



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

## **2010-2011 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:** Ms. Elena Papaliberios

## 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.

## **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 grades 6-12. We have 601 students. 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-equipped 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. 90% of our 8<sup>th</sup> grade students stay with us for high school, attesting to the success our school has in making deep relationships with students.

**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.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	Urban Assembly School for Applied Math and Science						
<b>District:</b>	9	<b>DBN #:</b>	09X241	<b>School BEDS Code:</b>	320900011241		

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.5/ 93.2	93.9/ 93.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.3	98.5	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	72	78	81	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	88	88	85		92.5	83.5	91.2		
Grade 8	81	90	89						
Grade 9	93	84	89	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	80	85	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	76		0	7	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	334	420	505		2	5	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	3	4	TBD		
No. in Collaborative Team Teaching (CTT) Classes	8	25	35						

DEMOGRAPHICS							
Number all others	35	36	40	Superintendent Suspensions	3	2	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	17	38	45	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	5	15	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	24	32	37
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	3	7	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	0	4	5				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	0.6	0.2	0.4	Percent more than two years teaching in this school	25.0	21.2	TBD
Black or African American	29.6	29.3	29.3	Percent more than five years teaching anywhere	2.5	6.1	TBD
Hispanic or Latino	61.4	66.3	64.6	Percent Masters Degree or higher	46.0	45.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	5.4	5.0	3.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	88.1	TBD
White	3.0	2.1	2.0				
Multi-racial	-	-	-				
<b>Male</b>	54.8	52.9	52.9				
<b>Female</b>	45.2	47.1	47.1				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<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	-	-	-				
Multiracial	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓	-				
<b>Student groups making AYP in each subject</b>	4	4	1				

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	W
<b>Overall Score</b>	83.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	20.5	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	44.9	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Although our middle school received a score of B on the 2009-2010 progress report and our high school progress report, while not graded, looks strong, and our most recent quality review was well-developed, 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, students who receive Special Education services in high school, and creating a college bound culture. .

**Mathematics:** Although the score drops in mathematics across the city in 2009-2010 are well-documented and significant, the data is quite clear that at our school, mathematics achievement on both the middle school and high school levels is a clear strength. Specifically, data from the 2009-2010 New York City Progress report shows that in our high school, we had a weighted regent pass rate in mathematics of 1.86, putting us at the very top of our peer group in mathematics, and 94% of the way towards the city horizon. Moreover, 41 of 69 students have scored 75% or better on their Algebra I or Math A regents. In data retrieved from ARIS, we see that 68 out of 69 students in our lead cohort (12<sup>th</sup> grade) have completed the math requirement (Algebra I or Math A) to receive a local diploma (Requirement 65 for gen ed, 55 for special ed), and 64 out of 69 have passed with a 65% or more (qualifying for regents diploma). The standardized exam scores align with our own school-based assessments as well. Of particular note is the Advanced Regents Diploma. As of June 2010, 19 of our 69 seniors had passed two regents exams in mathematics with 65% or higher and therefore passed, arguably, the hardest hurdle for an advanced regents diploma. We believe this number is quite astonishing for a non-screened, non tested-in school. Although we are proud of this number, there remain, however, 7 students who wish to receive this diploma who have yet to pass a second regents in mathematics.

Though not as strong comparatively, we are in the 56<sup>th</sup> percentile of growth in middle school mathematics among our peers. For the lowest third in our middle school, we do significantly better, outpacing 65% of our peers in mathematics growth. A bright spot is that 32% of our collaborative team teaching students in middle school made 'exemplary proficiency gains' in mathematics.

In addition, we are opened up a section of Advanced Placement Calculus AB, with 14 students out of our 69 attending. Students will sit for the AP Calculus exam in April 2011.

