



**THE URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND  
SCIENCE**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 09X241**

**ADDRESS: 1595 BATHGATE AVENUE, BRONX NY 10457**

**TELEPHONE: 718-466-7800**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 09X241      **SCHOOL NAME:** The Urban Assembly School for Applied Math and Science

**SCHOOL ADDRESS:** 1595 Bathgate Avenue, Bronx, NY 10457

**SCHOOL TELEPHONE:** 718-466-7800      **FAX:** 718-466-7801

**SCHOOL CONTACT PERSON:** Kenneth Baum      **EMAIL ADDRESS:** Kbaum2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kenneth Baum

**PRINCIPAL:** Kenneth Baum

**UFT CHAPTER LEADER:** Rahsaan Romain

**PARENTS' ASSOCIATION PRESIDENT:** Janice Shaw

**STUDENT REPRESENTATIVE:** Liza Morales  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 9      **SSO NAME:** Urban Assembly

**SSO NETWORK LEADER:** Fagan / Green

**SUPERINTENDENT:** Joel DiBartolomeo

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Kenneth Baum	*Principal or Designee	
Rahsaan Romain	*UFT Chapter Chairperson or Designee	
Janice Shaw	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yelena Ramirez	DC 37 Representative, if applicable	
Liza Morales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrea Reynolds	PARENT	
Nancy Rivera	PARENT	
Kelly Anderson	PARENT	
Rosa Lopez	PARENT	
Rudy Nunez	TEACHER	
Rebecca Fredman	TEACHER	

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

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

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

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The Urban Assembly School for Applied Mathematics and Science (AMS) is a non-screened, college-preparatory public school serving 500 students spread across grades 6-11 (eventually serving 560 students on grades 6-12). All students are welcomed regardless of prior achievement level in grade 5. We believe that by staying with us for 7 years, a student coming to us in 6<sup>th</sup> grade will be well-quipped for successful pursuits after high school. We are a true college prep school, organizing early in the 6-12 experience to create a college-bound culture. We are founded on the belief that students need and deserve an answer to the age-old question: "what is math good for?" We operate on the premise that critical thinkers, as they attempt to make sense of the world around them, are led quite naturally to mathematics and that applied mathematics can be a powerful unifying force in the school experience.

**Our Mission:** Applied Math and Science strives to prepare all of our students to become compassionate, critical thinkers capable of successful pursuits after high school. We expect that our graduates will be well-prepared for college study and that they will be equipped with the skills to make solid career choices. From individual and group explorations into math and science-based projects to dynamic internships, our school will be simultaneously compelling, rigorous, supportive, and fun. We believe that as young people attempt to make sense of the world around them, they are led quite naturally to mathematics, and that math can therefore be a powerful, unifying tool for learning.

Our lead partner, the Urban Assembly, is superbly equipped to help us make those connections to the workplace through curriculum development, guest speakers, field trips, and internship opportunities throughout the city from architecture and engineering firms to artistic organizations. One of our collaborating partners, *The Black Rock Forest*, boasts an acclaimed high school summer internship program which we will access and use as a model for academic connections to the workplace. Black Rock has the proven capacity to handle sequential, thematic, standards-based student trips—both day trips and more elaborate overnight stays. In addition to visiting the Black Rock in the spring, AMS has trips and visits to and from many of our other supporting partners, including Siemens, Intel, and the American Museum of Natural History. These organizations, like Black Rock, provide superb student-enrichment experiences and that are developed through significant school-organization collaborations. These organizations help develop curriculum, provide guest speakers, and provide professional development.

In order to ensure that parents are an engaged, welcomed, and a knowledgeable part of the school community, we have established an action plan which includes, among other efforts, parent workshops, our Student-Parent-Advisor (SPA) conferences, and monthly newsletters advising on and inviting parents to school-based functions. Our 91% parent attendance Parent-Teacher nights speaks to our commitment to including families.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>		Urban Assembly School for Applied Math and Science					
<b>District:</b>		10	<b>DBN:</b>	10X241	<b>School BEDS Code:</b>	320900011241	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9	√	Ungraded
	2		6	√	10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		95.7	94.5/93.2	93.9/ 95.6
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		96.6	97.3	98.5
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		91.2	92.5	83.5
Grade 6	80	72	78	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	83	88	88	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	78	81	90		0	0	7
Grade 9	0	93	84	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	80	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	2	5
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	241	334	420				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	4	3	0
# in Collaborative Team Teaching (CTT) Classes	9	8	25	Superintendent Suspensions	3	4	0
Number all others	9	35	36	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	15	17	38	Number of Teachers	14	24	33

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	5	Number of Administrators and Other Professionals	2	3	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	28.6	25.0	21.2
				% more than 5 years teaching anywhere	21.4	12.5	6.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	57.0	46.0	45.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	88.1
American Indian or Alaska Native	0.4	0.6	0.2				
Black or African American	29.5	29.6	29.3				
Hispanic or Latino	60.6	61.4	63.3				
Asian or Native Hawaiian/Other Pacific Isl.	5.8	5.4	5.0				
White	3.7	3.0	2.1				
<b>Male</b>	58.5	54.8	52.9				
<b>Female</b>	41.5	45.2	47.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
						√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		4	4	3	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A/NR	<b>Overall Evaluation:</b>	W
<b>Overall Score:</b>	83.7/NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment:	10.8/NR	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	20.5/NR	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	44.9/NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	7.5/ 0.0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Although our school earned the highest scores on both the quality review (well-developed) and on the New York City Progress Report (A), a thorough needs assessment of both qualitative data and quantitative data, has yielded both significant strengths of our school as well as areas that require additional attention and focus. Our findings focused on the achievement results in mathematics, science, English Language Arts, Social studies, creating a college bound culture, and school expansion/leadership development.

**Mathematics:** The data is quite clear that mathematics achievement on both the middle school and high school levels is a significant and clear strength of our school. Specifically, data from the 2009 New York City Progress report shows reveals that 85% of our middle school students scored at or above grade level in mathematics on the New York State exams. This is quite a high number in absolute terms, and in relative terms, this rate corresponds to our school scoring 94% of the way towards the highest school in our peer horizon. In addition, 87% of our students in the lowest third rank of the school made at least a year of progress in the last year—92% of the way towards being the top school in the peer group. In data retrieved from ARIS, we see that 71 out of 74 students in our lead cohort (11<sup>th</sup> grade) have completed the math requirement (Algebra I or Math A) to receive a local diploma, and 67 out 74 have completed the requirement (65 for gen ed, 55 for special ed) to receive a regents diploma. This achievement is just for the first two years of high school—these rates will go even higher. These rates put us at the top of our high school peer group (out of 40 schools) in terms of weighted regents pass rate in mathematics. The standardized exam scores align with our own school-based assessments as well. Our school also was recognized by the Intel Corporation this past year as the top middle school in the country for the teaching and learning of mathematics. We were chosen as the top school out of over 1000 entries. Though there is always room for improvement, we are confident that solid progress is being made here.

**Science:** The data also is clear and consistent that science achievement at AMS is quite high both in relative and absolute terms. Our weighted regents pass rate is 96% of the way towards being the top school in the 40-school peer group. Moreover, 75% of our 8<sup>th</sup> graders scored level 3 or 4 on the 8<sup>th</sup> grade science test. The spirit of inquiry is prevalent in our science classes, with experiments seemingly conducted constantly. Lesson plans reflect solid learning goals and labs reflect exciting, engaging curriculum. Science, like mathematics, is a strong point of our school.

**English Language Arts:** Though we are proud of our modest gains in English Language Arts, it seems that there is a need for additional efforts to increase student achievement in both reading comprehension and writing. Data from the New York City Progress reports indicate that In 2007-2008, 50% of our middle school was on or above grade level. That number jumped to 61% for 2008-2009. Although this number is a nice increase, it lagged peer group jumps and indicated that more work can be accomplished here. Moreover, our in school data indicated that achievement in writing has not increased significantly. Specifically, student essays generally show weak writing across the grades.

**Social Studies:** Our high school social studies results continued to be very strong. Led by some of our most veteran teachers, the high school team put together regents passing rates on the Global exam last year that were tremendously high. Weighted regents pass rates put AMS at the top of all schools in the peer group (based on last year's 10<sup>th</sup> grade Global History regents results). Nevertheless, Social Studies teacher reports are consistent with English teacher reports—AMS students need to become better readers and writers.

