



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE

**DBN (i.e. 01M001):** 09X241

**Principal:** DAVID KRULWICH

**Principal Email:** [DKRULWI@SCHOOLS.NYC.GOV](mailto:DKRULWI@SCHOOLS.NYC.GOV)

**Superintendent:** CARRON STAPLE

**Network Leader:** SHANNON CURRAN

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
David Krulwich	*Principal or Designee	
Ross Chodan	*UFT Chapter Leader or Designee	
Rita Jones	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Christine Cochran	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jason Jones	Member/ Student Representative	
Rasaan Ogilvie	Member/ Assistant Principal	
Alicia Mezritz	Member/ Teacher	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

#### **School-Wide Reading Initiative:**

This year, the Urban Assembly School for Applied Math and Science (“AMS”) plans to continue its work to increase student reading levels throughout the school, focusing primarily on lower-level readers in grades 6 through 10. AMS’s goal is to increase the number of students reading at or above grade level when they complete grades 6, 7, 8, 9 and 10, as compared to the number reading at grade level when they entered each grade. This work will be further supported by the school’s participation in the NYC DOE’s Middle School Quality Initiative beginning in September 2013.

In order to achieve this goal, AMS will continue its professional development of all teachers (across the subject areas) aimed at leveling texts (including informational and non-fiction texts in social studies, math and science classes); increase the use of independent reading and increase the overall number of minutes that students spend reading and analyzing texts over the course of each school day; continue the use of the DRP reading assessment three times a year; implement research-based vocabulary-building instruction (including Word Generation in middle school); and focus all teachers, students and parents on awareness of the students’ reading levels and how to choose appropriate texts for them.

AMS will administer the DRP reading assessment to all students in grades six through twelve, three times during the school year. AMS will seek to have more than 50% of all students in grades six through ten increase their DRP reading scores from the September to June administrations by an amount equal to or greater than the average increase for students in their grade.

#### **Comprehensive Needs Assessment**

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

The Urban Assembly School for Applied Math and Science earned an “A” on its NYC High School Progress Report and a “B” on its NYC Middle School Progress Report, with graduation rates and college readiness rankings over the 90<sup>th</sup> percentile. Nevertheless, only 18.5% of middle school students earned a “3” or “4” on the NYS Common Core ELA exams in the spring of 2013. Although progress and reading scores were above average (compared to the AMS peer group), it is crucial that these numbers continue to increase more quickly, in order to guarantee that all students will be able to succeed on the new Common Core aligned assessments, and to guarantee that they will achieve true “college readiness” by the time they finish high school.

#### **Instructional Strategies/Activities**

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

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

1. The Urban Assembly School for Applied Math and Science will implement a data-driven, research based approach to help increase its students’ reading levels across the grade levels. AMS will compile data by administering the “DRP” reading assessment to all students in grades six through ten three times during the 2013-14 school year (September, December and May). In addition, teachers will administer the Fountas and Pinnell reading assessment for selected students in order to assess specific reading strengths and weaknesses. This data will be tracked on a class and school-wide level.
2. AMS will also engage all ELA and social studies teachers in a rigorous professional development program throughout the school year during regular weekly “team meetings,” in which all teachers will be trained on workshop and reading strategy instructional techniques. This professional development will also include a review of the AMS ELA curriculum, and to increase the focus throughout the curriculum on Common Core Standards; an increase in reading information texts; an increase in differentiated reading assignments for students at different levels; and a significant increase in the number of minutes devoted to sustained independent reading. This year, we will also expand the initiative to include professional development in the areas of math and science, in order to increase the reading and writing instruction in all core subject areas (thereby increasing the use of content-specific nonfiction texts, as well). Team meetings and P.D. sessions are twice weekly throughout the school year.
3. As a part of the NYC DOE’s Middle School Quality Initiative, the AMS middle school humanities teachers will engage in a variety of professional development opportunities to increase and improve their use of independent reading and conferencing, and will also introduce research-based vocabulary building programs, including Word Generation. MSQI will also provide professional development and support regarding the overall increase in the number of minutes students are reading, throughout the school and across the subject areas.

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

1. AMS will devote significant resources to this initiative. Assistant Principals Rasaan Ogilvie and Andrea Pompey will provide support for the teachers engaging in this professional development. Testing coordinator Reggie Scott will assist with DRP testing and data collection regarding student reading levels. The school will provide funding for reduced teaching assignments for several teacher/Team Leaders to assist newer teachers with this work.
2. As described above, the AMS system of “Teacher/Team Leaders” provides numerous people who will support the professional development associated with the reading initiative. This work is primarily led by several instructional leaders, including assistant principals Rasaan Ogilvie and Andrea Pompey. Each of them is devoting approximately 50% of their time to working directly with ELA and Social Studies teachers on instruction, lesson planning and professional development around the Common Core Standards.
3. Middle school team leader Lilia Vreeland will provide leadership of the Middle School Quality Initiative. Ms. Vreeland will have a reduced teaching assignment in order to support the sixth and seventh grade humanities teams; to mentor three first- and second-year teachers; and to serve as MSQI Coordinator for the school.

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

1. Nationwide, sixth grade students increase their DRP score an average of 4 points during the school year; seventh grade students increase their scores by an average of 3 points; eighth grade students increase their scores by an average of 2 points; and ninth and tenth graders increase their scores by an average of 1.5 points. AMS seeks to have more than 50% of the students in grades six through ten increase their scores from the September to May DRP assessment administrations by an amount equal to or greater than the average for their grade.
2. By January, we expect at least 75% of our students to be able to answer a survey in which they can state their DRP reading level and articulate one strategy they are using to improve their reading. We also expect to see sustained silent reading in all ELA classrooms from grades six through ten, with teachers conferencing with individual students during independent reading. These conferences will serve to support students in their understanding and articulation of their reading objectives.
3. We will implement all major components of the DOE’s Middle School Quality Initiative, including the DRP assessment and Word Generation program (as a pilot in 6<sup>th</sup> grade). Our measurable target objective for the MSQI is to increase the “progress” score on the NYC DOE Progress Report for sixth, seventh and eighth grades on the 2014 Common Core ELA assessment, as compared to the 2013 result. It is also linked to our overall goal stated above, expecting to make progress throughout the year in increasing student DRP scores at a faster rate than the nationwide average.