**Science:** During 2009-2010, our high school students made great gains-- both the lowest 1/3 and the top honors populations. In our lead cohort, by June 2010, 68 of 69 had passed a science regents with 65% or higher, meeting the requirement for a regents diploma. The 69<sup>th</sup> student qualifies for a local diploma, so that all students in the entering 12<sup>th</sup> grade in 2010 have met the science graduation exam requirement. Moreover, 45 out of 69 have passed a second science exam—either in chemistry or earth science. We also have developed a significant honors program in science. We had our very first Advanced Placement class in biology in 2009-2010. Three of our students received a score of “3” on the AP biology exam, earning them college credit as high school juniors—quite an achievement for a non-screened school of this small size. In addition, our weighted science regents pass rate was 1.63, which is 93.5% of the way towards the peer group horizon. In our middle school, 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. Middle school student surveys say that just as many girls as boys like science, and that achievement is balanced by gender as well.

**English Language Arts:** Though we are proud of our ELA program, we acknowledge that we have not had as much success in ELA regents in comparison to other main academic classes (science, math, and History). Specifically, 57 out of 69 students have met the ELA exam requirements or a regents diploma. In addition, only 60 out of 69 students have met the ELA requirement for a local, diploma. Our corresponding weighted regents pass rate is 1.03, which puts us at only 51.6% of the way towards our peer group horizon. We need to raise these numbers. On the middle school level, our median growth percentile was only 46% of the way towards our peer horizon. For the lowest third, we were only 29% of the way towards our peer horizon. For our collaborative team teaching students in middle school, 4% made ‘exemplary proficiency gains’ in ELA.

**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 rate in US History was 1.26, which put us 83.8% of the way towards our peer horizon. Weighted regents pass rate in Global was 1.30, which put us 80.2% of the way towards our peer horizon. Nevertheless, Social Studies teacher reports are consistent with English teacher reports—AMS students still need to become better readers and writers.

**Students with Special Needs:** A thorough data analysis of high school students receiving special education services was conducted in May-June of 2010. Data included test scores, credit accumulation, monthly progress reports, review of annual goals, teacher verbal reports, report cards, a review of student work samples, and student interviews. What emerged was that approximately 10 of our special education high school students were lagging significantly behind in their ELA and Social Studies classes. It seems that these 10 students have exhausted the supports given to them and that these students—despite significant SETSS support—are significantly behind their peers. We were and remain concerned that unless we tried a significantly different approach, then these students would not graduate high school.

**College Readiness:** During 2010-2011, AMS will graduate its first senior class. As a result it is crucial for this college bound school to have a strong college advisement program for 12 graders. An analysis of college readiness that included student interviews and evaluation of progress of students in meeting benchmarks towards college acceptance reveal a strengths and weaknesses. As of October 1, 2010, student surveys revealed great concern about the college application process, with some students saying they feel overwhelmed and are in need of additional support. A clear strength is that students at AMS feel that it is expected that they go to college. Another strength is that students feel have had tremendous exposure to admissions officers, college representatives, and have visited many college campuses. It seems, however, that many students say they have not felt an urgency to complete applications and are doing so slowly. It is absolutely clear from student interviews that there is a need for the school to do a better job of staying on top of students as they go through the college

application process. Moreover, a subcommittee report from the school leadership team when it helped put together this portion of the CEP indicates that “additional coordination of college readiness activities are appropriate.”

**Greatest Accomplishments:**

The greatest accomplishment of our school over the past years is, once again, 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. We added two Advanced placement classes during 2009-2010 (Calculus AB, and AP Bio). Students from 6<sup>th</sup> grade through 12<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. It is important to note here that our students with disabilities are very much a part of this culture. We are providing settings that allow students with IEPs to get significant support in the least restrictive environment possible. Students with disabilities here feel fully ingrained in the life of the school and do not view themselves as belonging to a subgroup category, but rather as part of a successful, college-bound student body.

**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:**

Once again, 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.

## SECTION V: ANNUAL SCHOOL GOALS

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

---

**Goal Number 1:** Based on findings in section IV above, focusing on the “bottom third” of the lead cohort, school leaders and teachers will maximize the number of students receiving diplomas in June 2011. Specifically, we will:

**(Specific)** Organize our school to achieve a 90% graduation rate in June 2011.

**(Measurable)** The rate would correspond to 63 out of our 70 seniors graduating.

**(Achievable)** It is well-documented that schools that organize their resources well can make a substantial difference in graduation rates. A 90% graduation, given where our students ended 11<sup>th</sup> grade, seems difficult but achievable.