**College Readiness:** As a college prep school it is crucial to have a thorough plan to get students into colleges that are right for them. As a school with 11<sup>th</sup> graders for the first time, the need is clear to coordinate our college prep efforts, systematizing our practices and coordinating our staff. An analysis of data collected by our college advisor Mr. McBride indicates that over 90% of our students come from families where the parents have not attended 4 year colleges. Consequently, many families do not have the means to help their children with the multitude of steps that need to be taken to make successful college applications. AMS must therefore provide that guidance.

**Effects of school expansion on leadership:** Data from our schools' Demographics and Accountability Snapshot in Part B of Section III, shows a concerning number of new teachers as a percent of our teaching corps. Specifically, over the past three years, the percent of teachers at AMS who have 5 years experience has declined from 21.4% to 12.5% to 6.1%. The reason for this decline in part is due to the several veteran teachers moving into administration (Krulwich, Bennett, Ogilvie)—all of whom had more than 5 years experience teaching apiece. Although we retained these talented individuals, they did leave the AMS teaching corps, replaced mainly by new teachers. The implication of this trend is nonetheless clear: with so many new teachers, and an additional grade to add this year (11<sup>th</sup> grade), someone needs to train these teachers. Qualitative data (minutes of cabinet meetings), reveals that the principal and assistant principals do not have time to handle this themselves. There appears a substantial gap of support that needs to be filled. Simply put, new teachers need a lot of support and the number of new teachers threatens to outstrip the administration's ability to support them. For 2009-2010, we expect to have 38 teachers, 30 of whom have three years of experience or less.

### **Greatest Accomplishments:**

The greatest accomplishment of our school over the past years is the continued growth of our college-bound culture. The tone of the school is decidedly pre-collegiate, with classrooms and discussions that feature inquiry and academic debate. Students from 6<sup>th</sup> grade through 11<sup>th</sup> view themselves as students and often invoke the phrase "when I get to college" or a similar refrain. Students by and large view themselves as having an academic present *and* future.

### **Significant aid to continuous improvement to the school:**

The most significant aid to the continuous improvement of the school is dedication and talents of the teachers and the administration. Despite severe budget cuts (see barrier below), the tone, spirit, and drive of or faculty has never been higher. The collective belief that the school can get better-- the common understanding that the school has to get better- - pervades the faculty.

**Significant barrier to continuous improvement to the school:**

Without question, the most significant barrier to the continuous improvement to the school is the BUDGET. In the face of yet another round of budget cuts, we are forced to increase class size, reduce after school and Saturday programming, and reduce professional development. Compounding the recent (and impending) budget cuts, AMS is overenrolled, yet the school did not get GET THE MID-YEAR ADJUSTMENT IN FEB 2010 NEEDED TO TEACH THESE CHILDREN. That is, not only are we getting budget cuts, but this school doesn't even get the fair amount to teach the number of children actually enrolled.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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**Goal Number 1:** Based on findings in section IV above, school leaders and teachers will take specific steps to improve student achievement in reading and writing across the curriculum. We will:

**(Specific goal)** Bolster professional development efforts to teachers on how to help struggling readers and writers, fine-tune our “literature” curriculum by using data from ARI reading inventory; offer Saturday ‘help sessions’ to struggling readers and writers; refine our editing and communication feedback to students in social studies classes; expand our requirements for students to write out explanations. In science, we will further revise lab report rubrics to foster articulation of understandings.

**(M) Middle school:** Increase from 61.7% in 2008-2009 to 64% in 2009-2010 the “Percentage of our middle school students making at least 1 year of progress in ELA” as reported on The New York City Progress Report. **High School:** Increase by 4% points the average grade on in-class 9<sup>th</sup> grade global studies essays from 76% in 2008-2009 to 80% in 2009-2010.

**(A)** All of the curricular plans are already implemented in the current curriculum (effective October 2009) and, thus, are clearly achievable. The PD is set for mid-February.

**(R)** This goal is realistic, because it is based on clear, research-based strategies, such as increasing the time spent on reading; use of rigorous research based programs (ARI, Wilson, etc....) and increasing the reflection on and articulation of student learning in all subject-areas.

**(T)** All of the specific elements of this goal will be implemented effective September 2009, and will be continued throughout the 2009-10 school year. The results will be assessed in the summer of 2010.

**Goal Number 2:** Based on the Needs Assessment Section IV (specifically the staffing data from School Demographics and Accountability Snapshot and our current projections on percent of teachers with under 5 years experience), it is absolutely clear that the administration (principal and Assistant Principals) must significantly shift school accountability structures from “vertical” towards “horizontal” by distributing leadership roles to emerging school-leaders and by creating leadership apprentice roles.

**(Specific goal)** Cabinet will create strategic plan to distribute leadership to subject-grade level teams leaders; Plan will include role descriptions, identification of current and future leaders, and a leadership-apprenticeship program.

**(M)** This goal will be measurable on two levels: the percent of leadership roles assumed by teachers and the quality of the leadership provided (percent of curriculum written, number of inter-visitations facilitated, generation of common rubrics and assessments, etc...)

**(A)** This goal is achievable – cabinet has met and carefully school capacity for teacher leaders and deems that such capacity is sufficient.

**(R)** This goal is not just realistic, but also necessary for the sustainability of this small successful school. As the responsibilities of school leadership continue to expand (particularly as the students move into the 11<sup>th</sup> grade) school leaders must emerge to implement new programs.

**(T)** The initial plan must be in effect on September 1, 2009 via the appointing of team leaders. Moreover, these team leaders will be supported and ‘coached’ throughout the year, monthly.

to ensure success. In addition, 'aspiring leaders' will be identified prior to October 1 in order to include them in a thoughtful leadership development program.

**Goal Number 3:** Based on the Needs Assessment In response to our first 11<sup>th</sup> grade, we will create a comprehensive College Advisement plan so that every high school student receives quality college advisement information in a timely and effective manner.

**(Specific goal)** create a comprehensive College Advisement department so that every high school student receives quality college advisement information in a timely and effective manner.

**(M)** Creation of AMS college advisement master plan

100% of 11<sup>th</sup> grade students will meet with and have consultation as regards to college readiness and current pace.

**(A)** With two full time college advisement personnel (McBride and Chou), a school culture that prizes college, and established school structures such as student advisory that will make dissemination of information efficient, the goal seems achievable.

**(R)** The goal is realistic in that we are not expecting to get every student *into* a 4 year college, but rather to ensure that every student is *informed of* the process and where she/he stands in that process.

**(T)** The master plan needs to be done by December 1, and all students will have had their consultation by April 1, 2010 so that proper advisement can happen prior to students leaving for summer vacation.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Reading and Writing