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

1. The timeline for this initiative is to continue intensive work with all staff on reading instruction throughout the 2013-14 school year. DRP reading assessments will be in September, December and May.
2. Professional development will be accomplished through twice-weekly team meetings with all teachers, from September through June.
3. The Middle School Quality Initiative will provide support and professional development throughout the school year, beginning in September and ending in June, as set forth in the MSQI professional development calendar.

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

1. The Urban Assembly School for Applied Math and Science provides extended class periods that allow programmatic flexibility, including extra time to incorporate strategies such as sustained, silent reading. In the middle school, our program provides 90-minute double-periods of humanities (ELA and social studies) every day. In the high school, academic periods are 60 minutes long, rather than the more traditional 45-minute periods. Both of these provide more opportunities for focusing on independent student work, including reading. In addition, AMS provides a wide-ranging “elective” period, which also provides more flexibility for tailoring the educational options to the needs of specific students. Finally, in middle school, all students have a 45-minute “English Skills” period, which will be used to pilot the Word Generation program and other research-based methods for increasing student vocabulary.

**Strategies to Increase Parental Involvement**

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

The Urban Assembly School for Applied Math and Science focuses much effort on communication with parents, particularly through the tradition of “Student-Parent-Advisor Conferences,” three times a year. Over 90% of the students’ parents attend these conferences, and it provides a valuable opportunity to increase parental involvement in their children’s education. AMS will continue its work to implement a new online grading system (“PupilPath”) that allows parents and students to log in from home or school to see up-to-date grades in all of their classes. The school will continue to increase the number of parents and students who are logging in to track their progress throughout the year. The school also plans to provide more information at the conferences (and throughout the school year) about the students’ current reading levels in order to assist the parents in tracking student progress.

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Additional funds for professional development provided through the NYC DOE's Middle School Quality Initiative.											

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

**Attendance Improvement Initiative:**  
The Urban Assembly School for Applied Math and Science is seeking to implement a variety of strategies to improve student attendance across the grade levels. AMS's goal is to increase the overall attendance rate by more than 1% as compared to the 2012-13 attendance rate.

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

In 2012-13, the AMS attendance rate was 92.2% in the middle school and 87.6% in the high school. Both of these rates are slightly below average in the AMS Progress Report Peer Group and slightly below average citywide. Moreover, there is a significant amount of research demonstrating a strong correlation between attendance and student achievement (and specifically, a strong correlation between chronic absenteeism and likelihood of graduating from high school). Therefore, AMS is implementing a variety of strategies to increase student attendance at all grade levels.

Specifically, we seek to improve the AMS overall attendance rate for both (a) chronically absent students (with attendance rates below 90%), and (b) students with attendance rates above 90%. Both of these rates contribute to the overall needs of the school.

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

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

- In order to address the overall attendance rate (focusing on students who are not chronically absent), the Urban Assembly School for Applied Math and Science will increase the amount of communication with parents and students regarding attendance. We will devote additional resources to phone calls, meetings and counseling sessions with students who are absent, and encourage advisors to contact parents and students frequently regarding attendance.
- AMS will also implement a series of positive feedback systems encouraging high rates of attendance. The school will have a series of competitions, publicizing grades and advisory groups that have the highest attendance rates for a given month, and will provide award certificates for students with perfect attendance for each month. In June, we will have a field trip or other incentive for students with the highest attendance rate in the school.
- AMS will also seek to reduce the number of chronically absent students. In order to accomplish this objective, AMS will re-assign (partly) several staff members to work closely to support students who are at-risk (based on the previous year's attendance rate). The AMS Parent Coordinator will spend approximately 50% of her time working on attendance issues, supervising the overall AMS attendance initiative. She will analyze the data of 2012-13 attendance and monitor progress for 2013-14. She will prepare and circulate lists of at-risk students, and monitor their attendance during the year. She will also arrange meetings and interventions with students, parents, counselors, advisors and administrators, in a broad-ranging effort to identify the needs of students on a case-by-case basis, in order to provide the supports that they need to attend school every day.

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

- The school will re-assign one employee, Ms. Yelena Ramirez, to supervise the overall attendance initiative, working together with the principal, guidance counselors, dean and teachers. By creating this new role ("Attendance Coordinator"), the school will be able to monitor data and adjust its strategies more effectively throughout the year. The school will also hire one additional support-staff in order to increase the amount of communication with parents regarding attendance.
- The school will set aside funds to provide awards and incentives for these attendance initiatives. In addition, the school will devote several professional development sessions (during Monday after-school staff meetings) to the support of teachers and advisors around this attendance initiative.
- Ms. Ramirez will devote substantial time (at least 50% of her time) to supporting this attendance initiative, and will coordinate the work done by the guidance counselors, advisors, deans and office staff.

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

- The school will monitor a wide range of attendance data, always comparing the data to the previous year's numbers. The school will seek to (a) increase the overall

attendance rate by at least 1%; (b) reduce the number of chronically absent students; (c) increase the number of students with perfect attendance; (d) increase the number of meetings and counseling sessions with chronically absent students in order to address their needs and to find methods to support them more effectively.

2. (Same as 1.)
3. (Same as 1.)

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

1. The attendance initiative will begin with data collection in August 2013, and will continue throughout the year. We will conduct monthly meetings of the attendance team; monthly data reviews; daily phone calls to parents; and the work will continue throughout the year, until June 2014.
2. (Same as 1.)
3. (Same as 1.)

