience great success on many levels, as they specialize in the fields of Math, Science and Social Change. Five Advance Placement courses including (AP Chemistry, AP Literature, AP Statistics, AP US, and AP World) provides scholars the opportunity to be college ready.

The WAE scholars are also required to complete 200 hours of community service prior to graduation.

The goal of the school is to provide a quality education for young women. The school provides targeted academic intervention for students that are in need of additional instructional support, including lunchtime tutoring, PM School and Saturday Academy. It also offers a committed youth development team. The teachers support one another through Professional Learning Communities, Common Planning with Special Education staff, Equity Team, Instructional Leadership Framework Team (ILF/T), and Staff Development Team.

The WAE incorporates leadership classes, which meet regularly for 45 minutes, using the Overcoming Obstacles Curriculum, and allows for team building activities, discussions of personal/social issues that concern the scholars, college education and women empowerment. The leadership teachers serve as mentors, advocates, and cheerleaders. The Leadership teachers provide a home base for building positive social relationships and also serve as a means connecting with the greater school community. This includes Empowerment Workshops through Destiny Designer's University and Public Speaking Workshops through Elite vision.

Through a strong partnership with parents, caretakers and guardians, the school organizes and initiates collaborative projects to instill values, ethical principles of behavior and sound judgment in each and every scholar. In this way, it is ensured that scholars excel scholastically, socially and emotionally; and are able to achieve success throughout high school and when they enter college. Our expectation is that the scholars will be leaders in school and in their communities as well.

The WAE offers scholars the opportunity to participate in student government, empowerment initiatives, music, PSAL sports, and community service projects. The WAE believes that community service is a foundation for great leaders. It builds character, self-esteem, and instills a sense of civic responsibility. The WAE is proud to be affiliated with and supported by the following organizations. The NY Coalition of One Hundred Black Women, L'Oreal: Zeta Phi Beta Sorority Inc. (AAOZ chapter), Montefiore Hospital, AP for All, College Access for All, Lehman College, Monroe College, Mercy College, the Agency for Children Services North Bronx Office, and the PitchIn Foundation.

2. Provide a reflection on the implementation and impact of the previous year's CEP and how that will inform the plan for the upcoming year. Please include:
- Specific challenges that the school faced regarding CEP Action Plan implementation
 - Any key learnings from those challenges
 - A summary of the aspects of the plan that went well and the most significant positive impact(s) that resulted from the previous year's plan

While the structure of the schools professional learning communities is around vertical, horizontal alignment and interdisciplinary approach, the school has not been fully implementing the design of interdisciplinary curriculum. One hundred percent of the teachers are using the common core curriculum,. The collaboration among staff in different areas of discipline in the use of an interdisciplinary strategy across all content areas is transparent in WAE. With the implemented AP for All, the school has made efforts through Vertical Team to create opportunities for Interdisciplinary projects. .One of our goals is to address the declining percentage of students passing the Regents examination in Global and Living Environment. An expanded interdisciplinary approach will certainly help us meet one of our academic goals.

Due to a more expanded structures that were in placed, it impacted significantly on the following:

- 1) Graduation rate increased from 60% to 65%.
- 2) Chronic absenteeism of 59.4% is below from the MIP of 74.2%.
- 3) Parent's response rate of the school survey increased to 70%. This is 4 points higher than the actual target indicated in the CEP goal.

Summary of Continuous Improvement Planning

Briefly list the areas that this plan aims to improve (i.e. Improve grad rate)	Briefly summarize the actions the school will take to improve in these areas	Summarize PD opportunities that will be provided to school staff to improve in these areas	Summarize how the school will leverage technology to improve in these area	Summarize how the school will leverage technology to improve in these areas If applicable, briefly describe how strategic collaborations and partnerships with outside organizations will be leveraged to improve in these areas
Improve Graduation rate and attendance rate	Increase rigor in the classroom Enhance implementation	*Maximizing the use of SKEDULA and CAASS Understanding ESSA Accountability (i.e. Chronic	The use of technology will provide personalized experiences, open	School will work closely with the Bronx Field Support Center (BFSC) to support teachers in identifying research based strategies for