**(Realistic)** By current estimates, roughly 22 students out of our 70 will need some form of augmented schedule to make up credits or to special preparation to take Regents exams not yet passed. This number (22) is within the resources of the school to manage. The school has strong teacher-student relationships and sufficient capacity to organize around this effort.

**(Time Bound)** The goal here is obviously time bound, given graduation deadline of June 2011.

**Goal Number 2:** Based on findings in section IV above, school leaders and teachers will maximize the number of students receiving Advanced Regents Diplomas in June 2011. Specifically, we will:

**(Specific goal)** Organize our school to achieve a 30% graduation rate with Advanced Regents Diploma designation

**(Measurable)** The rate would correspond to 21 out of our 70 enrolled seniors graduating.

**(Achievable)** The school is able to influence the percent of ARDs substantially. We believe the goal is achievable given where our students were at with both credit accumulation and regents exam passes at the end of 11<sup>th</sup> grade.

**(Realistic)** By current estimates, roughly 16 of our students are on track to get an ARD, with another 7 “within reach.” It is realistic, therefore, to think that by keeping close tabs on the 16 on track, and offering extra supports to those who are “within reach” that we would realistically be able to achieve the goal. We have the capacity to organize around this effort.

**(Time Bound)** The goal here is obviously time bound, given graduation deadline of June 2011.

**Goal Number 3:** Based on findings in section IV above, school leaders and teachers will take specific steps to create and implement a specific program to support our 10 struggling special education high school students in ELA and Social Studies.

**(Specific goal)** Organize our school, we will provide a supportive, differentiated environment for our special education students so that our students progress towards regents graduation standard in Global History.

**(Measurable)** Our efforts should yield after 1 year at least 80% of the students (8 out of 10) receiving 65% or greater on in-class assessments aligned to the NYS Global regents. After

2 years, 80% of the students in this class should pass the NYS Global regents with a score of 65% or better.

**(Achievable)** It is clear that special education students, with appropriate supports, can meet the regents standard. Therefore, the goal is entirely achievable.

**(Realistic)** Given the resources available (low student-teacher ratio, committed faculty, good student attendance), the goal is quite realistic.

**(Time Bound)** Success depends upon passing the exams within the stated framework. The program is assessed fully in June 2011, with the results of the final student report card data. After 2 years in June 2012, the program is assessed fully with results of NYS Global History regents.

**SECTION VI: ACTION PLAN**

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maximize the number of students receiving diplomas in June 2011. Specifically, we will:  <b>(Specific)</b> Organize our school to achieve a 90% graduation rate in June 2011.  <b>(Measurable)</b> The rate would correspond to 63 out of our 70 seniors graduating.  <b>(Achievable)</b> It is well-documented that schools that organize their resources well can make a substantial difference in graduation rates. A 90% graduation, given where our students ended 11<sup>th</sup> grade, seems difficult but achievable.  <b>(Realistic)</b> By current estimates, roughly 22 students out of our 70 will need some form of augmented schedule to make up credits or to special preparation to take Regents exams not yet passed. This number (22) is within the resources of the school to manage. The school has sufficient capacity to organize around this effort.  <b>(Time Bound)</b> The goal here is obviously time bound, given graduation in June 2011.</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 late August, after summer school has ended, Principal Baum meets with other school leaders (Assistant Principals Ogilvie, Bennett and Krulwich, and counselor Bath) to do a comprehensive audit of both credit accumulation and regents exam results. All 70 students are identified as either “on track,” “in need of credits” and/or “in need of exams.” In late August, counselor Bath identifies complete set of students who are not on track to graduate, creates individual programs for each student. October-January: intensive tracking of students not on track, including weekly check-ins with advisors. End of January, a second audit conducted. February-June. School implements twice weekly check ins. School offers night school for additional credits and test preparation.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Approximately 5% of Assistant Principal Krulwich, Bennett, and Ogilvie salaries during the school year will be dedicated to gathering and analyzing the data regarding our students not on track for graduation, and for various meetings regarding strategies.          \$4,000 in per session Title I monies are dedicated for teacher per session tutoring in support of this goal. \$3,000 in per session Title I monies are dedicated for “night school” during February-June 2011.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>September-January, weekly check-ins will give continual feedback to school leaders          A full second audit after regents exams and report cards in January will give important mid-year information.          February-June 2011, students will have twice weekly check ins.          A final indicator of accomplishment occurs in June 2011 with final graduation numbers.</p>