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

1. AMS devotes one class period (every other day in middle school and every three days in high school) to "Advisory." The advisory class provides an opportunity for advisors to talk with students about ways to improve their success in school, including attendance. This advisory period is crucial to the success of our attendance initiative. In addition, the AMS staff engage in professional development after school on Mondays from 3:10-4:00 p.m., which provides an opportunity to support teachers and advisors in their work to improve student attendance. The school will devote several of these sessions to work on attendance.
2. After data collection, various staff members will support the incentive programs. Teachers and advisors will attend field trips; Ms. Ramirez will provide information to other staff members, who will provide awards and certificates for students with perfect attendance. Various other staff members will work on communication with parents. Funds will be set aside for trips, rewards and other incentives.
3. Mr. Ramirez will be the primary staff member leading the work with at-risk and chronically absent students. She will work with the principal, guidance counselors, dean and advisors to identify and counsel individual students on a case-by-case basis. At least one additional teacher will have a reduced teaching assignment to support the advisory program, and she will support chronically absent high school students who are at-risk of failing to graduate on time, as well.

**Strategies to Increase Parental Involvement**

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

In order to increase the parent involvement in student attendance, the school will: (a) continue its practice of encouraging all parents to attend three annual parent conferences with their child's advisor ("Student-Parent-Advisor Conferences"); (b) increase the frequency of phone calls to parents to discuss their children's attendance; (c) increase the number of meetings with chronically absent students to discuss the various ways the school can support their children in addressing attendance problems.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

**Common Core Standards and Teacher Support Initiative:** The Urban Assembly School for Applied Math and Science will implement the Common Core Standards in all classrooms and all grade levels, thereby seeking to increase higher-order thinking and college readiness among all of its students.

- Specifically, AMS students in ELA, social studies and science classrooms will have frequent opportunities to ground reading, writing and discussion in evidence from texts. In math classes, students will engage in open-ended problem solving and project based learning. These priorities will be accomplished, in part, through the administration of Core Standards-aligned tasks in each classroom, in grades six through twelve.
- By implementing this goal, we expect 90% of teachers in ELA, social studies, math and science to identify CCS addressed in all significant units of study, and we hope to maintain or increase the high rate of "college readiness" that the school has demonstrated over the past three years.
- As an additional part of this goal, AMS leadership will provide frequent, low-inference feedback to all teachers regarding the quality and rigor of their instruction. This mentoring and support will include regular visits by administrators and team leaders to all AMS classrooms, at least monthly (and more often for newer teachers). This

feedback to teachers will be aligned with the instructional objectives of the Common Core Standards, as well. In 2013-14, the frequent, lower-stakes classroom visits will be incorporated into the new NYC DOE “Advance” system of measuring teacher performance. AMS will seek to implement Advance, while simultaneously emphasizing a supportive, mentoring relationship between administrators and teachers.

### ***Comprehensive Needs Assessment***

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

The Urban Assembly School for Applied Math and Science has among the highest rates of “college readiness” of all non-screened high schools in New York City. We seek to place a primary focus on rigorous student achievement—and aim for all students to demonstrate true college readiness, and not merely a high school diploma. The data in AMS’s NYC high school progress report demonstrates this success. In 2011-12, 52.9% of AMS high school students achieved “college readiness” and over 86.1% enrolled in post-secondary education within six months. In 2012-13, 33% of seniors qualified for the “college readiness” designation, and over 90% enrolled in post-secondary education. These numbers approach the 100<sup>th</sup> percentile for NYC public schools and schools in the AMS peer group. Nevertheless, AMS believes that we must continue to improve these numbers, and must continue to raise the level and rigor of student work at all grade levels, in all subjects, and to expect all students to complete work that demonstrates the ability to succeed in post-secondary education. Therefore, AMS will continue to push its curriculum and instruction toward the goals set forth in the Common Core Standards, to increase the reading levels of texts assigned in all subject areas, and to push students to complete more complex tasks with greater independence, which are the hallmarks of college- and career-readiness.

### ***Instructional Strategies/Activities***

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

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

1. All AMS classrooms in the core academic areas (ELA, social studies, math and science) will plan and implement Common Core Standards-aligned units of study, culminating in a rigorous, task-based assessment that demonstrates college-readiness. These units will focus on rigorous use of evidence-based writing, problem-solving, and student independence. During the 2013-14 school year, all teachers will be able to identify and show their curriculum materials (shared online) that reflect progressive, year-long instruction building student independence toward task-based assessments. In ELA and social studies classrooms, teachers and students will reflect on their use of evidence in writing; in math classrooms, teachers and students will reflect on student progress in a series of math “projects” using a common rubric across grades six through twelve; and in science classrooms, teachers and students will be developing their use of the scientific method in a series of developmental science labs.
2. All AMS teachers will receive high-frequency, low-inference feedback from team leaders—both as a part of the AMS “team planning” system, and also as a part of the new NYC DOE “Advance” teacher feedback system. This feedback will be aligned with the NYS and NYC instructional expectations and the Common Core Standards, as well as the Charlotte Danielson rubric for instruction.
3. AMS will create School Based Options reduced teaching-load positions for experienced and highly effective teachers to serve as “team leaders” to assist in the writing of new curriculum and mentoring of teachers in these areas. Overall supervision of the team leaders and curriculum will be led by principal David Krulwich, and assistant principals Rasaan Ogilvie, Andrea Pompey and Tim Jones. The team leaders will aim to visit classrooms of first-year teachers at least once a week, and second-year teachers at least once every two weeks. All other teachers will receive visits and feedback from team leaders at least monthly. The feedback to teachers will be documented in the online Advance system, as well as in informal feedback emails to teachers.
4. Curriculum planning and decision making will be effectuated during grade/subject area team meetings, which include all core academic teachers at least twice weekly. AMS uses a system of common planning and shared lesson plans throughout the school, and all teachers have input into the curriculum and planning decisions.