<p><b>Annual Goal 1</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Based on findings in section IV above, school leaders and teachers will take specific steps to improve student achievement in <u>reading and writing across the curriculum</u>. We will:</p> <p><b>(Specific goal)</b> Bolster professional development efforts to teachers on how to help struggling readers and writers, fine-tune our “literature” curriculum by using data from ARI reading inventory; offer Saturday ‘help sessions’ to struggling readers and writers; refine our editing and communication feedback to students in social studies classes; expand our requirements for students to articulate their explanations using academic language. In science, we will further revise lab report rubrics to foster articulation of understandings.</p> <p><b>(M) Middle school:</b> Increase from 61.7% in 2008-2009 to 64% in 2009-2010 the “Percentage of our middle school students making at least 1 year of progress in ELA” as reported on The New York City Progress Report. <b>High School:</b> Increase by 4% points the average grade on in-class 9<sup>th</sup> grade global studies essays from 76% in 2008-2009 to 80% in 2009-2010.</p> <p><b>(A)</b> This is achievable because we have the structures (i.e. Team Meetings) to deliver targeted professional development with respect to best practices, we have sufficient budget to support teachers attending professional development on research based techniques (i.e. Wilson, ARI Assessment)</p> <p><b>(R)</b> This goal is realistic, because it is based on clear, research-based strategies, such as increasing the time spent on reading; use of rigorous research-based programs (ARI, Wilson, etc....) and increasing the reflection on and articulation of student learning in all subject-areas.</p> <p><b>(T)</b> All of the specific elements of this goal will be implemented effective September 2009, and will be continued throughout the 2009-10 school year. The results will be assessed in the summer of 2010</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In early September, we will identify teachers who show an interest in developing their knowledge of research-based reading and writing intervention strategies and send them to the appropriate trainings. Teachers will then turnkey the information they learn at Team Meetings held in November and February.  Assistant Principal Ogilvie will conduct professional development sessions in November and January to increase the effective use of computer based feedback and help teachers to conduct effective writing conferences with students.  Assistant Principal Ogilvie will spearhead efforts to use concept mapping to help students increase their ability to use appropriate academic terminology in their writing.  Team Leader Kerri Murphy will work with first and second year history teachers during Team Meetings one a week for an hour to increase their knowledge of appropriate revision strategies to use with struggling writers in the 9<sup>th</sup> grade.  Team Leader Torry Bennett will work with first year teachers on how to use models of student work to help 11<sup>th</sup> grade students use academic language in their writing.  Assistant Principal Ogilvie and Team Leader Kerri Murphy will develop a writing intervention curriculum and modify the ninth grade schedule to offer a Writing Support elective twice every six days.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy monies (\$2000) to send teachers to Wilson trainings  Flex Schedule for Assistant principals and lead teachers to provide professional development and to turnkey information.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Assistant Principals will conduct qualitative surveys 4x times each semester for high school.  Middle School: Results of Acuity Interim assessments in middle school (November, February);  November 61.7 → 62.5%  February: 62.5% → 64%  <u>High School Social Studies in class essays</u>  January 74% → 76%  June 76% → 78%</p>

**Subject/Area (where relevant):** School Expansion / Leadership

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>(Specific goal)</b> Cabinet will create strategic plan to distribute leadership to subject-grade level teams leaders; Plan will include role descriptions, identification of current and future leaders, and a leadership-apprenticeship program.  <b>(M)</b> This goal will be measurable on two levels: the percent of leadership roles assumed by teachers and the quality of the leadership provided (percent of curriculum written, number of inter-visitations facilitated, generation of common rubrics and assessments, etc...)  <b>(A)</b> This goal is achievable – cabinet has met and carefully school capacity for teacher leaders and deems that such capacity is sufficient.  <b>(R)</b> This goal is not just realistic, but necessary for the sustainability of this small successful school. As the responsibilities of school leadership continue to expand (particularly as the students move into the 11<sup>th</sup> grade) school leaders must emerge to implement new programs.  <b>(T)</b> The initial plan must be in effect on September 1, 2009 via the appointing of team leaders. Moreover, these team leaders will be supported and ‘coached’ throughout the year, <u>monthly</u>, to ensure success. In addition, ‘aspiring leaders’ will be identified prior to October 1 in order to include them in a thoughtful leadership development program.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In Mid August 2009, meet with cabinet (Baum, Krulwich, Bennett, Ogilvie) to create list of qualities and competencies that AMS team leaders need to exhibit.  By late august, with cabinet and UFT consult, principal creates job descriptions, circulate postings, make decisions on team leaders by early September.  With cabinet, hold monthly team-leader meetings after school to support team leaders and have continuous gauge as to team leader efficacy  Assign to each tem leader a member of the administration for “leadership coaching”  With cabinet, by October 1, develop “aspiring leader” job description, and disseminate to staff.  Gauge interest of ‘aspiring leaders.”  Meet with “aspiring leaders” in November, January, March, and May.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teacher leaders are compensated for their monthly planning sessions with cabinet and for additional responsibilities; team leaders are also provided with slight reduction in teaching load in their schedules during the school year for leading twice-weekly team planning meetings.  \$4,000 Tax Levy fair Student Funding towards teacher per session, September 2009-June 2010.  \$10,000 of Title I SWP for Assistant Principal salary (roughly 10% of AP salary) to plan for team leader meetings throughout the year</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Development of four teacher team leaders and two ‘aspiring team leaders” Team leaders will be holding twice weekly team meetings with the subject-grade teams; Team leaders will be reviewed monthly by members of cabinet in one-on-one meetings to review progress towards: codifying curriculum (need to be on pace for 80% codified by May), development of common rubrics and common assessments (need to be in place prior to starting of a unit); We expect to gain four fully-functioning team leaders that will effectively lead four school teacher teams, relieving administration of the need to perform these tasks.</p>
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**Subject/Area (where relevant):** College Advisement / Readiness

<p><b>Annual Goal 3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>(Specific goal)</b> create a comprehensive College Advisement department so that every high school student receives quality college advisement information in a timely and effective manner.  <b>(M)</b> Creation of AMS college advisement master plan          100% of 11<sup>th</sup> grade students will have college advisement experience giving them and their families the tools and information they need to meet their post-secondary goals.  <b>(A)</b> With two full time college advisement personnel (McBride and Chou), a school culture that prizes college, and established school structures such as student advisory that will make dissemination of information efficient, the goal seems achievable.  <b>(R)</b> The goal is realistic in that we are not expecting to get every student <i>into</i> a 4 year college, but rather to ensure that every student is <i>informed of</i> the process and where she/he stands in that process.  <b>(T)</b> The master plan needs to be done by December 1, and all students will have had their consultation by April 1, 2010 so that proper advisement can happen prior to students leaving for summer vacation.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All 11<sup>th</sup> grade students will meet with one of two college advisors at least three times during the 2009-2010 school year to identify college preferences.          All 11<sup>th</sup> grade students will visit at least two college campuses and attend at least five college information sessions held by college admissions officers.          Advisory curriculum will make students fully aware of financial obstacles and challenges of paying for college.          The English curriculum will be modified to support the development of strong personal statements.          50% of 11<sup>th</sup> grade students will take an SAT preparation elective twice every six days during semester two of 2010.          40 Students on grades 10 and 11 will participate in two mock SATs in December and April.          College advisors will develop a school profile and attend professional development sessions to maintain communication with college admission officers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Must maintain funding levels for grant funded position (Chou) on GEAR-UP          Necessity to take advantage of advisory structure to support efficient dissemination of college information; regularly hold special 11<sup>th</sup> grade ‘mini-assemblies’ requires flexibility in scheduling.          Allocate \$8,000 of Tax Levy funds for college trips          Need to raise additional monies (\$4,000) to support additional college trips.          \$4,000 per session in Title I SWP program for per-session teacher planning for modifications to curriculum.          Allocation of \$50,000 (Tax Levy) to continue to fund college advisor.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All 11<sup>th</sup> grade students will meet with one of two college advisors at least three times during the 2009-2010 school year: Fall Winter, and Spring to identify college preferences.  By June 15, 2010, all 11th grade students will have visited at least two college campuses and attend at least five college information sessions held by college admissions officers.  By February 1, 2010, Students will have completed a financial questionnaire and worksheet in advisory. Advisory curriculum will make students fully aware of financial obstacles and challenges of paying for college.  By November 1, 2009, The English curriculum will have been modified to support the development of strong personal statements.  50% of 11<sup>th</sup> grade students will take an SAT preparation elective twice every six days during semester two of 2010  .40 Students on grades 10 and 11 will participate in two mock SATs in December and April. These students will show, on average, at least a 10% gain over their previous SAT scores.  By May 1, 2010, College advisors will have developed a school profile.  College advisors will attend monthly NACAC meetings and attend professional development sessions to maintain communication with college admission officers.</p>
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## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	14	15	14	13	5	1	0	1
7	16	16	16	16	7	1	0	1
8	15	15	15	15	15	0	0	1
9	13	13	13	13	20	0	0	0
10	15	15	15	15	15	0	0	1
11	9	9	10	8	20	0	0	0
12								