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maximize the number of students receiving Advanced Regents Diplomas in June 2011. Specifically:  <b>(Specific goal)</b> Organize our school to achieve a 30% graduation rate with ARD.  <b>(Measurable)</b> The rate would correspond to 21 out of our 70 seniors graduating.  <b>(Achievable)</b> The school is able to influence the percent of ARDs substantially. We believe the goal is achievable given where our students were at with both credit accumulation and regents exam passes at the end of 11<sup>th</sup> grade.  <b>(Realistic)</b> By current estimates, roughly 16 of our students are on track to get an ARD, with another 7 “within reach.” It is realistic, therefore, to think that by keeping close tabs on the 16 on track, and offering extra supports to those who are “within reach” that we would realistically be able to achieve the goal. We have the capacity.  <b>(Time Bound)</b> The goal here is obviously time bound, given the June 2011 graduation..</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 early September, Principal Baum meets with other school leaders (Assistant Principals Ogilvie, Bennett and Krulwich, and counselor Bath) to do a comprehensive audit of both credit accumulation and regents exam results. All 70 students are identified as either “on track for ARD,” or “within reach of ARD.” In October, AP Ogilvie identifies complete set of students who are in need of specific exams to meet the ARD, and creates individual programs for each student to accomplish this goal. October-January, Principal Baum leads lunchtime Algebra II prep class for seniors in need of the Algebra II exam. October-January, Spanish teacher Urena offers tutoring to students in need of Spanish regents. End of January, a second audit conducted. February-June, after school test prep. School offers night school for additional test preparation.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Approximately 5% of Assistant Principal Krulwich, Bennett, and Ogilvie salaries during the school year will be dedicated to gathering and analyzing the data regarding our students not on track for graduation, and for various meetings regarding strategies.  \$3,000 in per session Title I monies are dedicated for teacher per session tutoring in support of this goal. \$2,000 in per session Title I monies are dedicated for “Saturday regents prep for ARD” during February-June 2011.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>September-January, weekly check-ins will give continual feedback to school leaders  A full second audit after regents exams and report cards in January will give important mid-year information.  February-June 2011, students will have twice weekly check ins.  Students on track will be monitored weekly to ensure that they do not ‘slip’  A final indicator of accomplishment occurs in June 2011 with final graduation numbers.</p>