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

1. The personnel and resources that are devoted to all four of these objectives focuses almost entirely on the instructional support system at AMS, based on a group of “Team Leaders” assigned to support the instruction on each grade/subject team. At AMS, all grade/subject teams include a Team Leader, who is either an administrator or a veteran teacher with a demonstrated record of strong achievement results and success mentoring newer teachers. The Team Leaders are trained and supported primarily by principal David Krulwich and assistant principals Rasaan Ogilvie, Andrea Pompey and Tim Jones. AMS devotes substantial resources to this system, by: (a) reducing the teaching assignments of Team Leaders to allow them opportunities to meet with and observe their teammates; (b) provide a wide range of distributed leadership opportunities for many other roles (programming coordinator, testing coordinator, advisory coordinator, deans, business manager), in order to encourage many teachers to engage in school leadership, and thereby allowing all school leaders to devote more time to their leadership roles; (c) providing distributed leadership to a wide range of teachers, in order to allow the principal and assistant principals to focus deeply on curriculum development and instruction; (d)

by virtue of an SBO vote, devoting one period (on alternating days) of all teachers' schedules to team planning and professional development meetings. These twice-weekly meetings are included in the schedule of all teachers, in order to allow them regular time within their school day to complete the shared planning work that the Common Core Standards implementation truly requires.

2. (The four methods discussed above provide the resources that support the implementation of all four strategies set forth in this goal.)
3. (The four methods discussed above provide the resources that support the implementation of all four strategies set forth in this goal.)
4. (The four methods discussed above provide the resources that support the implementation of all four strategies set forth in this goal.)

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

1. All AMS classrooms in core academic subject areas (ELA, social studies, math and science) will complete Common Core aligned units of study throughout the school year. The first units will be completed by October 2013, the second by December 2013, and each of these units will contain a Core aligned culminating task or activity. These units of study will be evaluated as a part of the team planning structure (including professional development meetings on Election Day) to continually assess their effectiveness and revise the curriculum as the year progresses.
2. As a part of the NYC DOE "Advance" teacher evaluation system in 2013-14, the AMS administrators will conduct informal classroom visits for every teacher over the course of the school year. These visits will seek to provide supportive and low-stakes feedback in the context of the Danielson Framework for Teaching. The first of these visits will be completed by the end of October 2013; the second by the end of December 2013; and the remaining visits spread out over the course of the school year. The administration will meet in weekly cabinet meetings to discuss the progress and results of the Advance visits. The administrators will view the online scores of the Advance observations and evaluate the data for trends, and seek to identify areas where the staff is not improving. Additional support and classroom intervisits will also be provided by the non-administrator Team Leaders, who will provide feedback and mentoring verbally and in written emails. All of these methods of feedback will provide data for the administration to identify areas of instructional growth, and areas that Team Leaders should focus on to further improve instruction.
3. (See #2, above.)
4. In September, all core subject grade level teams will map and calendar their curriculum for the upcoming school year, using the shared lesson plans developed by the team during 2012-13. Throughout the school year, the subject/grade teams will revise and update the previous year's lesson plans, incorporating changes and shifts required by the Common Core Standards. The editing and revision process will be the focus of the twice-weekly team meetings, and will take place throughout the school year.

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

1. All of the strategies implemented as a part of this goal begin in September 2013 and continue throughout the school year, until June 2014.

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

1. As described above, the programmatic decisions and resources that are devoted to all four of these objectives focus largely on the instructional support system at AMS, based on a group of "Team Leaders" assigned to support the instruction on each grade/subject team. The Team Leader system is organized programmatically, using these strategies: (a) reducing the teaching assignments of Team Leaders to allow them opportunities to meet with and observe their teammates; (b) provide a wide range of distributed leadership opportunities for many other roles (programming coordinator, testing coordinator, advisory coordinator, deans, business manager), in order to encourage many teachers to engage in school leadership, and thereby allowing all school leaders to devote more time to their leadership roles; (c) providing distributed leadership to a wide range of teachers, in order to allow the principal and assistant principals to focus deeply on curriculum development and instruction; (d) by virtue of an SBO vote, devoting one period (on alternating days) of all teachers' schedules to team planning and professional development meetings. These twice-weekly meetings are included in the schedule of all teachers, in order to allow them regular time within their school day to complete the shared planning work that the Common Core Standards implementation truly requires.
2. See #1, above.
3. See #1, above.
4. See #1, above.

**Strategies to Increase Parental Involvement**

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

AMS seeks active parental involvement through its PTA and SLT, and regularly achieves over 90% attendance at all "SPA Conferences" (Student-parent-advisor meetings that occur three times each year, in November, February and June). At these conferences, parents provide feedback to the teachers on curriculum and instruction, and the AMS parent coordinator conducts surveys (including the NYC DOE parent survey) regarding parent communication and school quality.

**Budget and Resource Alignment**

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Small group reading instruction (Wilson, Ramp-Up, and other supports, depending on grade level)	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
<b>Mathematics</b>	Basic skills and number sense remediation, based on Connected Math and Everyday Math curriculum materials.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
<b>Science</b>	Small group support with key assignments from normal school curriculum.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
<b>Social Studies</b>	Small group support with key assignments from normal school curriculum.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling --- individual or group sessions, depending on needs of student (2 school guidance counselors, 1 school psychologist)	Mostly 1:1, with some small group counseling sessions.	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The Urban Assembly School for Applied Math and Science uses a variety of strategies to maintain the highest possible standards of qualifications for its teachers.

For teacher recruitment, AMS organizes a team of veteran teachers to participate in the recruitment process, and we seek candidates from the NYC Teaching Fellows program, Teach for America, through the Open Market Transfer system, and also by attending open houses at various local graduate schools of education. We actively seek candidates who have substantial undergraduate and graduate level coursework in their areas of instruction.

For retention, AMS conducts regular meetings with all teachers (at the beginning and end of the school year) to discuss "career path" options and to provide mentoring and support for teachers hoping to pursue a career in teaching (or in school leadership). AMS actively encourages its teachers to continue with further graduate coursework and to earn additional degrees that lead to "highly qualified" status.