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>AIS services are provided during the regular school day. ELA teachers provide individual reading/writing conferences based on the Teachers College workshop model as well as small group instruction for those students in need. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.</p>
<p><b>Mathematics:</b></p>	<p>AIS services are provided during the regular school day. Math teachers refer to Impact math and Options program for ideas to reinforce basic skills for those students in need of individual instruction. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.</p>
<p><b>Science:</b></p>	<p>AIS services are provided during the regular school day. Science teachers refer to NYS science curriculum to reinforce basic skills for those students in need of individual instruction. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.</p>
<p><b>Social Studies:</b></p>	<p>AIS services are provided during the regular school day. Social studies teachers provide individual reading/writing conferences based on the Teachers College workshop model as well as small group instruction for those students in need. Coaches and lead teachers will also push into classrooms on a daily basis in the academic classes and assist students in small groups as the classroom teacher works with the rest of the class. After school tutoring is also available to AIS students.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Small group counseling and problem solving sessions will be held on a weekly basis the last two periods of the day for those students in need. One-on-one sessions will also be held on a regular basis for students required to receive counseling services.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>School psychologist provides one-on-one sessions on a regular basis with student(s) in need of services.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>N/A</p>

<b>At-risk Health-related Services:</b>	Students in need of services receive regular, one-on-one services, based on the nature of their individual needs.
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## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

### **Part A: Language Allocation Policy (LAP) –**

Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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### **Language Allocation Policy (LAP) 2009 – 2010**

**Language Allocation Policy Team Members**

Kenneth Baum <b>Principal</b>	Rahsaan Romain <b>ESL Coordinator</b>
Andrea Bennett <b>Assistant Principal</b>	David Krulwich <b>Assistant Principal</b>
Freestanding English as Second Language (ESL) <b>Current ELL Instructional Program</b>	Johanny Arias <b>Special Education Coordinator</b>
Jon Green/Patrick Fagan <b>Network Leader</b>	Wendy Castro <b>Parent Coordinator</b>

#### **Language Allocation Policy**

The Urban Assembly School for Applied Math and Science, located at 1595 Bathgate Avenue in the south Bronx within Region 1, begins its sixth school year in the fall of 2009. The school welcomes sixth, seventh, eighth, ninth, tenth and eleventh grade students from various sections in the Bronx as well as diverse cultures and languages, and will admit at least 80 new students in the fall. The ELL students are being serviced by Rahsaan Romain who is certified in TESOL (Teachers of English to Speakers of Other Languages) who provides push-in as well as pull-out services to each of the students throughout the course of the day. In addition, Lyl Urena, our certified Spanish teacher will be teaching Native Language Arts to our High School ELL students as they prepare for their high school Spanish Regents. Of our returning 504 students, 50 are classified as English Language Learners representing the Spanish, Korean, Fanti, French, Twi, Tchamba, Soninke and Tagalog languages.

The following document represents the team's plan for the 2009 – 2010 school year, which will guide instruction for our 50 ESL students as well as offer assistance to fellow staff members in teaching the ESL students.

### **ELL Identification Process**

We look forward to working with all of our students, and for the LAP team, specifically our ESL students. In order to meet their needs as English language learners, the LAP team will hand out Home Language Identification Surveys (HLIS) in the summer (From the beginning to the end of August) as part of our parent outreach program, in order to speak with and welcome students into our school. During this time, students will be handed their first uniforms and be asked to fill out the home language surveys as members of the LAP planning team explain both our Free-standing ELL program as well as the push-in and pull-out services our school provides for its ELL population. The members of the LAP planning team that will speak to and conduct the initial screening are: David Krulwich (Assistant Principal), Andrea Bennett (Assistant Principal), Ronald Bath (Guidance Counselor), and Rahsaan Romain (TESOL teacher). Each member of the team will be provided with forms in both the family's native language as well as a form in English. All newly admitted students complete a Home Language Survey upon registering with the school, and are administered the LAB-R if the survey indicates that a language other than English is spoken at home.

Each year all of the ESL students at The Urban Assembly School for applied Math and Science (AMS) who have been identified as ELLs will be given the New York state English as a Second Language Achievement Test (NYSESLAT) in the spring by the school's ESL teacher. The students will be pulled out in small groups as well as individually throughout the course of two weeks (from the date the test is delivered to the school). The data received by the tests will help mold teachers' practices in helping students move from having basic interpersonal communication skills (BICS) to reaching their goal of achieving a cognitive academic language proficiency (CALP) in their newly acquired language.

In order to ensure informed parent choices, members of the LAP team consult with parents of ESL students interested in enrolling at AMS to explain the ESL program and compare it to the specific ESL needs of their children. The parents will then receive a detailed explanation about our ESL program and how it differs from Transitional Bilingual Education and Dual Language Programs offered at other schools. Additionally, all returning ESL students and newly admitted ESL will receive a School Selection Survey to parents, with directions in their native language. Before leaving, all members of the LAP team will collect the Parent Survey and Program selection forms

from parents. As a result all incoming students chose to remain at AMS, which led to a growth in our over-all ELL population.

After analyzing the data and conversing with parents about what is the best program for their children, Parents are invited to an open house discussion and power point presentation in both English as well as their native language that , explains the ELL freestanding program their child is enrolled in. So far, all parents who have come to the open house and have been spoken to have agreed to keep their child in our Free-standing ESL program. As per the parents' request, all students receive pull-out and push in services as follows:

Middle school ESL students will attend a self-contained ESL Literature class, where they will focus on building language through literacy. Additionally, an ESL teacher will provide push-in support during main academic classes for our beginner and intermediate students, all high school ESL students, and those who are receiving SETSS services during the ESL Literature period. Our 38 advanced students (as determined by 2009 NYSESLAT scores) will receive a minimum of 180 minutes per week of ESL assistance, our 12 intermediate students will receive 360 minutes and our 2 beginner students will receive 540 minutes. Individualized literacy instruction is based on data from previous exams and current in-class assessments, and is focused on the child's most difficult modality of literacy: reading, writing, listening, or speaking. Each student writes a goal for improving in this area, and this is shared with parents and teachers. Additionally, parents and teachers are provided with suggestions on how they can help each individual student. The majority of our ESL population, as well as our staff members, speak English and Spanish. In addition to our certified ESL teacher, the school employs one certified foreign language teacher who teaches Spanish, all whose certifications are on file. Use of the Spanish language to those Spanish speakers is dependent on the individual language needs of the Spanish-speaking student, and native language glossaries are available to students in each subject area. Those ESL students with Special Education needs will also receive regular assistance from our Special Education Coordinator, Ms. Aires, as well as the special requirements set aside for each individual students based on their IEPs. ESL staff members will continue to oversee students transitioning out of the ESL program for one year in order to provide any needed support.

After analyzing individual exam results, interviewing the students, and speaking with their parents about the best possible language acquisition program for them. All of the parents agreed that keeping their child in our current Free-standing ESL program was in the best interests of their child.

## Student Demographics

Breakdown of ELLs by grade and Language grade and language.

<i>Native Language</i>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
Spanish	7	11	9	11	2	2
Korean			1			
Fanti		1				
French						1
Twi						1
Tagalog				1		
Italian		1				
Soninke	1					
Tchamba	1					

Number of ELLs by years

	ELLs 0-3			ELLs 4-6			Long-Term ELLs		
	All	SIFE	Special Education	ALL	SIFE	Special Education	ALL	SIFE	Special Education
ESL	11	0	3	15	0	5	24	0	7
<b>Total</b>	<b>11</b>	<b>0</b>	<b>3</b>	<b>15</b>	<b>0</b>	<b>5</b>	<b>24</b>	<b>0</b>	<b>7</b>

Strategies for each proficiency level for Middle school Students

<b>Instructional Component</b>	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Applied Math</b> (A combined Mathematics/ Science Class) 90 minutes	ESL Push-in Support Using ESL methodology and instructional strategies. (45 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (45 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (45 minutes of push-in)
<b>English Skills</b> 42.5 minutes					
<b>Math Skills</b> 42.5 minutes					
<b>English Literature</b>	Individualized		Individualized		Individualized

<b>(3 times a week)</b> 80 minutes.	ESL instruction in a smaller class setting. (80 minutes of ESL instruction)		ESL instruction in a smaller class setting. (80 minutes of ESL instruction)		ESL instruction in a smaller class setting. (80 minutes of ESL instruction)
<b>Humanities (A combined English and Social studies Class)</b> 90 minutes	ESL Push-in Support Using ESL methodology and instructional strategies. (45 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (45 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (45 minutes of push-in)
<b>Art, gym, Elective</b>					