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on findings in section IV above, school leaders and teachers will take specific steps to create and implement a specific self-contained program to support our 10 struggling special education high school students in ELA and Social Studies.</p> <p><b>(Specific goal)</b> Organize our school, we will provide a supportive, differentiated environment for our special education students so that our students progress towards regents graduation standard in Global History.</p> <p><b>(Measurable)</b> Our efforts should yield after 1 year at least 80% of the students (8 out of 10) receiving 65% or greater on in-class assessments aligned to the NYS Global regents. After 2 years, 80% of the students should pass the global regents with a score of 65% or better.</p> <p><b>(Achievable)</b> It is clear that special education students, with appropriate supports, can meet the regents standard. Therefore, the goal is entirely achievable.</p> <p><b>(Realistic)</b> Given the resources available (low student-teacher ratio, committed faculty, good student attendance), the goal is quite realistic.</p> <p><b>(Time Bound)</b> Success depends upon passing the exams within the stated framework. The program is assessed fully in June 2011, with the results of the final student report card data. After 2 years , the program is assessed fully with results of NYS Global History regents.</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>August 2010, AP Krulwich creates student and teacher schedules for self-contained ELA/SS double block class periods 6 and 7. September 1 2010, Principal Baum puts together a team of teachers- one ELA, one SS, one Special education to commence planning curriculum for self-contained ELA/SS class. September-June weekly meeting with self-contained tem to assess the class. Self-contained student progress is monitored and discussed weekly at meeting led by principal. Form partnership with Teachers College at Columbia University for frequent professional development.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Principal Baum and Assistant Principal Ogilvie devote 5% of administrative time on organizing the self-contained class.</p> <p>\$1,000 in Title I SWP devoted to paying Teachers College as consultants to Special Education program.</p> <p>Per session planning monies and per diem coverages for the 3 teachers (Ms. Schlosbon, Mr. Day, and Ms. Camacho) to attend Professional Development activities at Teachers College from October 2010 to March 2011.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly check-ins with teachers involved in self-contained class that focus on: time on task, behavior, and achievement on assessments both formal and informal. Thorough review of student work monthly by administrative team to check monthly progress towards our goal that after 1 year at least 80% of the students (8 out of 10) receiving 65% or greater on in-class assessments aligned to the NYS Global regents. After 2 years, 80% of the students should pass the global regents with a score of 65% or better.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

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

**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>

**At-risk Health-related Services:**

Students in need of services receive regular, one-on-one services, based on the nature of their individual needs.

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

*NCLB/SED requirement for all schools*

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

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**Language Allocation Policy (LAP) 2010 – 2011**

**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>	Eric Day <b>Special Education Coordinator</b>
Jon Green/Patrick Fagan <b>Network Leader</b>	Jason Rivera <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 seventh year in the fall of 2010. The school welcomes students from grades 6-12 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 2010– 2011 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 2010 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>	<b>12</b>
Spanish	10	7	9	9	7	2	1
Arabic							
Fanti	2		1				
French							1
Twi							
Tagalog					1		
Italian			1				
Soninke	1						
<b>TOTAL</b>	<b>13</b>	<b>7</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>2</b>

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	7	0	1	23	0	7	22	0	8
<b>Total</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>23</b>	<b>0</b>	<b>7</b>	<b>22</b>	<b>0</b>	<b>8</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 (3 times a week)</b> 80 minutes.	Individualized ESL instruction in a smaller class setting. (80 minutes of ESL instruction)		Individualized ESL instruction in a smaller class setting. (80 minutes of ESL instruction)		Individualized ESL instruction in a smaller class setting. (80 minutes of ESL instruction)
<b>Humanities</b> (A combined English and Social studies 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>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 – 2010**

<i>Grade Level</i>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Number of those scoring at the Beginners (B) level:	2	3	4	1	3	0	0
Number of those scoring in the Intermediate (I) level:	7	3	5	5	3	0	0
Number of those scoring on the Advance (A) level:	4	1	2	3	2	2	2
<b>TOTAL</b>	<b>13</b>	<b>7</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>2</b>

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 2010-11**

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

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

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

**Section I. Student and School Information**

Grade Level(s) 6-12                      Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In

the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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**NO CHANGES THIS YEAR**

**Section III. Title III Budget**

School: 09X241 BEDS Code: 320900011241

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Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries</b> - 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.  <b>Saturdays:</b> 38 hours x 1 teacher (ESL teacher) at \$49.89 per session = 1,895.82  <b>Per Diem sub:</b> Covers classes for coordinator to attend QTEL Building Base training for 5 days - 167. 60x5= \$838  <b>Professional Development by ESL teacher:</b> 6 hours x 3 teachers (includes ESL teacher and 2 co-teachers)= \$898.02)
<b>Supplies and materials</b> .	\$ 3685.10	<b>1 LCD projector- \$800</b>  <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>  <b>32 copies of Merriam Webster's pocket Spanish English dictionaries- \$6 each- total = \$192</b>  <b>Non fiction books on tape-</b> <b>2 copies of the Diary of Anne Frank – \$70 each – total \$140</b>  <b>3 copies of the following assorted nonfiction and historical fiction <u>books on tape</u> at \$10 each for the middle schoolers.</b> <b>Buried Onions, When I was Puerto Rican, The</b>