	<p>of interdisciplinary instruction</p> <p>Increase system of accountability among key stakeholders in the school community</p> <p>Provide Academic intervention services to struggling students through lunch and learn program</p>	<p>absenteeism, graduation accountability, MIP goals, etc)</p> <p>Data Analysis (use of Excel, Progress Towards Graduation Tracker (PTGT), baseline and formative assessments, etc)</p>	<p>communication and strong relationships with school staff and families to contribute to students' academic success and promote high graduation rates. The use of technology would provide staff and families early warning data to improve students' attendance and consequently academic performance.</p>	<p>interdisciplinary instruction.</p> <p>Agency for Children Services North Bronx Office, Montefiore Hospital and the PitchIn Foundation</p>
Advance Literacy across content areas	Expand inquiry work through vertical and horizontal teams.	<p>Vertical and horizontal teaming alignment</p> <p>Work Cycle Protocol</p> <p>Looking at student work protocol</p> <p>Research based instructional strategies that address the 4 hallmarks of Advance Literacy</p>	<p>Teachers are expected to share resources such as lesson plans, best practices and data through the use of Google classroom.</p> <p>The use of technological resources such as Promethean Board, Smart Board, laptops, calculators, document cameras will enhance classroom instruction.</p>	Bronx Field Support Center (BFSC)
Equity and	Increase offering of AP from 3 to 5	AP for All content area PD offered by National Math and	Resources for teachers and also for students	AP for All, Lehman College, Monroe College, Mercy

Student Voice	<p>courses and expand opportunities to ALL students including ELLS and SWDs.</p> <p>Improve parental outreach to English Language Learners to increase enrollment to college Now courses</p>	<p>Science Institute (NMSI) and Laying the Foundation (LTF)</p> <p>Empowering ELL Parents and Families</p> <p>Maximizing the use of Over the Phone Translation Services</p> <p>Equity PD/</p>	<p>and parents will be shared through Google classroom.</p> <p>The use of Promethean Board, Smart Board, laptops, and Document camera will enhance classroom instruction and presentations provided to parents.</p> <p>AP Statistics teacher will use flip classroom through the use of Screen-o-Matic software.</p>	<p>College, Montefiore Hospital</p> <p>The NY Coalition of One Hundred Black Women, L'Oreal: Zeta Phi Beta Sorority Inc. (AAOZ chapter)</p>
Increase positive response rate of the pre-student survey	<p>Develop an expanded program to improve supportive learning environment.</p> <p>To implement more youth development activities and empowerment programs for the students such as the Girls Who Code Club, the Ambassadors Club/ Model U.N. in addition to existing clubs. Expand WAE d</p>	<p>Professional development on the effective implementation of the Overcoming Obstacle through leadership classes.</p> <p>Implicit Bias practices</p> <p>classroom Management</p> <p>Effective de-escalation strategies</p> <p>Restorative Justice</p> <p>Positive Behavior Intervention Services</p>	<p>laptops are necessary to support Girls Who Code Club, Ambassadors and Student Council.</p> <p>The school's website will be the major source of information dissemination of the different calendar of activities of the Student government and different clubs or organizations.</p>	<p>The NY Coalition of One Hundred Black Women, L'Oreal: Zeta Phi Beta Sorority Inc. (AAOZ chapter)</p> <p>Agency for Children Services North Bronx Office,</p>

	ays to include curriculum/ activities for those students who are excluded (e.g. workshop for consequences, etc)			
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Continuous Improvement Planning - Literacy Across the Content Areas

Part 1 – Goals: What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable
Framework Score: Rigorous Instruction: Percent of students scoring 55 + in the Global and US History Regents	48% (from 40% in 2018-2019)	Students with Disabilities 10th and 11th grades
ELL Progress Percent of ELLs who will move at least 1 level higher (e.g. entering to emerging, emerging to transitioning, etc) based from the NYSESLAT Examination	50% (from 44% in 2018-2019)	English Language Learners of Class 2020 and 2021

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
Item analysis in all the January and June regents examination indicate that about 80% of the English Language Learners did poorly in short response questions (Thematic Essays in History, argumentative essays in English and short response questions in Algebra and Living Environment. Scholars have demonstrated a need to improve communication skills verbally and in writing.

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
Strengthen communication skills through writing and speaking across all content areas for ELLs.	Of the 71% of students who took the 2017 SAT, 20% meet the college ready benchmark in evidence-based reading and writing (2017-2018 school quality guide).
Establish structures that improve student's academic and literary vocabularies for improved reading comprehension.	About 25% of the school populations are English Language Learners. The School's ELL population is 3% higher in comparison to the Borough and 9 % higher compared to the City. The incoming ELA Proficiency Level of 82% of the students were either Level 1 or 2 (School Quality Report 2017-2018).