**Instruction for each proficiency level for High school Students**

<b>Instructional Component</b>	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Math (60 minutes)</b>	ESL Push-in Support Using ESL methodology and instructional strategies. (40 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (40 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (40 minutes of push-in)
<b>Advisory (60 minutes)</b>					
<b>Science (60 minutes)</b>					
<b>English Elective (60 minutes)</b>					
<b>History (60 minutes)</b>	ESL Push-in Support Using ESL methodology and instructional strategies. (40 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (40 minutes of push-in)		ESL Push-in Support Using ESL methodology and instructional strategies. (40 minutes of push-in)
<b>Art, gym, Elective (60 minutes)</b>					

The Urban Assembly School for Applied Math and Science currently offers a Freestanding English as a Second Language (ESL) program. As part of our LAP development, we identified specific

issues regarding staffing and funding that made beginning a second program such as Bilingual or Dual Language impossible in our sixth year. This ESL program, a combination of self-contained ESL instruction and push-in services, was the best and most realistic for our returning students. Periodic assessments, interim reports, and Teacher Anecdotal Reports will help gauge the students' progress in each of the academic areas, and will be used to generate student goals. Lastly, the staff is researching computer software that could be used to enhance the ESL Literature curriculum and serve as an additional resource for mainstream content-area teachers.

### Exam Data for ESL Students

#### NYSESLAT Assessment – 2009

<i>Grade Level</i>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
Number of those scoring at the Beginners (B) level:	1	1				
Number of those scoring in the Intermediate (I) level:	2	5	1	4		
Number of those scoring on the Advance (A) level:	6	7	9	8	2	4

Upon analyzing test data for each of our ESL students, we have decided that the following modifications will be made in instruction. The ESL teacher:

1. will support classroom teachers by sharing ESL scaffolding strategies that are appropriate within heterogeneous content-area classes.
2. will visit classrooms regularly to meet with ESL students and offer support during independent work and assessment.
3. will maintain student portfolios and assess students' progress regularly.
4. will provide feedback and individualized instruction to help each ESL student reach proficiency.
5. will utilize Pearson's periodic assessments for English Language Learners to obtain data on students' progress throughout the year.

### **ESL Program for 2009 – 2010**

This year we will accommodate our ESL students by continuing with our Freestanding English as a Second Language program. Students will be supported regularly by the ESL teacher and classroom teachers will utilize ESL scaffolding methods from the SIOP model in order to make the content comprehensible.

Professional development opportunities will be offered to all Urban Assembly staff members through ESL orientation/information sessions hosted by Mr. Rahsaan Romain. All teachers will be provided professional development in the SIOP (Sheltered Instruction Observation Protocol) Model in order to meet ESL students' needs within content-area classes. Additionally, all staff members will be made aware of various ESL information sessions made available through the New York City Department of Education as well as opportunities to become dually certified in ESL education.

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# LAP Worksheets for middle school and high school are attached as separate documents along with this CEP.

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**09X241** Title III 01.14.2010

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

## **School Building Instructional Program/Professional Development Overview Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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### **Urban Assembly School for Applied Math and Science 09X241**

School 09X241 in the Bronx serves 504 students in grades 6, 7, 8, 9, 10 and 11. We have a freestanding ELL program which services 48 students classified as ELL who receive push in and pull out services during the day. Title III will fund per session salaries of 3 teachers which includes one certified in TESOL, 1 certified in Special Education grades 5-9, and 1 certified in Teaching Literacy grades 7-12. The ESL teacher will provide professional development, coordinate the afterschool and Saturday program and select supplies and materials for purchase. The goal of each program is to utilize effective ELL instructional strategies to address the reading, writing, listening and speaking needs of ELL students. Both programs will be taught in English and focus on enhancing the academic language of students.

**Afterschool ESL/ ELA program-** The afterschool program will be held from January 4, 2010 to June 3, 2010 and will service 28 out of the 32 ELL students in grades 6, 7 and 8. The 28 students were selected based on their ELA and NYSESLAT scores. The program is held Monday through Thursday with 2 teachers each day. This includes the ESL teacher co-teaching with either the literacy teacher or the special education teacher alternating days. The time will be from 3:30-4:30 for a total of 77 hours for the year. The ESL teacher will assure that ELL strategies are implemented effectively and assess the implementation of the program. The afterschool program will focus on language acquisition, reading comprehension and improving student's writing. Skills needed for the NYSESLAT and the ELA exam will be integrated into some activities.

**Saturday ELL Academy** The Saturday Academy program will be held from January 9, 2010 to June 5, 2010 and will service 12 out of the 16 ELL students in grades 9, 10 and 11. These students were selected based on their ELA and NYSESLAT scores. The program is held on Saturdays from 9 am- 11 am for 19 sessions for a total of 38 hours. The ESL teacher will integrate literacy skills needed for success on the NYSESLAT and High school regents exams through a variety of, reading activities, such as: writing short responses, annotating notes for listening passages, and essay writing, in which intensive grammar and spelling support will be emphasized.

An LCD projector will be purchased to support the supplemental expository texts the ELL students will read in both programs. It will provide a visual frame of reference for social studies readings such as the differences in geographic locations, customs from different parts of the world as well as major historical changes in weaponry, inventions, and technological references. For science readings, visual aids of scientific concepts, charts, graphs, and natural disasters that support texts. The LCD projections also help students prepare for the NYSESLAT through scene explanations as well as develop written and oral language. *Translation dictionaries* (individual pocket dictionaries) are needed solely for the afterschool and Saturday programs to help foster student independence to look up new words encountered in the readings, improve vocabulary and grammar in essay writing and use the correct parts of speech in English. Assorted nonfiction and historical fiction books on tape at \$10 each for the middle schoolers will be purchased and used in the Title III program (Buried Onions, When I was Puerto Rican, The Outsiders, The Giver, House on Mango Street, Number the Stars, Out of the dust, Bud/not Buddy, NightJohn, The Wave, Hidden Children, The Complete ArchAngel Shakespeare book on tape)

*Listening centers*: For the title III program, students will improve listening skills in groups of 5 by listening to assorted nonfiction and historical fiction books on tape. This helps to build their understanding of fiction and nonfiction which are used on the ELA and NYSESLAT exams. Students build verbal skills by orally presenting the books to demonstrate understanding of the non fiction texts. Students will respond to comprehension questions using various ELA strategies and write short and extended responses based on the listening of the text. Students will use tactile responses to draw and describe scenes from what they hear.

**Professional Development Program** – The ESL teacher will attend a 5 day QTEL training and a substitute teacher will cover his classes for those days. On Fridays, when there are no ELL supplemental programs taking place, the ESL teacher will provide ongoing professional development to 6 teachers certified in teaching Literacy and the 2 teachers in the title III program certified in Literacy and special education. This professional development will be held afterschool from 3:30-4:30 from January 2010 to May 2010 for 1 Friday each month for a total of 6 sessions. Teachers will receive training in how to effectively use the listening centers, visual aids, books on tape, dictionaries, grammar resources and other materials to support ELL learners. Teachers will be trained on the SIOP model to better integrate academic language in students vocabulary. The ESL teacher will also assist teachers in analyzing the data from the NYSESLAT and the ELA exam to determine the individual needs of the ELL students. Ongoing professional development allows Title III providers and the ESL teacher to give feedback on student progress as the staff evaluates the implementation of the program for its effectiveness and makes adjustments as needed. Teachers will be informed of any certification programs or professional development opportunities that become available, and provided with relevant literature and helpful websites to use as a resource. Only the 3 teachers in the afterschool and Saturday program will be paid by Title III for attending. *Professional books*, Engaging Grammar, purchased for the title III program and used during the professional development sessions led by the ESL teacher provides teachers with strategies on how to help ELL students move beyond fixing surface errors in writing. Title III providers will learn how to teach students that grammar can be used as building blocks of sentences to create meaning

**Form TIII – A (1)(b)**

School: 09X241 BEDS Code: 320900011241

**Title III LEP Program School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries - Per session	\$ 11,314.90	<b>Afterschool:</b> 77 hours x 2 teachers (ESL teacher and either a special education or literacy) at \$49.89 per session = \$7,683.06.