		<b>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> <b>The Complete ArchAngel Shakespeare book on tape- total \$333</b> <b>6 Listening Centers- \$ 300 each- total= \$1800</b>
<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.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	424,490	323,496	747,986
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,250	3,235	7,485
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,225	*	
4. Enter the anticipated 10% set-aside for Professional Development:	42,490	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
 \_\_\_96%\_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**1. Two of the non-hjghly qualified have resigned.**

**2. Assist the tuition reimbursement for teachers to get highly qualified via college courses at CUNY.**

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

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

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

### **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

<b>A. School Responsibilities</b>
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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>B. Parent Responsibilities</b>
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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.

<p><b>C. Student Responsibilities</b></p>
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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

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**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.  
**93. % of teachers are highly qualified last year. This year, after staff changes, 94% 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.**

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

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

					program activity has been described in this plan.	
		Yes	No	N/A	Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				
Title I, Part A (ARRA)	Federal	✓				
Title II, Part A	Federal			✓		
Title III, Part A	Federal	✓				
Title IV	Federal			✓		
IDEA	Federal	✓				
Tax Levy	Local	✓				

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

**APPENDIX 5: NOT APPLICABLE**

**APPENDIX 6: NOT APPLICABLE**

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

***Appendix 7: 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**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Urban Assembly School for Applied Math and Science						
<b>District:</b>	9	<b>DBN:</b>	09X241	<b>School</b>	320900011241		

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				92.9 /
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				98.2
Grade 4		0	0				
Grade 5		0	0				
Grade 6		81	86				
Grade 7		85	83				91.2
Grade 8		89	84				91.2
Grade 9		89	96				
Grade 10		85	85				
Grade 11		76	86				10
Grade 12		0	69				
Ungraded		0	0				
<b>Total</b>		<b>505</b>	<b>589</b>				<b>2</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	10	Principal Suspensions			12
# in Collaborative Team Teaching (CTT) Classes		35	38	Superintendent Suspensions			7
Number all others		40	47				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			37
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			6
# receiving ESL services only		45	TBD	Number of Educational Paraprofessionals			1
# ELLs with IEPs		15	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			5	% fully licensed & permanently assigned to this school			91.7
				% more than 2 years teaching in this school			27.0
				% more than 5 years teaching anywhere			8.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			56.8
American Indian or Alaska Native		0.4	0.3	% core classes taught by "highly qualified" teachers			85.4
Black or African American		29.3	31.4				
Hispanic or Latino		64.6	63.5				
Asian or Native Hawaiian/Other Pacific		3.8	2.9				
White		2.0	1.7				
<b>Male</b>		52.9	51.4				
<b>Female</b>		47.1	48.6				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	50.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

# 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

<b>A. School Responsibilities</b>
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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>B. Parent Responsibilities</b>
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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.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>09</b>	School Number <b>241</b>	School Name <b>9X241UA Applied Math</b>
Principal <b>Kenneth Baum</b>		Assistant Principal <b>Andrea Pompey</b>	
Coach		Coach <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Guidance Counselor <b>Ron Bath</b>	
Teacher/Subject Area <b>Rahsaan Romain / ELL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Jinnette Caseras</b>		Parent Coordinator <b>Jason Rivera</b>	
Related Service Provider <b>Altovise Laster/Special Ed.</b>		Other <b>type here</b>	
Network Leader <b>Jon Green/Patrick Fagan</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>589</b>	Total Number of ELLs	<b>52</b>	ELLs as Share of Total Student Population (%)	<b>8.83%</b>
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## Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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.

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.