Results of the 2018-2020 inquiry work revealed academic and content specific and grade appropriate academic vocabulary development area areas of foci.
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Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities/ Strategies	Target Subgroup (Incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put N/A	Activity Type	Time Frame	Personnel/ Title Responsible	Partners/ CBO's Leverage
Establish data teams, both horizontally and vertically, to assess student writing samples for strengths and areas of growth. Ensure that there is an ENL / Special Ed specialist familiar with language development of ELL/MLL on the team.	All Students	Students with Disabilities English Language Learners	Improve/Implement Instructional Strategy	Annual	Admin ELA Department Team leader PCT	N/A
Determine areas for growth and create professional development with inquiry cycles based upon student writing samples, using the language development progressions as a reference tool.	ELLs		Implement Collaborative Inquiry	Annual	SDC Chair PCT Admin	N/A
Teacher teams will engage in classroom visits, using a school-wide	Students with disabilities Students		Implement Collaborative Inquiry	Annual	PCT Admin	

protocol and rubric as a framework, to norm highly effective expectations and practices in writing.						
Ensure common planning for special education /ENL teachers and general education teachers.	Students with Disabilities English Language Learners		Teacher Teams/ Common Planning	Annual	Admin	N/A
Develop vertical and horizontal teacher teams to evaluate current reading and writing curricula and revise as needed to ensure each unit includes varied language experiences, teaching individual words, teaching word-learning strategies, and fosters word consciousness.	All Students		collaborative Inquiry	Annual	Admin PCT	
Develop cycles of professional learning to support teachers planning instruction for varied language experiences, teaching individual words, teaching word-learning strategies, and fostering word consciousness.	All Students		Professional Development	Annual	School Development Committee Chair	
Schedule time for independent reading of self-selected books in	ESL/ Students with Disabilities		Implement Tiered Student Intervention	Annual	ELA Department Team Leader	

all ELA classes to increase word exposure and provide opportunities for students to use both word consciousness and word-learning strategies.						
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Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of Program	MTSS - Delivery of Service	MTSS “Tool” Category (if applicable)	Criteria for determining services (for additional guidance, refer to NYSED’s memo)	When is the service provided
Tier 2 Intervention	Preventing Academic Failure	Small Group Instruction	School-Created Non-Digital Tool	Student has not made adequate progress on the 4 hallmarks of Advance Literacy	7 th Period/ Lunch and Learn
Tier 3 Intervention	Individual mentoring	Individual academic instruction	School Created	Student demonstrates potential to benefit from individual support and attention.	7th period/ Lunch and Learn
Tier 3 Intervention	Check in Check out	Individual conference with school guidance counselor or social worker	School Created	Challenging or disruptive classroom behaviors persist after general classroom management techniques or interventions have been implemented	During School (7 th period)

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Time Frame	Partners/ CBOs
Share data and school goals with families in SLT meetings, PA/PTA Meetings, and make a plan to take action.	Annual	N/A
Send printed announcements to parents periodically about upcoming meetings, events and student outreach.	Annual	N/A
Allocate resources for translation and interpretation services for all family facing communications, documents, and events.	Annual	N/A

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	Key Performance Indicator	Quarterly Monitoring Progress				Target Subgroup/ Grade or Cohort
		Q1	Q2	Q3	Q4	
English Language Learners (ELLs) Baseline Assessment	Percent of students Scoring on grade level in writing argumentative essay	45%	55%	65%	75%	All ELLs

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/ schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)
Provide time for teachers to meet by Department and by Grade team to conduct inquiry at least once a week	Assign grade and department team leaders to increase inclusive decision making process Admin will monitor progress and increase teacher accountability	Tax Levy
The PCT implement Lab Classroom to provide support in the implementation of the vertical teaming	Peer Collaborative Teacher will be hired to support the conduct of collaborative peer observation	AP for All
Structure teacher schedule to include individual student remediation/tutoring during 7th period	All teachers will be required to tutor at least 5 students either on Thursday/ Friday (reading buddy, academic intervention)	Tax Levy
Academic support will be provided to students at least once a week on all targeted areas.	Provide per session activity for teachers conducting after school tutoring.	Tax Levy

Section 4: Continuous Improvement Planning – Graduation

Graduation Goals: What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable
August 4 Year graduation rate	70%	Cohort 2020
Graduation rate for the subgroups (English Language Learners and Students with Disabilities. The 2019-2020 District/School target is 45.5%.	50%	Students with Disabilities English Language Learners
Percent of students on track for Regents by January 2020	60%	Class of 2020
Percent of Students 10+ Credits	70%	All English Language Learners

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
The various data showed that more than 70% of our students entered the school performing at level 1 and 2 in the ELA eighth grade standardized assessment. Since many of our students had low literacy levels, this is impacting their performance in content area classes. The needs of the school are most evident in the area of literacy. The belief, across the content areas, is that when the literacy levels of the scholars are target and improved to proficiency levels, they excel. Therefore, the instructional focus of the school is that “Students will develop the literacy skills necessary to develop communication and collaborative skills that support college and career readiness through the use of research, textual evidence, discussion, writing and productive struggle”. This is aligned with the feedback from the Superintendent’s Fall 2017 visit. The recommendation was “for teachers to focus on increasing accountability for active engagement from all students that will increase student independence to support productive struggle in the classroom.