		<p><b>Saturdays:</b> 38 hours x 1 teacher (ESL teacher) at \$49.89 per session =1,895.82</p> <p><b>Per Diem sub:</b> Covers classes for coordinator to attend QTEL Building Base training for 5 days -167. 60x5= \$838</p> <p><b>Professional Development by ESL teacher:</b> 6 hours x 3 teachers (includes ESL teacher and 2 co-teachers)= \$898.02)</p>
<b>Supplies and materials</b>	\$ 3685.10	<p><b>1 LCD projector-</b> \$800</p> <p><b>3 copies of <i>Engaging Grammar: Practical advise for Real Classrooms – ELL learners gr. 7-12</i> (Oliva and Benjamin)- \$30/each- total = \$90</b></p> <p><b>32 copies of Merriam Webster’s pocket Spanish English dictionaries-</b> \$6 each- total = \$192</p> <p><b>Non fiction books on tape-</b>  <b>2 copies of the Diary of Anne Frank – \$70 each – total \$140</b></p> <p><b>3 copies of the following assorted nonfiction and historical fiction <u>books on tape</u> at \$10 each for the middle schoolers. Buried Onions, When I was Puerto Rican, The Outsiders, The Giver, House on Mango Street, Number the Stars, Out of the dust, Bud/not Buddy, NightJohn, The Wave, Hidden Children- total \$330</b></p> <p><b>The Complete ArchAngel Shakespeare book on tape- total \$333</b>  <b>6 Listening Centers- \$ 300 each- total= \$1800</b></p>
<b>Total</b>	\$15,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Finding**

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

*Based on emergency cards and language information, the majority of non English speaking parents are literate in Spanish. Our school aides and parent coordinator are fluent in Spanish and assist parents with oral translations as well as assist teachers with written translations when needed.*

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

*Based on the demographic data for our school reported by the state of New York and published online, over 60% of our students are from homes where Spanish is spoken. According to the emergency card provided by those households, 25% of Spanish speaking parents need translation services orally and written.*

#### **Part B: Strategies and Activities**

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

*All correspondence with parents will be translated into Spanish by our Spanish speaking parent coordinator. The majority of our parents who speak another language read in Spanish and have the opportunity to contact the parent coordinator for further information if there are any concerns about written forms of communication sent home.*

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

*During student parent advisor conferences, all advisors inform the parent coordinator of the quantity of parents in each advisory in need of translation services. Non advisors including school aides and deans on the staff who are fluent in Spanish provide translation services for those parents during the student parent advisor conferences.*

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

*The main office always has a Spanish speaking employee to greet parents who have concerns. Interpretations are provided by the office staff for parents and teachers during walk-ins, scheduled meetings, and phone communication. In addition to a Spanish speaking parent coordinator, parents have numerous resources for oral and written translations.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	324,498	218,916	543,414
2. Enter the anticipated 1% set-aside for Parent Involvement:	3245		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,225		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	32,449		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 88.1
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- 1. Several of the non-hghly qualified have resigned.**
  - 2. Assist the tuition reimbursement for teachers to get highly qualified via college courses at CUNY.**

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

### **1. School Parental Involvement Policy.**

#### **School wide policy statement addressing the school's Parent Involvement Policy and Goals.**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. The Urban Assembly School for Applied Math and Science supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, Fundraising efforts, School Leadership Team, Student-Parent Advisor conferences, student performances and recognition dinners, and all parent workshops.

#### **How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to be involved in school life.**

School administrators are available on any morning by appointment as early as 7:30 am and as late as 6:30 pm in the evening. The school has set up a parent information website in English and Spanish to get vital information to all parents. All student parent advisor conferences have an evening component (3:30- 8pm) for parents who must work during the school day as well as early morning appointments (7:00 am- 8:30 am as arranged by parent and advisor). It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with their child's advisor.

#### **Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.**

In addition to the above-mentioned website, the administration regularly distributes to every child all important information from the Department of Education as well as school bulletins from the district in English and Spanish when available to take home to parents. The PTA and parent coordinator prepares bulletins and information about upcoming events and the school arranges for the distribution of these flyers to every child before dismissal.

#### **How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.**

The PTA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. Parents interested in being elected to the School Leadership Team address the Parent teacher association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The parents on the school leadership team assist in creating and amending the bylaws for the team. Parents are made aware

of our title I status and what being a Title I school entails. The members of the PTA executive board will be asked to sign off on the school parent involvement plan.

### **How we will assess the efficacy of our involvement plan.**

This is addressed by monitoring the attendance of parents at all school functions including student parent advisor conferences and by asking for feedback from the parents. Yearly parent surveys are collected and analyzed by the subcommittee of the school leadership team focusing on parent involvement. The administration addresses parent concerns on an as-needed basis.

### **How we will involve parents in the development and approval of the School/Parent Involvement Plan.**

The School/Parent Involvement Plan will evolve out of the School's comprehensive education plan created by the school leadership team using feedback from all parent surveys

#### **I. General Expectations**

The Urban Assembly School for Applied Math and Science (heretofore referred to as *AMS*) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. *AMS* will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:  
The School Leadership Team will form a standing sub-committee which will be dedicated to continually revising and updating the plan. Sub-committee members will Liaison regularly with the parent Coordinator.
2. *AMS* will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:  
Parents, through the SLT, will be full partners in reviewing the CEP each school each year.
3. *AMS* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through the effective use of the parent coordinator. The parent coordinator will secure appropriate professional development workshops for parents wherever and whenever possible.
  1. *AMS* will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by placing these items on the SLT Agenda for coordination. Parent Coordinator, working with PTA president, will develop strategies so that these programs are acting in concert in regards to parents.
  2. *AMS* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  3. *AMS* will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
      - i. the State's academic content standards
      - ii. the State's student academic achievement standards
      - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (Activities, such as workshops, conferences, classes, both in-State and out-of-

State, including any equipment or other materials that may be necessary to ensure success are listed in action plan associated with GOAL #2 above)

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by purchasing said material and disseminating them at well-publicized PTA meetings and by making them generally available at the designated parent area of the school.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Principal, PTA President, and Parent Coordinator will offer PD to teachers on effective parent communication at a monthly PD after school meeting prior to the first parent-teacher night in November.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: publishing an *AMS Parents Newsletter* that updates parents of the various programs and happenings associated with the school.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The school will provide durable folders to students for parent-school communication, will provide all communications in translated format, and will provide oral interpreters and translators as needed.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by notes of subcommittee meeting of SLT. This policy was adopted by the *AMS* on 06/31/06 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 10 2006.

## **2. School-Parent Compact**

The Urban Assembly School for Applied Math and Science (10X241) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during the school year 2008-2009

### **A. School Responsibilities**

The Urban Assembly School for Applied Math and Science will:

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards **as follows:**  
Our curriculum is standards based and project-based, and builds off the NYC curriculum. Our curriculum is augmented by field trips to museums and other NYC cultural institutions that offer resources unavailable to us in the school setting. Guest speakers also are brought in for their expertise.

2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports **as follows:**
  - a. During the school year, the school will hold three (3) Student-Parent-Advisor conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - b. The child's advisor will make significant effort to arrange a mutually convenient time to hold the SPA conferences.
    - The child's advisor will be made aware of how the child is doing academically and socially via the SPA conferences. Academically, the document that tracks the academic progress of each child is the Teacher Anecdotal Report (TAR). Each TAR is completed by each of the child's main academic teachers. The TARs will be given, in a timely manner, to the child's advisor. The TARs will have examples of student work and will be included in the child's SPA Binder—the comprehensive document that tracks the social and academic progress of each child in the school. Each child meets with his/her advisor monthly to address social concerns.
  
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents **as follows:**
  - a. By calling the school, the parent may request to meet with any of the student's teachers. Although teachers are quite busy during the day, the school promotes a culture of communication, and every reasonable request will attempt to be met. If a face to face meeting is not mutually convenient, then every effort will be made to speak over the phone.
  
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. **as follows:** Parents, by calling the school, may arrange a time with our future Parent Coordinator to spend a day, or part of a day, observing classes. Every effort will be made to find a mutually agreeable time to observe classes. [limiting considerations may be: other visitors already at school on that day, testing day, etc...]
  