AMS also has a school-wide system of professional development that is tailored to the individual needs of each teacher. We focus our P.D. on a system of grade/subject level team meetings --- with veteran teachers and administrators acting as "team leaders" for twice-weekly meetings and P.D. sessions for every core academic teacher in the school.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The strategies for professional development and support of high quality teachers is focused at AMS on the system of collaborative team planning. All teachers work together in subject area/grade level teams, supported by a Team Leader (who is an administrator or veteran teacher with a demonstrated record of strong achievement results. These teams meet at least twice-weekly to plan their upcoming lessons and to support the development of a curriculum that is strongly grounded in the Common Core goals. These teams include Special Education teachers, general education teachers and administrators. These meetings are individually tailored to meet the needs of individual teachers, and to support the areas of the Danielson Framework for Teaching that best supports that individual team.

In addition, AMS completed an SBO vote to include an opportunity for grade-level advisory teams to meet as a group every Monday, from 3:15-4:00 p.m. At these "Grade Level Advisory Team" meetings, staff discusses the progress of individual students (and focusing heavily on the support of at-risk students), and the team leaders provide professional development on additional strategies that the teams can implement to support struggling students. These meetings take on an even greater importance, in light of the additional rigor set for in the Common Core Standards.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

There is a wide range of staff members in various leadership roles who support the coordination and integration of Federal,

State and local funds that target specific needs of children. Generally, at AMS, funds for these specific sub-groups of students are used for targeted intervention programs, based on needs identified by (a) advisory leaders, (b) guidance counselors, (c) deans, or (d) the attendance coordinator. When meeting in the school's Monday grade-level advisory group meetings, the advisory leaders identify needs of specific students or groups, and these needs are raised with administrators, who allocate funds to address the needs of the students. Guidance counselors, deans and the attendance coordinator will also identify specific students or groups throughout the school year who need support in an area that is provided with funding for a specific purpose. All of these leaders have regular meetings with administrators to identify needs, develop intervention strategies, and organize the funding that is required to support the identified students.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

School administrators provide professional development for all staff during the first two days of September; on Election Day; on parent teacher conference days (pending DOE approval of schedule change); and in June. On all of these days, teachers, team leaders and administrators discuss the various assessment measures that are administered at each grade/subject level, and the school leadership solicits input from the teachers regarding these assessments. In August and September 2013, the school's MOSL committee met to provide recommendations to the principal regarding the MOSL decisions, as a part of the new NYC DOE Advance system for teacher evaluation.

As a part of the Advance teacher evaluation system this year, AMS is administering the NYC DOE Performance Assessments in many ELA, social studies and science classrooms at various grade levels. The administration will seek feedback and suggestions from teachers throughout the year regarding the value and effectiveness of these assessments in order to make decisions about assessments and curriculum needs that will benefit the students in future years.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>09</b>	Borough <b>Bronx</b>	School Number <b>241</b>
School Name <b>Applied Math and Science</b>		

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

Principal <b>Davis Krulwich</b>	Assistant Principal <b>Andrea Pompey</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Rahsaan Romain</b>	Guidance Counselor <b>Ronald Bath</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Rita Jones</b>
Teacher/Subject Area <b>Andrea Mora/Foreign Language</b>	Parent Coordinator <b>Jason Rivera</b>
Related Service Provider <b>Amanda Cromwell</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Jonathon Green/Patrick Fagan</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	608	Total number of ELLs	64	ELLs as share of total student population (%)	10.53%
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class							13	11	14					38
Push-In										12	3	8	3	26
<b>Total</b>	0	0	0	0	0	0	13	11	14	12	3	8	3	64

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	24

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16			24		1	24			64
Total	16	0	0	24	0	1	24	0	0	64

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	10	13	10	3	8	3	58
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		1	1				4
<b>TOTAL</b>	0	0	0	0	0	0	13	11	14	12	3	8	3	64

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1			1		1		3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	4	4	6	2	2	1	20
Advanced (A)							11	7	10	5	1	5	2	41
Total	0	0	0	0	0	0	13	11	14	12	3	8	3	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	4			13
7	8	3			11
8	10	3			13
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11		1		1				13
7	6		4		1				11
8	10		1						11
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		7		1				12
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	15		10	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	10		2	
Physics				
Global History and Geography	8		1	
US History and Government	1		0	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to do this effectively we utilize Fountas and Pinnell leveled reading books to provide appropriate leveled reading books based on our students' reading levels in order to determine which books to use for both small groups as well as whole class readings. This allows us to collect more effective data on our ELLs second language proficiency and growth as we prepare for our school's language curriculum across all grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the NYSESLAT grades we have received, many of our ELL students struggle with reading critically for information and 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.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As we look across all grade levels our school has found that 6th and 7th grade ELLs (based on both in class tests as well as our NYSESLAT and LAB-R) need help understanding on grade level reading text, yet are on grade level for listening, speaking and writing. However, in 8th grade our ELL population is able to read, speak and listen at grade level but needs help writing at grade level. In order to counteract this pattern, our school is going to focus more heavily on both reading and writing in 7th grade in order to make our ELL population proficient writers by the 8th grade.

In 9th and 10 grade our ELL population is able to speak and listen at grade level but are behind in both reading and writing. In order to get them academically proficient in their second language we are going to focus heavily on leveled reading books (using Fountas Pinnell) in addition to the whole class text as well as additional long term writing assignments especially designed by our push-in ESL teachers. This will help our ELLs get an extra practice and help which should increase their CALP. According to our in-class as well as our state tests (both NYSESLAT as well as Regents Exams) our 11-12 grade ELL population is proficient at reading, listening and speaking at grade level, but struggle with writing. Therefore, both push-in as well as academic teachers are working closely to address syntax as well as errors in the structure of our 11th-12th graders writing by helping them outline, draft and revise their written assignments before their final drafts are due. This takes place both in class as well as after school in our "homework help" room.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

4) B. 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. By utilizing Fountas and Pinnell in small reading groups and printing out copies of the academic vocabulary utilized by our teachers (thereby making these words and their definitions more accessible to our ELL population across all grade levels) we have been able to give our ELL population the extra time and help they require to be academically successful in a small setting as well as a whole class environment.