## Part III: ELL Demographics

### A. ELL Programs

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							13	7	11	8	9	2	2	52

Total	0	0	0	0	0	0	13	7	11	8	9	2	2	52
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### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	15
SIFE		ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7		1	23		7	22		8	52
<b>Total</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>23</b>	<b>0</b>	<b>7</b>	<b>22</b>	<b>0</b>	<b>8</b>	<b>52</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	7	9	9	7	2	1	45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other							3		2		1			6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>7</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>52</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

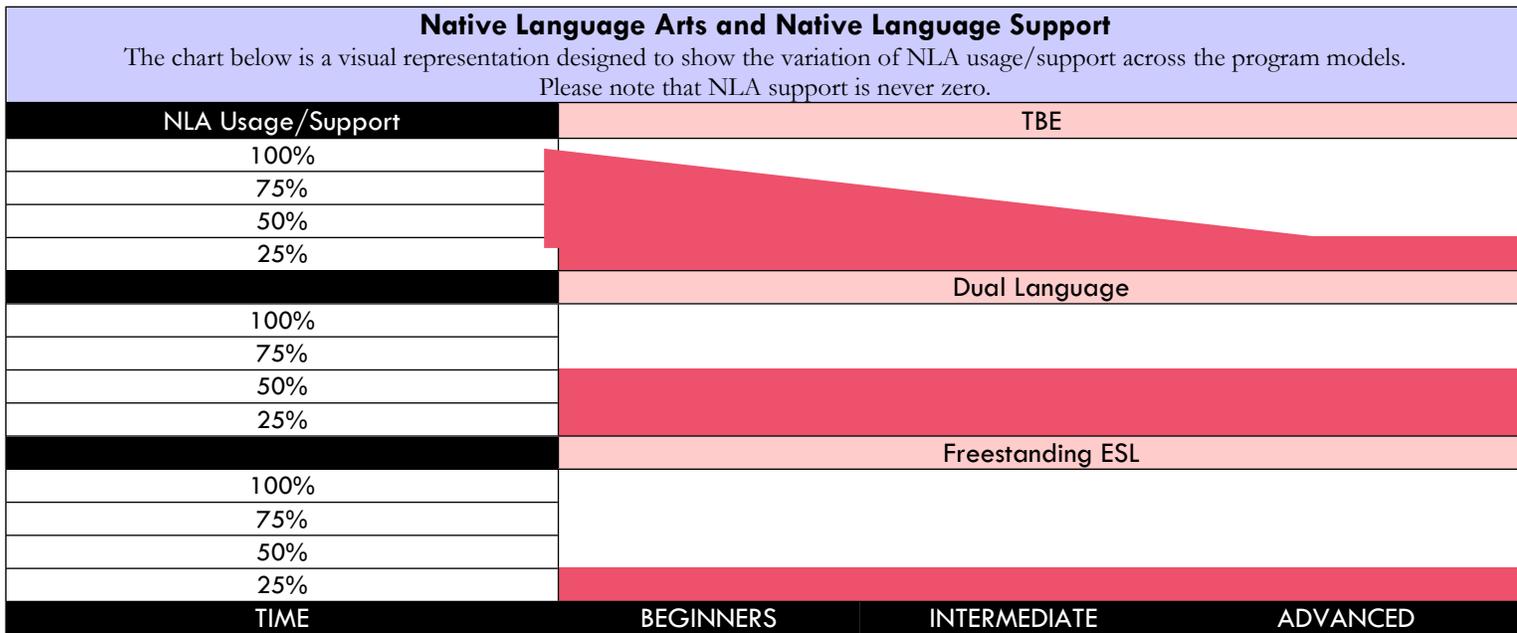
Middle school ESL students will attend a self-contained ESL Literature class, where they will focus on building language through literacy. Additionally, an ESL teacher will provide push-in support during main academic classes for our beginner and intermediate students, all high school ESL students, and those who are receiving SETSS services during the ESL Literature period. Our 38 advanced students (as determined by 2010 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, Mr. Day, 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.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



**B. Programming and Scheduling Information--Continued**

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

In math and ELA we have grouped our ELL students in homogenous groups based on past NYSESLAT test results and data collected from their teachers. We do this in their ELA and mathematics skills classes which they regularly attend. Each of these classes either taught by Mr. Romain (our ELL instructor) or is pushed in by Mr. Romain depending on their needs.