5. School will provide to every AMS student a durable folder to hold exclusively school/parent communication.

## **B. Parent Responsibilities**

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

6. Supporting my child's learning by making education a priority in our home by:
  - a. Making sure my child is on time and prepared everyday for school;
  - b. Monitoring attendance
  - c. Talking with my child about his/her school activities everyday
  - d. Scheduling daily homework time;

- e. Providing an environment conducive for study
- f. Making sure that homework is completed
- g. Monitoring the amount of television my children watch.
- h. Making sure that my child is wearing the proper uniform every day.
- i. Visit my child's classroom
- j. Promoting positive use of my child's extracurricular time
- k. Participating in school PTA activities on a regular basis
- l. Promptly reading all notices and letters home from the school
- m. reading together with my child every day
- n. providing my child with a library card;
- o. communicating positive values and character traits, such as respect, hard work, and responsibility
- p. respecting the cultural differences of others
- q. ensuring that my child understands consequences for inappropriate behavior.
- r. Supporting the school's discipline policy and helping to develop a discipline tool.
- s. Expressing high expectations and offer praise and encouragement for achievement
- t. Volunteer, when possible, to assist activities such as school trips, school projects, and other activities.
- u. Provide to my child's advisor any information if my child or I are experiencing difficulties or when I think we may need some help.

7. Parents will make sure folder is checked daily for correspondence (notes and letters) and promptly read and return required information.

### **C. Student Responsibilities**

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

8. Specifically, we will
- a. Be respectful of ourselves and others.
  - b. Students will place all written correspondence (notices, letters) from school into folder and give to parents. Students will be responsible for all correspondence to and from school.
  - c. Wear the school uniform without fail.
  - d. Come to school with all the necessary tools of learning: pens, pencils, books, etc..

- c. listen and follow directions
- d. participate in class discussions and activities
- e. follow the school/class rules of conduct
- f. be active participants in our own learning by asking for help when we don't understand
- g. do our homework every day and ask for help when we need to
- h. study for tests and assignments
- i. read at least 30 minutes every day outside of school time
- j. get adequate rest every night
- k. give to our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day.
- l. Go to my advisor when I am having difficulties in school or with any member of the school community when I think I need help.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**Refer to pages 9-10 of this document.**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**Refer to pages 13-18 of this document**

3. Instruction by highly qualified staff.  
**88.1 % of teachers are highly qualified last year. This year, after staff changes, 93% of teachers are highly qualified. We will make available title I monies for these teachers to take the college courses at CUNY that will close the gap.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**Teacher professional development occurs twice weekly during teacher team meetings led by either principal, assistant principal, or lead teachers.**  
**All teachers and support staff were offered free membership to professional organizations closely associated to their job at AMS. These memberships include subscriptions to monthly professional association magazines that offer the latest in professional development theories and practices.**  
**Principal attends monthly principal professional development meetings with SSO and also is member of various professional organizations.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**We advertise on Craigslist, the NYTimes and subscribe to two significant teacher-recruitment organizations. We also work closely with the NYC Teaching Fellows and teach for America to recruit potential candidates who are highly qualified.**
6. Strategies to increase parental involvement through means such as family literacy services.  
**We offer monthly parent seminars ranging from family literacy to financial literacy. We also have parental programs that help parents learn to check their students homework.**  
**We advertise these parental programs and workshops through our parent Newsletter, *Connections*, sent home on the first of each month.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
**NOT APPLICABLE (we serve grades 6-12)**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
**Teachers participate through their teacher teams to create their grade level assessments, rubrics, and grading policies. All teachers at the start of the year are assigned a team to help determine the upcoming year's assessments and help design strategies on how to use assessment data to differentiate instruction and drive student achievement.**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Each marking period, the pupil personnel committee, led by the principal, generates a ‘fail report’ indicating students who are falling below standards. Each student is then thoroughly supported. Immediate assistance includes: conferencing with parent, development of short term and long term realistic goals and action plans to help the student meet those goals. Plans are revisited at subsequent parent meetings.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **Each of the applicable services and programs have a designated ‘school point person’ who helps facilitate the program at the school level.**

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS-- NOT APPLICABLE.**

**APPENDIX 5-- NOT APPLICABLE**

**APPENDIX 6—NOT APPLICABLE**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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## **CURRICULUM AUDIT FINDINGS**

### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### **1A. English Language Arts**

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

##### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

**1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.**

During the summer of 2009, curriculum planning teams met for two weeks to assess and revise the curriculum calendars and unit overviews for all subject areas. The teams included school leaders and teachers, and included at least one member of each grade-level and subject-area team. The teams reviewed the actual, taught curriculum from the previous year, and compared that curriculum to state standards to assess any gaps. School leaders and teacher-leaders assisted less-experienced teachers in revising the school curriculum to match the objectives of the school suggested by the SLT and

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

addressing those areas identified for improvement based on 2009 assessment data. It was determined that the school curriculum is strongly aligned with New York State standards. It was also determined that the school's curriculum-writing process (including twice-weekly team meetings and summer curriculum revision) allows significant teacher input into the curriculum, while also allowing school leadership to monitor the alignment of the curriculum with its objectives.

**1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

Applicable  Not Applicable

**1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

**Curriculum-writing process:** Our school follows a curriculum-writing process that requires on-going editing of its curriculum calendars, focusing on unit overviews for each unit of study, in each subject area. Over the summer, teachers and leaders meet to improve alignment of the curriculum across grade levels and subject areas; and throughout the year, teams meet twice-weekly to edit (and re-write) the curriculum, always with input of team leaders, who provide professional development for teachers in any areas identified for improvement. These twice-weekly team meetings also provide a team-planning structure throughout the school year, which allows for input from at least three people into each lesson. This process dispels the relevance of the finding to our school's educational program, because it provides direct supervision and support for teachers while they write and teach their curriculum, and prevents any significant mis-matches between the school curriculum and state standards (or other school objectives).

**Unit Overviews:** In addition to the team-planning process, our school teachers and leaders also focus substantial effort on writing and revising unit overviews for each unit of study, in all core academic subject areas. These unit overviews require teachers and leaders to focus on the key understandings set forth in the New York State standards. They also provide opportunities for teachers to edit and re-write their curricula without losing sight of yearlong objectives, both in terms of content and process. The unit overviews provide a framework for thoughtful development of students' skills and thinking throughout the year.

**1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

Although we do not believe this finding is applicable to our school, we understand that alignment of our curriculum with state standards requires an ongoing effort to revise and edit our curriculum consistent with the standards, as well as with our other school objectives, as set forth in this CEP. Our school will not need support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

### **1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

During the summer of 2009, curriculum planning teams met for two weeks to assess and revise the curriculum calendars and unit overviews for all subject areas. The teams included school leaders and teachers, and included at least one member of each grade-level and subject-area team. The teams reviewed the actual, taught curriculum from the previous year, and compared that curriculum to state standards to assess any gaps. School leaders and teacher-leaders assisted less-experienced teachers in revising the school curriculum to match the objectives of the school suggested by the SLT and

addressing those areas identified for improvement based on 2009 assessment data. It was determined that the school curriculum is strongly aligned with New York State standards. It was also determined that the school's curriculum-writing process (including twice-weekly team meetings and summer curriculum revision) allows significant teacher input into the curriculum, while also allowing school leadership to monitor the alignment of the curriculum with its objectives.

**1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

**Applicable**  **Not Applicable**

**1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

**Curriculum-writing process:** Our school follows a curriculum-writing process that requires on-going editing of its curriculum calendars, focusing on unit overviews for each unit of study, in each subject area. Over the summer, teachers and leaders meet to improve alignment of the curriculum across grade levels and subject areas; and throughout the year, teams meet twice-weekly to edit (and re-write) the curriculum, always with input of team leaders, who provide professional development for teachers in any areas identified for improvement. These twice-weekly team meetings also provide a team-planning structure throughout the school year, which allows for input from at least three people into each lesson. This process dispels the relevance of the finding to our school's educational program, because it provides direct supervision and support for teachers while they write and teach their curriculum, and prevents any significant mis-matches between the school curriculum and state standards (or other school objectives).