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
Improve communication and accountability of instructional expectations across all teachers.	The Deputy Superintendent recommended to develop teachers to ensure resources allocated are effectively utilized to strategically push the rigorous questions being posed (in alignment with the school's priority statement. This practice was seen in the Global classroom but not in some classrooms. Percentage of students (Cohort of 2020) who are "off track" for credit accumulation based on the Progress Towards Graduation Tracker (PTGT) during the Spring 2019 was 67%.
Ensure that standalone ENL classes are rigorous, standards-based and age-appropriate.	Based on the June 2019 Regents results in ELA and US History, the number of students who passed the regents in both examinations are below 30%. Of the 23 ELLs (including former ELLs) who took ELA, 5 of those passed the Regents. In addition, 1 of the 16 ELLs passed the US History Regents.

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities/ Strategies	Target Subgroup (Incl. All Students)	Activity Type	Activity Type	Time Frame	Personnel/ Title Responsible	Partners/ CBO's Leverage
Continue to develop and norm an instructional focus across all teachers with aligned instructional strategies.	All Students	Shared and Inclusive Curriculum	Shared and Inclusive Curriculum	On going	Admin Team Leaders	
Increase more intentional instructional walkthroughs within teacher teams to norm instructional strategies and expectations across classrooms	Students with Disabilities English Language Learners	Instructional rounds	Instructional rounds	Annual	Admin	
For students who are reading below grade level, ensure that text sets are used in all content areas to bolster students' background knowledge thus	English Language Learners	Shared and inclusive curriculum	Shared and inclusive curriculum	Ongoing	Admin PCT	

making complex on-grade level text more accessible.						
Ensure that teachers are aligning their objectives, instructional opportunities, and formative assessment to the State Standards by using the Universal Design for Learning (UDL).	Students with Disabilities	Increase student engagement	Increase student engagement	Annual	Admin	

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of Program	MTSS - Delivery of Service	MTSS “Tool” Category (if applicable)	Name of Tools (if applicable)	Criteria for determining services (for additional guidance, refer to NYSED’s memo)	When is the service provided
Differentiation of Core Instruction	Strategies for addressing comprehension and vocabulary	Differentiation of Core Instruction	School Created	Teacher observation reports; copy of lesson plans	Student has not made adequate progress in reading comprehension. Needs more support in vocabulary building skills and additional support in comprehending text	During school
Enrichment	Intensive academic intervention support	Individual academic intervention	External Digital Tool	Castle Learning		During school

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Time Frame	Partners/ CBOs
Communicate regularly to parents on students’ academic performance through Skedula	Fall	N/A
Facilitate parental review of their students' performance by inviting parents during Parent Engagement Tuesday	Fall	N/A
Provide parents with an overview of the curriculum, expected student learning outcomes, assessment methods, and expectations for parent participation	Fall	N/A

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	Key Performance Indicator	Quarterly Monitoring Progress				Target Subgroup/ Grade or Cohort
		Q1	Q2	Q3	Q4	
Marking Period Grades	Percent of Students on-track in Credit Accumulation	80% passed each MP	80% passed each MP	80% passed each MP	80% passed each MP	Class of 2020
Attendance Rate	Percent of Students on track on Regents Examination after the January 2020 Regents	75%	75%	75%	75%	ELLs & SWDs of class 2020

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/ schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)
Grade teams meet during 7th period to discuss student progress and create student action plans	Grade team leaders will submit weekly report of minutes and meetings and also submit copies of action plans	Tax Levy
Lunch and learn will be provided to targeted seniors on various days (except Wednesday)	Senior teams look at students transcripts and identify what regents senior students need. Create lunch and learn schedule for identified students.	Tax Levy
After school or Saturday Regents prep classes will be provided	Identify teachers who are willing and qualified to teach Regents prep classes. Teachers are required to monitor student progress and submit report on a regular basis	Tax Levy
Include instructional walkthrough as part of the PLC activity.	Department and grade teams are required to submit minutes and results of walkthroughs conducted. In addition teachers will be made accountable to implement strategies learned through the walkthroughs. Substitute teacher is required to cover teachers conducting walkthroughs.	Tax Levy

Section 4: Continuous Improvement Planning - College, Career, & Civic Readiness

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable
Percent of Students Who Have Had at Least 1 College Visit This Year	60%	SWD, ELLs
Percent of Students who have at least 1 college visit	60%	Class of 2021
Percent of Students Who Apply to at least one CUNY	80%	Seniors

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
Based from the item analysis conducted by teachers, the weakness of the students was in the area of writing which included the following components:: (a) Acquiring and maintaining subject area content, (b) understanding the stem of multiple choice questions and (c)the conceptual understanding needed for writing the essay. (ELA Department). Engaging students in productive struggle was also another area of need for this goal to be achieved.