4) C. What the school has learned by looking at in-class, NYSESLAT and state exams is that using some native language dictionaries and words next to their English counterparts, along with pictures, and leveled reading books 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A

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

Each year, our Principal, David Krulwich, and our Program Coordinator Annie Kushner, complete a spreadsheet analysis of student progress on ELA exams. They compare the progress of general education, special education and ELL students. Progress is monitored to ensure students are progressing. This year, we will also assess the reading levels of all middle school students.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

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

We evaluate success of our ELL program by looking at their reading fluency as well as their test scores in all of their major course throughout the course of the year. We also look at their scores on state tests such as the Regents in order to determine our ELLs progress in gaining cognitive academic language proficiency in their second language.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#))

In order to meet their needs as English language learners, the LAP team includes the Assistant Principal, David Krulwich, and either Amanda Cromwell or Rahsaan Romain (ESL Teachers) who will do an informal oral interview with both the student and parent. Both the Assistant Principal and ESL teacher will review the curriculum as well as the ESL services provided by our school. If needed, the ESL teacher will use the NYCDOE translation service by phone in order to make sure parents have a full understanding of our school's curriculum.

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.

As part of our parent outreach program, The LAP planning team will have a new student orientation in order to speak with and welcome new students into the first full week of school. In this orientation, the assistant principal (David Krulwich) and ESL teachers (Rahsaan Romain and Amanda Cromwell) will describe the Free Standing ESL program that is adopted by our school and explain options offered by other schools in the area. The members of the LAP planning team who conduct the initial screening are: David Krulwich (Assistant Principal), Andrea Bennett (Assistant Principal), Amanda Cromwell (ESL Teacher), 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 within the first week of entry if the survey indicates that a language other than English is spoken at home.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\].](#))

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 will be given an entitlement letter to explain how it differs from Transitional Bilingual Education and Dual Language Programs offered at other schools. Additionally, all returning ESL students and newly admitted ESL students will receive a School Selection Survey for 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.

Students who qualify to take the LAB-R are given the test by one of our ESL teachers within the first full week of school, after looking at the home language surveys of incoming students who are not already identified as receiving ESL services.

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 analyzing the data and conversing with parents about what is the best program for their children, students will be placed in our free-standing ELL Program. Parents are invited to an open house discussion and PowerPoint presentation in both English as well as their native language that explains the ELL freestanding program their child is enrolled in.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

So far, all parents who have come to the open house 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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)  
Due to its past success, our parents have welcomed our Free Standing ELL program as a means to have their children successfully graduate High School and enter College.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. 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.
    - b. Our 41 advanced students (as determined by 2013 NYSESLAT scores) will receive a minimum of 180 minutes per week of ESL assistance, our 20 intermediate students will receive 360 minutes and our 3 beginner students will receive 540 minutes.
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)?

Students are grouped in blocked classes heterogeneously. 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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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. Teachers are given both internet as well as written resources that incorporate visual and tactile resources that add to their understanding of the text.

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

When needed, we provide staff who are fluent in Spanish or Translation Services using the DOE Helpline. However, we currently have no students requiring assessments in their native language. The majority of our ESL population, as well as several members of our staff, speak English and Spanish. In addition to our certified ESL teachers, the school employs two certified foreign language teachers who teach Spanish, all whose certifications are on file. When necessary, 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. Knapp, as well as the special requirements set aside for each individual student 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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Our students are constantly tested throughout the year in both English and History in reading, writing listening and speaking through both written and oral projects as well as presentations and tests that allow them to to be assessed and evaluated on their language acquisition periodically throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Although we currently do not have any SIFE students, we are planning to have more small group individualized literature instruction taught by one of our ESL teachers in order to ensure SIFE students more regular individualized attention.

b. Students who have been in the US for 1-3 years are given smaller literature classes, with 6-8 students, at the end of the day

with one of our certified ESL teachers.

c. ELL students who have been receiving services for 4-6 years receive push-in services in their main academic classes 3 times a week by one of the certified ESL teachers in order to help them master their new language, and aid them from moving from BICS to CALP by reviewing new academic vocabulary in their newly adopted second language.

d. Long-term ELLs are also given push-in services in their main academic classrooms by their certified ESL teachers 3 times per week in order to help them attain mastery in their second language.

e. Teachers of ESL students use the SIOP model of instruction in their classrooms in order to help ELLs with solving and completing long-term goals. They are given written and internet materials by ESL teachers and administrators in order to help them effectively accelerate the language development of ELLs.

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

Our school uses a rotating schedule that allows ELLs to have a variety of different classroom experiences in the course of a week. By having both small group instruction as well as whole class instruction (with push in) students are able to gain experience functioning in varied environments. Additionally we have health paraprofessionals in order to help some of our ELLs with physical disabilities.

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

All of our courses are taught in English with the exception of our Spanish Native language course which is taught in Spanish to native Spanish speakers.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