**Unit Overviews:** In addition to the team-planning process, our school teachers and leaders also focus substantial effort on writing and revising unit overviews for each unit of study, in all core academic subject areas. These unit overviews require teachers and leaders to focus on the key understandings set forth in the New York State standards. They also provide opportunities for teachers to edit and re-write their curricula without losing sight of yearlong objectives, both in terms of content and process. The unit overviews provide a framework for thoughtful development of students' skills and thinking throughout the year.

**1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

Although we do not believe this finding is applicable to our school, we understand that alignment of our curriculum with state standards requires an ongoing effort to revise and edit our curriculum consistent with the standards, as well as with our other school objectives, as set forth in this CEP. Our school will not need support from central to address this issue.

**KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

### **Please respond to the following questions for Key Finding 2A:**

#### **2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

As discussed above, our school regularly engages in ongoing re-evaluation of its curriculum and instructional practices through twice-weekly team meetings for all grade and subject area academic teams, in addition to common planning and sharing of daily lesson plans. Team leaders (school administrators or veteran teachers) participate in those meetings and observe the classrooms of their team members (both formally and informally). This process will be used throughout the school year to monitor the instructional practices within classrooms and to determine whether Key Finding 2A is relevant to our school. Additional meetings occur during the summer to assess the school's instruction as a whole, and to assess the need for school-wide changes in instructional practices.

#### **2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.**

**Applicable**    **Not Applicable**

**2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?**

As discussed above, both the curriculum-writing process and the written unit overviews that reflect the taught curriculum dispel the relevance of this finding to the school's educational program. Through the process of directly supervising the writing of the curriculum, school leaders continually encourage teachers to increase the amount of student-centered instruction and independent work time, and to reduce the reliance on direct instruction. Written evidence of formal and informal classroom observations and samples of student work further evidence the nature of the classroom activities. In addition, all ELA classrooms in the school conduct two annual task-based activities designed to assess student growth in certain research-based "habits of mind" that are related to college readiness. These task-based assessments provide further evidence of a curriculum that encourages independent student learning and reflection, as opposed to a reliance on direct instruction.

**2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.**

Although we do not believe this finding is applicable, AMS will continue to assess and reflect on the nature of its classroom instruction throughout the year and again in the summer of 2010. AMS will not require additional support from central to address this issue.

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**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>2</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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<sup>2</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

**Please respond to the following questions for Key Finding 2B:**

***2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.***

As discussed above, our school regularly engages in ongoing re-evaluation of its curriculum and instructional practices through twice-weekly team meetings for all grade and subject area academic teams, in addition to common planning and sharing of daily lesson plans. Team leaders (school administrators or veteran teachers) participate in those meetings and observe the classrooms of their team members (both formally and informally). This process will be used throughout the school year to monitor the instructional practices within classrooms and to determine whether Key Finding 2B is relevant to our school. Additional meetings occur during the summer to assess the school's instruction as a whole, and to assess the need for school-wide changes in instructional practices.

***2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.***

*Applicable*    *Not Applicable*

***2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?***

As discussed above, both the curriculum-writing process and the written unit overviews that reflect the taught curriculum dispel the relevance of this finding to the school's educational program. Through the process of directly supervising the writing of the curriculum, school leaders continually encourage teachers to increase the amount of student-centered instruction and independent work time, and to reduce the reliance on direct instruction. Written evidence of formal and informal classroom observations and samples of student work further evidence the nature of the classroom activities. In addition, all mathematics classrooms in the school conduct two annual task-based activities designed to assess student growth in certain research-based "habits of mind" that are related to college readiness. These task-based assessments provide further evidence of a curriculum that encourages independent student learning and reflection, as opposed to a reliance on direct instruction.

***2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.***

Although we do not believe this finding is applicable, AMS will continue to assess and reflect on the nature of its classroom instruction throughout the year and again in the summer of 2010. AMS will not require additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

#### ***3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.***

School leaders regularly meet (in weekly "instructional cabinet" meetings) in order to assess the needs of the teachers and to develop plans for teacher hiring, professional development and retention.

#### ***3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.***

**Applicable**    **Not Applicable**

#### ***3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?***

Our school is continuing to expand to additional grades ("phasing-in") and, therefore, continues to hire a significant number of new, inexperienced teachers each summer. As a result, by necessity, our staff includes a relatively high percentage of new teachers. It is too early to assess, however, the school's success at teacher retention or the rate of teacher turnover.

#### ***3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.***

Although it is too early to assess the true relevance of this finding to AMS, the school nevertheless has taken several steps to address the issue preemptively:

(a) Through the team-planning process described above, all new AMS teachers are supported in their daily lesson-planning by an administrator or veteran teacher on their grade-level academic teams, in addition to support from their school-based mentors;

(b) School leaders are developing a plan for the career-development of returning teachers in order to identify the roles they will play in the school over the next few years;

(c) School leaders are actively recruiting teachers with a few years of prior experience in the hiring process for the fall of 2009, in an effort to reduce the percentage of inexperienced teachers on the staff. The school does not need additional help from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School leaders regularly meet (in weekly "instructional cabinet" meetings) in order to assess the needs of the teachers and to develop plans for teacher hiring, professional development and retention.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELL program coordinator last year led a sequence of professional development sessions—mandatory for all teachers—at three separate points in the year to disseminate best practices with ELLs. Specifically, our teaching staff was exposed considerably to the SIOP model, classic ELL instructional techniques, and was given an array of modification strategies to reach ELLs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Though the finding is not relevant, we would like to send some teachers to QTEL trainings this year to even further deepen our ELL instructional bag of tricks and strategies.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

School leaders regularly meet (in weekly “instructional cabinet” meetings) in order to assess the needs of the teachers and to develop plans for teacher hiring, professional development and retention.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

NYSESLAT data was reported and explained to every staff member at AMS last year. Each and every teacher received a spreadsheet with all 40 ELLs, indicating their NYSESLAT scores in each area. Teachers were given PD on how to interpret this data and how this data could be used to adjust instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

School leaders regularly convened the teaching staff to deliver special education professional development. We elicited feedback from these sessions.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school offers an enormous amount of professional development on special education issues to the general education staff. Specifically, on the required PD day the day before classes start in September, all teachers are required to attend a 'disability simulation' wherein the teachers act as students and the teacher of the class deliberately confuses material and causes conditions that would simulate a 'learning disability.' This sensitizes our general education faculty to the frustrations that so many of our IEP students may feel during the course of a lesson. In addition, during a 3 hour PD, teachers are 'walked through' an IEP with particular attention to page 6 academic goals and testing modifications. Teachers during the year meet for lunchtime PDs where they examine the IEPs of their won students, All teachers are briefed on the Continuum of Services and teachers learn about SETSS, CTT, Self-contained, and D75. The PD incudes a review of the 14 major disability categories and related services that we provide in the school. Teachers are exposed to a wide variety of strategies to modify curriculum to accommodate students with special needs. Each teacher meets with the grade team to review IEPs of their students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Principal and IEP teachers reviewed each of the 52 IEPs and examined them for alignment between goals, objectives, and modified promotional criteria. We paid careful attention to both behavioral goals and academic goals.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A thorough examination of the IEPs of SWDs in our school generally supported the citywide findings. 95% of our students' IEPs were originated at another school and students articulated to our school with current IEPs. More often than not, modified promotional criteria was extended right through 8<sup>th</sup> grade, often leaving the student entering 9<sup>th</sup> grade far, far below grade level. Moreover, there were huge discrepancies where IEPs strongly suggest a self-contained category, but the IEP was changed in 5<sup>th</sup> grade to reflect CTT recommendation—without any documented success to suggest a less restrictive environment would be likely to succeed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are going through each IEP as the annual review date comes through and often rewriting the IEPs significantly to reflect more alignment. No additional help from central is needed here.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

**Based on ATS reports, we have 8 students that are in Temporary housing.**

2. Please describe the services you are planning to provide to the STH population.

The service we plan to provide to the STH population is non-mandated counseling by licensed guidance counselor, outreach efforts to both students and parents; We are trying to offer transportation support, clothing and general needs for the student and family (basic emergency supplies). We speak to students advisors for informal social/emotional assessment, look at achievement data and latenedd / attendance rates to monitor needs/progress of STH students.

### **Part B: FOR NON-TITLE I SCHOOLS—NOT APPLICABLE**