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
Improve families' understanding of key postsecondary planning milestones at each grade level.	As mentioned earlier, for the past few years, the school was faced with a challenge of English Language Learners who are non-English speakers. For the graduating seniors in 2016-2017, zero percent of the English Language Learners graduated high school (SOURCE: L2RPT). Attendance of parents on various College Readiness initiative (College Planning, College Application Process, etc) had been very low for the last 5 years (Source: school based parent attendance)\
Build 9th and 10th graders' awareness of postsecondary pathways and provide early planning opportunities by	The percentage of graduating seniors who enrolled to a 4 year or 2 year programs in CUNY is 35% (Source: 2017-2018 School Quality snapshot).

including post secondary materials in the leadership curriculum.	
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Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities/ Strategies	Target Subgroup (Incl. All Students)	Activity Type	Time Frame	Personnel/ Title Responsible	Partners/ CBO's Leverage
Develop family milestones for postsecondary planning for through leadership classes	All Students	Development of Postsecondary plans	Annual	All Leadership Teachers	
Embed postsecondary planning workshops in existing events (PTA, parent-student conference) to ensure all families receive key information at each grade level; monitor family participation to determine additional tiers of outreach and support needed.	ELLs SWDs	Development of post secondary plans	Annual	Guidance Counselor Parent Coordinator	
Establish at least one postsecondary awareness opportunity per semester (i.e. college campus visits) that all students participate in in 9th and 10th grades.	ELL SWD	Development of Post secondary plans	Annual	College Access for All	
Provide one-on-one postsecondary counseling in 12th grades.	Students with disabilities/ English Language Learners	Development of Post-secondary plans	Annual	College Access for All	
Develop tracking system and monitor student-level matriculation milestone completion in 11th and 12th grades (SAT completion, postsecondary application completion, financial aid application completion, postsecondary enrollment).	Seniors	Development of Post-secondary plans	Annual	Guidance Counselor and College Access for All	

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of Program	MTSS -Delivery of Service	Name of Tools (if applicable)	Criteria for determining services (for additional guidance, refer to NYSED's memo)	When is the service provided
Tier 3	Individual Counseling	Individual Counseling services with school Guidance Counselor or Social Worker	School Created	Student presents with a specific social or emotional need that would benefit from therapeutic intervention in an individual setting.	During School Day
Tier 3	Small group social skills	Small Group Instruction	School created	Student experiences challenges developing social or emotional skills and those gaps in skills present challenges for academic and/or social functioning.	During School Day After School Day
Tier 2	Check in Check out		School Created	Challenging or disruptive classroom behaviors persist after general classroom management techniques or interventions have been implemented	During School Day After School Day

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Time Frame	Partners/ CBOs
Initiate a student created parent invitation for parent conferences and meetings.	Annual	N/A
Strengthen guidelines and accountability for regular communications between school and home, such as weekly calls from teachers, use of online text messaging through Kinvolve and/or sending message through pupil path.	Annual	N/A
Increase accountability of parent-staff communication by requiring staff to create anecdotal logs through Skedula.	Annual	N/A
Create an annual calendar for parents.		

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	Key Performance Indicator	Quarterly Monitoring Progress				Target Subgroup/ Grade or Cohort
		Q1	Q2	Q3	Q4	
Extra-curricular activity rosters	Percent of Students who participated in college trips	20%	40%	50%	60%	All SWDs
Extra Curricular Activities rosters	Percent of students who participated in college trip	20%	40%	50%	60%	Cohort 2022

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/ schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)
Meet two times a semester to plan for college trip	College Access for All Team will meet and plan for college trips	College Access for All
Meeting during 7th period (Wednesday) and/ or after school (Tuesdays) to plan for parent-student and teacher meetings/ conferences	Grade teams will be required to submit student action plans for targeted students.	Tax Levy
Conduct one-on-one college counseling at least two times to each senior student.	Structured in the Guidance Counselor's program	Tax Levy
Family engagement meeting periodically	SLT will meet at least once a month	Tax Levy
Public speaking classes through Elite vision are offered to 12th graders. Empowerment Workshops will be offered to all leadership classes	Hire consultants to provide the support.	AP for All Tax Levy

Section 4: Continuous Improvement Planning - Attendance/Chronic Absenteeism

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable
Chronic Absenteeism Rate	54% (55.9% in 2018-2019)	All Students
Chronic Absenteeism Rate	53% (55% in 2018-2019)	ELLs & SWDs
Attendance Rate	82% (78.9% in 2018-2019)	All Students

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
Numerical analysis, reading, writing and comprehension skills. Low self-esteem and low motivation.