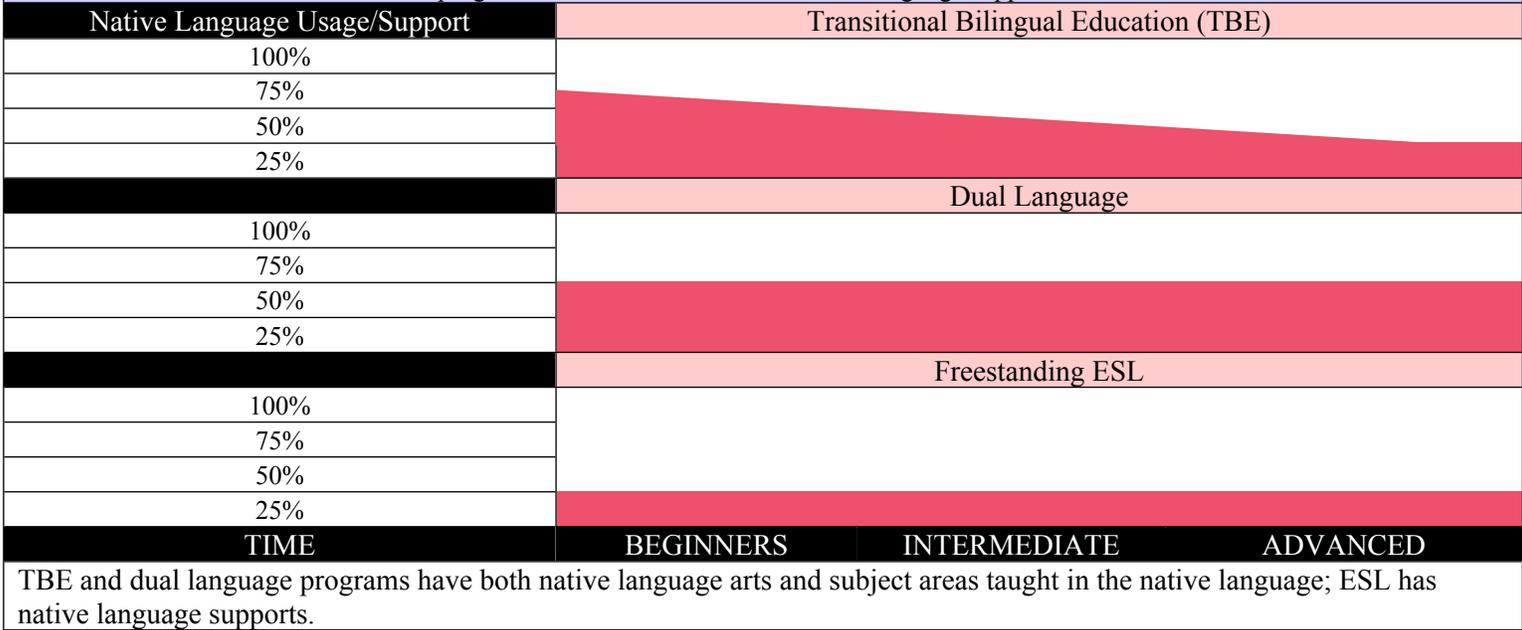
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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

**Native Language Usage and Supports**

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 receive push-in service by Amanda Cromwell. Generally, in English, students are given support in reading, writing, listening and report their findings orally.

In Math students are given concrete application of mathematical principles as well as using and mastering academic language that increases their CALP.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Currently our school effectiveness can be seen as all of our students ELL students who have been assessed through our testing using Fountas & Pinnell have gone up an average of one and one-half grade levels in reading since last year.

11. What new programs or improvements will be considered for the upcoming school year?

To help our ELL population we will begin to utilize the listening centers that we purchased in previous years and then give them small written assessments to mark their progress in order to help students increase their listening and writing proficiency. We will continue to offer afterschool and Saturday programs that support ELL students and allow them to receive extra help in their major subject areas. We will continue to staff ELL programs that we began last year and in addition involve more content area teachers in the process, making the programs more relevant to the content being covered in class.

12. What programs/services for ELLs will be discontinued and why?

We do not plan on discontinuing any services we have provided in the past.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 all classroom teachers to implement ESL instructional strategies by providing visual support for new vocabulary. All ELL students are encouraged to attend after-school enrichment programs, homework help and Saturday programs for additional support.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All ELL subgroups are allowed to use laptop carts as well as educational programs such as Brain Pop that aid in the Reading, Writing and cognitive development of our ELL population. They do so in their Literature, Spanish, English Math and Science classes when it is aligned with the curriculum.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our newly enrolled ESL students are spoken to and assisted by Mr. Romain or Ms. Cromwell when they first enter our school. Our certified ELL instructors (Mr. Romain or Ms. Cromwell) inform 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.

Our school does not offer a Dual Language or Bilingual course. However, we do offer a native Spanish course that utilizes online resources to help native speakers master their primary language

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our junior high school ELLs are given an extra literature course to help them develop fluency in English. In addition, these classes are small (6-15 students) and utilize several modalities of learning including visual, auditory and tactile to help Junior High school students master their new second language.

In high school, students are given push-in services during their main academic classes. The push-in teacher is a certified ESL teacher who helps clarify vocabulary and helps the student build upon what they already have learned in junior high school to help them master their new second language.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before entering the school year, newly arriving ELLs are met by either Ms. Cromwell or Mr. Romain and discuss what services they have had in their old school as well as what they believed was the most helpful things teachers in their last school did to help them to understand English in a way that made sense to them. We then try to utilize this feedback to help plan their additional services here at our school.

18. What language electives are offered to ELLs?

We offer a Spanish for Native Speakers course.

19. For schools with dual language programs:

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

N/A

### **C. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  - 1) The ELL department together with the Special Education 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' major classes.
  - 2) We provide the staff with meetings to help them understand the needs of ELL students 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.
  - 3) Every month, Mr. Romain and Ms. Cromwell hold a whole staff meeting for teachers on all grade levels 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.
  - 4) In addition to this, during our weekly Advisery meetings, David Krulwich and Amanda Cromwell give helpful skills, strategies and materials that can help teachers assist their ELLs reach their full potential in their main academic classes.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  - 1) Parents are always welcome at our school. We encourage parental involvement within our school. The ESL teacher and parent coordinator will hold a series of 5 workshops for parents on the first Saturday of each month, beginning in the spring on topics such as: using internet resources for ELL students and their families, College Preparation, how to assist children with homework (demystify High School assessment) NYC resources for ELL parents and students, etc. Translation services will be provided and refreshments served for parents in attendance.
  - 2) We don't partner with any Community Based Organizations or other agencies to hold workshops for parents. The school provides these for parents 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.
  - 3) The LAP team determines the needs of the parents after debriefing them through informal and formal meetings. The LAP team then uses this information to help plan workshops and programs for parents.
  - 4) We will provide an informational handout that goes over everything in the workshop as well as online references and resources that are available to parents. During these sessions, parents will be able to ask questions and discuss specific topics they would like information about that are not covered in these workshops. In addition, during the monthly SLT meetings the ESL Coordinator and other members of the LAP team will inform parents in attendance of the progress and plans for students in our ESL program. Parents in attendance will then be able to discuss our Free-Standing program and give feedback and suggestions for future workshops and activities.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: AMS**

**School DBN: 09x241**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/15/13
	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
	ESL Teacher		11/15/13
	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other		11/15/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

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

**Part A: Needs Assessment Findings**

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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.