For those students who have tested out based on their NYSESLAT score, they continue to get extra time for all of their assignments and in addition to this they are frequently met by Mr. Romain to check up on the progress they are making in each of their major subject classes.

In the past we have held afterschool help for ELL students as well as Saturday classes that allow ELL students to receive extra help in their major subject areas. We believe in on and staffing the EL programs that we began last year and in addition getting more content area teachers involved in the process, thereby making the programs more relevant to the content they are covering in class.

Instructionally, ESL students are allotted access to our school rolling laptop carts in order to allow students to play interactive language learning games. In addition to this, each class that ELL students attend is equipped with video projectors. This allows teachers to show movies that relate to many of their in-class readings, as well as PowerPoint presentations that use pictures that help illustrate the setting of many of their in-class readings in addition to charts and graphs.

Our newly enrolled ESL students are spoken to and assisted by Mr. Romain when they first enter our school. Mr. Romain informs them and their parents of online activities that can be done at home, on the internet for free, that can help them with their acquisition. For ESL students to master their primary language, our school offers a native Spanish speaking course that allows them to become more fluent in their native tongue.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

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

Teachers in the ESL department meet once a week for an hour to discuss skills and strategies that will help them teach their self contained classes more efficiently, as well as how to have a greater impact when pushing into their students' majored classes.

We provide the staff with meetings at the beginning and end of each school year in order to help them understand the needs of incoming ELL students to their room from middle to high school. We give staff members helpful websites and teaching strategies and materials that will enable them to be more effective when teaching ELL students.

Every month, Mr. Romain goes to one team meeting per grade for each subject and goes over skills, strategies and materials teachers can use for ELL students in order for them to more effectively meet their needs in the classroom.

### E. Parental Involvement

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

Parents are always welcome at our school. We always encourage parental involvement within our school.

Although we do not partner with any Community Based Organization, we do do hold a workshop for parents at the beginning of the school year in order to familiarize them with the school, its Free-standing ELL program and resources they can use at home to help their children achieve cognitive academic language proficiency.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)							2	2	4	7	3			18
Advanced (A)							11	5	7	1	5	2	2	33
Total	0	0	0	0	0	0	13	7	11	9	8	2	2	52

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	10			13
7	3	3			6
8	3	5	2		10
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			9		4				13
7	1		2		2				5
8			6		3		1		10
NYSAA Bilingual Spe Ed									0

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

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

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Math <u>A</u>	13		10	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	11		9	
Physics				
Global History and Geography	4		2	
US History and Government	2		2	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

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

understanding. Due to this fact, our literature courses have been structured to include many more critical reading passages that expand in length and difficulty as the year progresses in addition to analytical questions and longer writing assignments. This enables them to get a deeper and more analytical understanding of the literature's main idea, plot, setting and character development in the text.

Most of our ELL students fair slightly better in their native language classes than they do in their standard English classes; however, the ELL department works closely with our Ms. Urena and the Spanish department in order to help create new ways to modify instruction for those ELL students struggling with their cognitive academic language proficiency.

The school leadership uses the periodic assessments to determine class placement as well as how to best modify the curriculum to fit the needs of our ever-changing population of ELL students. By focusing on the learning modalities both the teachers and administration have been able to modify the classes and material covered to better address the needs of our students.

What the school has learned is that using some native language dictionaries and words next to their english counterparts, along with pictures, allows intermediate and beginning ELLs to understand and interpret the material covered in class, thereby, allowing them to have more success than they did when these materials and techniques are not utilized.

Overall, I believe that our ELL program has been very successful in helping many ESL students gain the confidence and understanding in their newly acquired second language. Our schools ability to maintain a strong focus on academics while simultaneously aiding those who are struggling with their second language reach the same level of academic excellence is a testament to our commitment to have every child at our school able to compete with other students nationwide. Although we have some room to grow and must change our strategies for helping some of our students become more critical readers, I believe that we are well on our way to making these changes this year and look forward to viewing our data in order to further improve our ESL student's cognitive academic language proficiency.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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