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
Grow school staff's and community understanding of the importance of attendance as having direct impact on academic success.	The achievement of the students Chronic Absenteeism rate was due to the expansion of the systems that were put in place to increase the accountability of teachers taking attendance. The MIP for Chronic Absenteeism for this year is 74.2% and a long-term goal of 65.2 for 2021-2022. As of September 17, 2019, CA for all students is 57.8% (source is L2RPT).
Provide personalized supports to students who are chronically absent.	The perception of students who are chronically absent is that they do not feel that it is important to attend school every day. In accordance to the 2017-18 School Survey, 52% of the students surveyed felt that most students believed that it was important to attend school every day.

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities/ Strategies	Target Subgroup (Incl. All Students)	Activity Type	Time Frame	Personnel/ Title Responsible	Partners/ CBO's Leverage
Send letters home to families at regular intervals over the course of school regarding student attendance and the importance of consistent attendance	Cohort 2020	Enhance/ Utilize Data System	Every Semester	Parent Coordinator	
Differentiate activities and supports to target students who are chronically absent and refer students and families to additional services when needed	Students with Disabilities/ ELL	Enhance/ Utilize data Systems	Annual	Guidance Counselor	
Ensure each student is known well by at least one adult on staff	All students SWDs ELLs	Know Every Student Well	Annual	Admin	
Distribute and explain School Attendance Plan and attendance policies to all staff	ELLs	Professional Development	Annual	Admin	

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of Program	MTSS -Delivery of Service	MTSS “Tool” Category (if applicable)	Criteria for determining services (for additional guidance, refer to NYSED’s memo)	When is the service provided
Tier 2	Action plan to address barriers and increase engagement	Through Leadership Classes	School Created	For students attending 80-85% of the time (DOE Risk Group: Chronically Absent)	During School
Tier 2	Good and improved attendance is recognized	WAE Day, Attendance Trip, Attendance Certificate Parent of students with 90% attendance are recognized during the school wide Awards Ceremony	School Created	For all students and also students with higher than 90% attendance	After School

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Time Frame	Partners/ CBOs
Provide parents and families with a school calendar and attendance tracker for each individual student	Annual	N/A
Sharing information on attendance data school and parent related programs, meetings and other activities in a format, and in the home languages of the students.	Annual	N/A
To expand teacher accountability in taking attendance using the two online platforms CAASS and Kinvolve.	Annual	N/A
Include the assistance of the Leadership Teachers to implement attendance lessons into the leadership classes and require each leadership teacher to conduct student conferences with students who have attendance rate below 80%. Select an attendance lesson and have then write "Why Attendance is important"	Spring	N/A

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	Key Performance Indicator	Quarterly Monitoring Progress				Target Subgroup/ Grade or Cohort
		Q1	Q2	Q3	Q4	
Percent of teachers taking attendance on time in CAASS and Kinvolve	YTD Attendance Rate	90%	95%	100%	100%	All Students
Attendance Rate	Percent of students with at least 75% attendance rate	50%	60%	65%	80%	Cohort 2020

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/ schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	Other
During leadership classes	Leadership teachers conduct student conferences and lesson about the importance of attendance to academic achievement	Tax Levy	N/A
After school Tuesdays	Parent Engagement. Grade Teams/ staff conduct phone conferences and/or teacher parent conferences on Tuesdays.	AP for All	
After School	Attendance teacher conducts home visit for students who have 5 or more absences	Tax Levy	N/A
During 7th period/ After school	Grade team conducts individual student conferences for students who are absent for at least 5 days and create action plans and meet with students and parents.	Tax Levy	N/A
Attendance meeting at least once a week	Attendance team (principal, attendance teacher, coordinator, guidance counselor and parent coordinator) meet weekly to establish plans of action to improve overall school attendance and to address 407	Tax Levy	

Continuous Improvement Planning - Equity & Student Voice

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable
NYC School Survey: Positive responses on Supportive Environment (Classroom Behavior)	65%	All Students
Percent of Students who enrolled in AP courses and/or College Now courses	30%	Students with Disabilities English Language Learners including former ELLs
Student-Teacher trust Survey Rating	2.5 (currently at 1.00)	All students Responses

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
<p>Student academic skills that the school needs to develop include but not limited to the following: mathematics, reading and writing skills and critical thinking and problem solving skills (Inquiry Team Discussion/ Presentation)</p> <p>The need of students for personal attention and support if not given attention impede their ability to perform well in high challenging tasks.. Survey results indicated that 51% of the students provided them support if they needed to catch up with something or when they had trouble learning something. Of those who responded, 44% of the students stated that their teachers supported them when they were upset.</p>