All documents given to students are produced in both English and Spanish. Families with other language needs are translated by appropriate staff members or the Translation Services provided by New York City Department of Education.

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.

Using both phone translating services as well as written translating services to communicate with parents has worked extremely well and has allowed our school to have an excellent attendance rate of over 90% for our parent teacher conferences.

## 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.

Our school uses a combination of in-house services (staff members and DOE call-in translating services) as well as parent volunteers in order to make sure our students and their families get translated copies of all of the materials handed out from the administration to parents.

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.

The school uses both in-house staff members who are bilingual as well as a call-in translation service provided by the DOE in order to make sure parents of students are able to talk to teachers and staff members working at our school who interact with their child on a daily basis. These services are used whenever a parent of a child whose language we do not have access to in-house would like to talk to or needs to be contacted by a teacher, administrator or non-teaching staff member. We allow parents to volunteer and help translate during our parent teacher 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 school uses the translation and interpretation services for any documents where families must be contacted regarding any critical document and communication that needs to be provided to the parent regarding the education, health, safety and well-being of their child. In addition, families are provided translated documents for events and schedule changes that may effect the school calendar or any function at the school so that parents may be adequately informed about the educational atmosphere at their child's school.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Urban Assembly School for AMS	DBN: 09x241
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 58
Grades to be served by this program (check all that apply):
<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 checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Our rationale for our afterschool program is that our ESL population needs supplemental reading and writing support to close the gap between their cognitive academic language proficiency and that of their native English speaking peers. We offer after-school reading and writing programs designed to help students gain a greater understanding of grade-appropriate reading which include guided reading groups. These groups help students gain a greater understanding of the academic language they will be facing in their core academic classes.

Our afterschool subgroups of the ESL/ELA program will be held from October 2012 through May 2013, Mondays, from 3:15 - 5:15, and will service all ELL students in grades 6-8. The program identifies ELL students and ELL students with IEP's who are struggling in any core academic class. Once these students are identified, they are provided with after-school reading material that is designated age-appropriate by the ELL Coordinator Mr. Romain in conjunction with their academic reading and writing teacher. The ESL Teacher teaches afterschool programs.

Additional reading instruction will take place during the after-school programs. The after-school instructors will ensure that ELL strategies are implemented effectively and assess the implementation of the program. During the spring, additional focus will center on the skills needed for the NYSESLAT and the ELA exam, and will also include a Saturday Academy for ELLs in agrades 9-12, with additional help for ELL's at risk of low scores on High School Regents Exams. The Saturday Academy will occur on a series Saturdays, February through May, from 9-1, leading up to the June exams. The ESL teacher will be teaching the Saturday Academy.

The language used in instruction will be English. However, translation dictionaries are available to students as needed to help foster student independence to look up new words encountered in the readings, improve vocabulary and grammar in essay writing, and use the correct parts of speech in English.

After-school reading groups will use listening centers and assorted non-fiction and historical fiction books on tape (145th Street Stories, The Fantastic Mr. Fox, Characters and Conflicts, Bang, Scorpions, The Beast, Living up the Street, The Stranger, The Diary of Ann Frank, To Kill a Mockingbird, The Little Prince, Great Expectations, Night, The Catcher in The Rye, The Stranger and The Oedipus Cycle). Students will improve listening skills in groups of five which helps to build their understanding of fiction and non-fiction and will also be a part of the ELA and NYSESLAT exams. Students build verbal skills by orally presenting the books to demonstrate understanding of the text. Students will respond to comprehension questions using various ELA strategies and write short and extended responses based on

### Part B: Direct Instruction Supplemental Program Information

the listening of the text. Students will use tactile responses to draw and describe scenes from what they hear.

Teachers use LCD projectors to support the ELL students in their reading. They provide a visual frame of reference for social studies readings such as the differences in geographic locations, customs from different parts of the world as well as major historical changes in weaponry, inventions, and technological references. For science readings, projectors will be used to provide visual aids of scientific concepts, charts, graphs, and natural disasters that support texts. LCD projectors also help students prepare for the NYSESLAT through scene explanations as well as develop written and oral language.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The rationale for Title III Program teacher professional development will be to have them participate in sustained professional development that will help them to support ELL's in the after-school and Saturday program.

Title III teachers will participate in a study group focusing on the SIOP Model but will cover additional topics as well such as: Modeling within Lessons for ELL's, Questioning Techniques for Teachers of ELL's, BICS and CALP, Comprehensible Input, Scaffolding for ELL's, etc. These study groups will take place at minimum, 3 Wednesdays, 2/27, 3/27, and 4/24/13 from 3:15 - 5 PM.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The rationale for parent engagement is to involve parents so they can help support their child. Parents of ELL students will have three conferences per year, November, February and June; the info will be backpacked home and follow-up calls to parents will be made. Parents will have one-on-one meetings

**Part D: Parental Engagement Activities**

with the child's advisor about his/her progress during the marking period.

Our licensed ELL teacher will attend the meetings with the parent and advisor to provide additional feedback and suggestions for ways to increase the success of the ELL student. In addition, we will provide translation services at all of those meetings to assist with communicating effectively with the parents. We will also show parents how to use free on-line services that will help their child in reading, math and history.

Mr. Romain, our ELL Coordinator, will work with the Parent Coordinator, Mr. Rivera, to plan and facilitate three 2-hour long workshops for parents of ELL's, 3/13, 4/10, and 5/8/13 from 5-7 PM, that will provide parents with additional information to support their children. Information about these meetings will be backpacked home and follow-up calls made so that parents will attend them. Topics will include: On-Line Resources to Support the ELL Child (to help their child with reading, math, history), Education Outside the Classroom for ELL's, Creating Home Conditions to Support Learning for ELL's, Family Literacy in Both Languages, Social and Emotional Development for ELL's and College Information and Application Support for ELL's.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		