Objective	Rationale & Data Citation for Creating this Objective
Expand structures to support the development of student voice, and student leadership that allows students to critically examine school structures and act as agents of change.	About 30% of the school population were English Language Learners and former ELLs (RLAT report, ATS)
Increase enrolment in AP courses of students in various subgroups (ELLs and Students with Disabilities)	Three percent of Students with Disabilities were enrolled in one AP class for 2018-2019 (STARS, ATS, and SESIS).
Increase implementation of culturally responsive lessons across all content areas.	Twenty four percent of the all English Language Learners who qualify for ENL services were enrolled in at least 1 Advance Placement Courses. and 2% scored a 4.
	Based from the AP courses application, about 12 students with disabilities and 14 ELLs were interested to take at least 2 Advance placement classes for the Fall of 2019.
	Percent of positive response of student survey in classroom behavior was 48% and 51% for personal attention and support (2017-2018 School Survey).
	Parents of ELLs do not typically allow their daughters to attend College Now courses

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities/ Strategies	Target Subgroup (Incl. All Students)	Activity Type	Time Frame	Personnel/ Title Responsible
Conduct Implicit Bias Awareness workshop with all staff.	All Students	Unpack Standards	Fall Semester 2019	School Development Committee Cambridge Education
Schedule time for student advisory or leadership groups to collaboratively plan and/or provide input to the School Leadership or Instructional Leadership Teams	Students with Disabilities	Increase student Engagement	On going Monday	Youth Development Destiny Designer University Elite Vision
Include students in instructional walkthroughs to inform decision making about creating positive, strengths-based environments	ELLs	Implement culturally relevant instruction	On going	Peer Collaborative Teacher Team Leaders
Develop vertical and horizontal teacher teams to align instructional expectations to support school wide postsecondary planning scope and sequence.	Students with disabilities and English Language Learners	Provide access to college course curricula (e.g. AP courses and College Now courses)	On going	Peer Collaborative Teacher
Have the Instructional Leadership Team, with student input, identify, discuss and dismantle implicit bias in the curricula and assessments.	SWDSs/ ELLs	Improve/Unpack/ implement Curricula	On going	Vertical Team
Provide Professional Development programs to support teachers in improving rigor and probing questions that supports productive struggle.	All Students	Professional Development	On Going	SDC Data Specialist

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of Program	MTSS - Delivery of Service	MTSS “Tool” Category (if applicable)	Name of Tools (if applicable)	Criteria for determining services (for additional guidance, refer to NYSED’s memo)	When is the service provided
Tier 2	Academic Intervention Services (Lunch and Learn, PM & Saturday Schools, and Peer Tutoring Regents Prep Sessions	Small Group Instruction		Castlelearning Albertio Teacher created non digital tool	Student demonstrates potential to benefit from peer academic intervention program	During School After School
Tier 2	Provide extra days to re-teach lessons or catch up curriculum based on teacher request/ recommendations	Small Group Instruction	School Created	Online support (castlelearning, flip classroom or Goggle classroom)		
Tier 2	Strategies for addressing comprehension and vocabulary skills	Small Group Instruction	School Created		Student has not meet adequate progress in Advance Placement classes that requires reading comprehension skills	

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community empowerment	Time Frame	Partners/ CBOs
Openly communicate, in multiple formats and languages, upcoming events at the school.	Annual	N/A
Share data and school goals with families in SLT meetings, PA/PTA Meetings, and make a plan to take action. with the coordinated efforts of UFT Chair, Ms. Ambrose and Parent Coordinator, Ms. Burns.	Annual	N/A

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	Key Performance Indicator	Quarterly Monitoring Progress				Target Subgroup/ Grade or Cohort
		Q1	Q2	Q3	Q4	
Unit/lesson plans	Percent of Students Passing at 65+ in all AP classes	70%	75%	80%	90%	All Students

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/ schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	Other
Professional Learning Community meetings during 7th period (once a week for each team)	<p>Department (vertical) and grade team (horizontal) team leaders look at data and monitor progress of inquiry teams</p> <p>Peer collaborative Teacher sits down during department team meetings to provide support in the implementation of the vertical team meeting.</p> <p>On a monthly basis the team will look at data and identify areas of strengths and areas of focus</p>	Tax Levy	N/A

Instructional Leadership Framework Team meets once a week	ILF teams which includes department team leaders discuss implementation of the the ILF goals and objectives. Identify areas of strengths to leverage focus area.	AP for All	
After school Professional Development every Monday	Every Monday, through the leadership of the SDC Chair, a school wide PD will be conducted based on the teachers' needs.	Tax Levy	N/A
Saturday Catch up days for AP classes	Advance Placement teachers will meet and create Saturday WAE enrichment calendar	Tax Levy	N/A

Section 5: Developing & Implementing Quality IEPs

Part 1 – Goals:

What are your school's goal(s) related to improving the quality and implementation of IEPs?

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable
Chronic Absenteeism Rate	65% (69.8% in 2018-2019)	SWD/ Cohort 2020
NYSED Math Exam Percent Proficient Scoring Level 2+	50%	SWD

What are your school's goal(s) related to the timely completion of IEPs developed by the school, including teacher and psychologists?

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable
Percent of students 10+ Credits	70%	SWD

Part 2 – School Needs & Key Objectives:

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
Teachers will plan instruction for students with disabilities inclusive of appropriately rigorous standards-aligned annual goals.	<p>4-Year graduation rate for ICT classes of the school for 2017-2018 was 43% (2017-2018 School Quality Guide).</p> <p>The combined average percent of school's lowest third earning 10+ credits is 59.5% (averaging the 9th, 10th and 11th percent).</p> <p>The data indicate the need for the school to design inclusive lesson that increase rigor and are aligned to the state standards</p>

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities/ Strategies – Quality IEPs	Activity Type	Time Frame	Personnel/ Title Responsible	Measurement Tool for Monitoring Impact
Ensure program and service recommendations are appropriate for each student and provide access to the student	Teacher Team/PLC Development/Common Planning	On going	Admin Liaison, Instructional Support Services	IEP Review
Develop appropriately rigorous standards-aligned annual goals	Teacher Team/PLC Development/Common Planning	On going	Admin, Liaison, Instructional Support Services	IEP Review
Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Teacher Team/PLC Development/Common Planning	On going	Admin, Liaison, Instructional Support Services\	IEP Review
Ensure that services recommended on each student's IEP are delivered	Teacher Team/PLC Development/Common Planning	On going	Admin, Liaison, Instructional Support Services	number and percentage of mandates fully linked for which students are programmed
Develop a plan for each student with an unserved or partially served IEP mandate	Teacher Team/PLC Development/Common Planning	On going	Admin, Liaison, Instructional Support Services	number and percentage of students with mandates partially served or reflected as unserved
Transition planning reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Teacher Team/PLC Development/Common Planning	On going	Admin, Liaison, Instructional Support Services	average number of transition fields completed for eligible students age 14 plus [goal 100%]
Develop a shared calendar for all IEP meetings	Enhance/Utilize Data and Systems	On going	Admin, Liaison, Instructional Support Services	IEP Review

Increase collaboration between the psychologist and teachers	Teacher Team/PLC Development/Common Planning	On going	Admin Liaison, Instructional Support Services	Structures are in place that support collaboration
Monitor the referral rate	Teacher Team/PLC Development/Common Planning	On going	Admin, Liaison, Instructional Support Services	Number and percentage of referrals
Monitor compliance dates	Teacher Team/PLC Development/Common Planning	On going	Admin, Liaison, Instructional Support Services	Number and percentage of IEP meetings held by compliance dates

If desired, the school may use this Professional Development Plan Template as a resource for documenting and planning the professional development that will be provided to staff.

3b. Family & Community Empowerment

What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Time Frame	Partners/ CBOs
Notify families about upcoming meetings through various media (mail, calls and texts).	Annual	N/A
Communicate in multiple formats and languages, upcoming events at the school.	Annual	N/A
Allocate resources for translation and interpretation services for all family facing communications, documents, and events.	Annual	N/A
Share data and school goals with families in SLT meetings, PA/PTA Meetings, and make a plan to take action		

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	Key Performance Indicator	Quarterly Monitoring Progress				Target Subgroup / Grade or Cohort
		Q1	Q2	Q3	Q4	
Program Services	number and percentage of mandates fully linked for which students are programmed	50%	70 %	80%	100 %	All SWDs
Program Services	number and percentage of students with mandates partially served or reflected as unserved	60	70	80	100	All SWDs
Transition Fields in the IEP	average number of transition fields completed for eligible students age 14 plus [goal 100%]	50	70	80	100	All SWDs
Referrals	Number and percentage of referrals	40	30	20	10	All SWDs
Timeliness of IEP Meetings	Timeliness of IEP Meetings	100 %	100 %	100 %`	100 %	All SWDs

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/ schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)
		Tax Levy
Structure teacher programs to allow weekly meetings of the instructional support services department at least once a week (6th period or after school)	Assign department liaison to attend professional development outside school and monitor progress and implementation. Hire substitute teacher to cover Special Education teacher liaison attending professional developments	Tax Levy
Structure Professional learning Community schedule to provide teacher common planning meeting at least once a week during 6th period	School Development Committee will plan professional development to support pedagogical practices and PCT monitors implementation of instructional strategies.	Tax Levy
Provide Special Education teachers adequate time during school or after school to complete IEP	Admin monitors completion of IEP on a monthly basis and communicate expectations to liaison of the Instructional Support Services	Tax Levy