

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP) UPDATED 2014-2015

School Name: URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE
DBN (i.e. 01M001): 09X241
Principal: DAVID KRULWICH
Principal Email: 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 | |
| Yelena Ramirez | DC 37 Representative, if applicable | |
| Emily Mora | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| N.A. | CBO Representative, if applicable | |
| Raymer Contreras | Member/ Student | |
| Nicole Fisher | Member/ Parent | |
| Emma Alleyne | Member/ Parent | |
| Diamela Rivera | Member/ Parent | |
| 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 | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ 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) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

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, and the DOE’s “Extended Learning Time Program” (pending final implementation in spring 2015).

This is the third year of AMS’s comprehensive effort to focus on school-wide reading levels and reading instruction. During the past two years, the school focused on reading assessments and professional development for staff (focusing heavily on identifying the correct levels for classroom texts). This year, in the third year of the initiative, AMS is implementing targeted reading intervention programs for our most struggling readers (including Just Words and Wilson reading programs in 6th, 7th and 9th grades). We are also providing professional development and support that will encourage a higher level of engagement in the texts students are reading, and to promote a “culture of reading” throughout our school. Finally, we will also seek to implement instructional strategies vertically (across grades) and horizontally (including math and science classrooms).

In order to achieve this goal, AMS will continue its professional development of all teachers (across the subject areas); 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.

In 2013, 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 90th 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.

In 2014, the data demonstrates that this trend is continuing, and that improvement is still necessary in reading instruction. According to the 2014 School Quality Guide, only 12% of the AMS middle school students achieved scores at levels 3 or 4 in the Common Core ELA exam (although 24% achieved levels 3 or 4 in math). Similarly, our middle school students surpassed 44.3% of the students attending NYC “peer group” schools on the ELA exam (although 75% of our students surpassed the students in their peer schools in mathematics).

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. Continuing with our three-year initiative, 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 twelve three times during the 2014-15 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.

- AMS will also engage all ELA and social studies teachers in a 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 continue to train new teachers on identifying the reading levels of students and selecting level-appropriate texts. However, the focus of the professional development will shift this year to match a new instructional focus: (a) Our ELA leadership team will work to formulate a school-wide “mission statement” for reading instruction, and to share that mission with all ELA and history teachers throughout the school; and (b) with support from the Middle School Quality Initiative mentors, we will support middle school teachers in methods to increase student engagement in the texts they are reading, and to improve their metacognition related to reading. Team meetings and P.D. sessions are twice weekly throughout the school year.
- AMS will implement targeted reading interventions for our lowest-level readers in grades 6, 7 and 9. These programs will include support for students with Special Needs and English Language Learners, specifically for students who are reading more than two grades below their current grade level. At least 2-3 teachers will be trained to deliver the “Just Words” and “Wilson” reading programs to help these students succeed in heterogeneous class settings.

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

- AMS will devote significant resources to this initiative. Assistant Principal Rasaan Ogilvie, Dean Teri Russiello and Team Leaders Lilia Vreeland and Ingrid Chung will provide support for the teachers engaging in this professional development. Testing coordinator Shaleya Solomon and Team Leader Ingrid Chung 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.
- 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 principal Rasaan Ogilvie and Team Leaders Lilia Vreeland and Ingrid Chung. Assistant Principal Ogilvie is devoting approximately 50% of his time to working directly with ELA and Social Studies teachers on instruction, lesson planning and professional development around the Common Core Standards. Team Leaders devote approximately 2/5 of their daily schedule to supporting collaborative team planning, mentoring and professional development.
- As a part of the Middle School Quality Initiative, our school is receiving a series of professional development training sessions (on-site visits from an MSQI mentor), who is supporting the school’s reading initiative, as well.

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

- 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.
- By January, we expect at least 80% 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.
- 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 6th grade). Our measurable target objective for the MSQI is to increase the “progress” score on the NYC DOE School Quality Guide for sixth, seventh and eighth grades from “Approaching Target” to “Meeting Target.” 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.
- Regarding our implementation of the “Just Words” and “Wilson” reading interventions, we are seeking to raise the reading levels of the participants in those programs by an average of at least 1.5 grade levels (or 1.5 times the average nationwide annual increase) between the September 2014 and June 2015 administrations of the DRP reading assessment.

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

- The timeline for this initiative is to continue intensive work with all staff on reading instruction throughout the 2014-15 school year. DRP reading assessments will be in September, December and May.
- Professional development will be accomplished through twice-weekly team meetings with all teachers, from September through June.
- 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.

4. The “Just Words” and “Wilson” reading intervention programs will be implemented beginning in September, as a part of the daily class schedule.

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 55-60 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.
2. In addition, in the 20114-15 school year, AMS will utilize the additional contractual after-school professional development time to support these initiatives.

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 continuing with a two-year initiative to improve student attendance across all grade levels. AMS’s goal is to increase the overall attendance rate by more than 1% as compared to the 2013-14 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 2013-14, the AMS attendance rate was 92.1% in the middle school and 90.4% in the high school. This middle school rate is slightly lower than the NYC average, and the high school is slightly higher than the NYC average. The AMS middle school rates of “chronic” and “severe” absenteeism were 13.4% and 5.1%, respectively. For high school, the rates were 19.5% and 13.7%, respectively. 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/severely absent students, and (b) all students. Both of these rates contribute to the overall needs of the school. We are seeking at least 1% improvements in all of these rates, in both middle school and 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. 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.
2. 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.
3. 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 Attendance Coordinator will spend approximately 75% of her time working on attendance issues, supervising the overall AMS attendance initiative. She will analyze the data of 2013-14 attendance and monitor progress for 2014-15. 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. The principal will meet weekly with the Attendance Coordinator to monitor data and plan interventions for each week, specifically targeting the needs of chronically absent students. We will also implement an after school program that provides support and counseling for a group of at-risk high school students, in an effort to increase their attendance and credit accumulation over the course of the year. This program will meet weekly, along with occasional weekend activities, and will be led by high school teacher, Ms. Ingrid Chung.

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

1. The school will 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 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.
2. 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.
3. Ms. Ramirez will devote substantial time (approximately 75% of her time) to supporting this attendance initiative, and will coordinate the work done by the guidance counselors, advisors, deans and office staff. Ms. Ingrid Chung (high school ELA teacher) will devote approximately 10% of her time to support a summer and after-school program for a small group of at-risk high school students; many of these students were chronically absent in 2013-14, and this work by Ms. Chung will seek to reduce the number of chronically absent students in that group.

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

1. 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% (and specifically, to increase both the middle school and high school attendance rates, each by 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 September 2014, 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 2015.
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 3:05-4:15 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 interventions and data

analysis.

2. After data collection, various staff members will support the incentive programs. Teachers and advisors will attend field trips and celebrations; 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. In addition, time will be spent in after school programs to target the highest-need and most at-risk students, and to support them academically and social-emotionally.

Strategies to Increase Parent 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 |
|---|----------|---|----------|-----------|-----------|-----------|---|--------|
|---|----------|---|----------|-----------|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

We are expecting additional funding through the NYS Extended Learning Time grant (funding is still pending); if that funding is achieved, AMS will create additional after school programming that seeks to engage students in (a) fun activities that encourage higher attendance, and (b) academic remediation that will increase the number of students feeling successful at school (thereby decreasing the number of chronically absent students).

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 four 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 2014-15, the frequent, lower-stakes classroom visits will continue as a part of the NYC DOE "Advance" system of measuring teacher performance. AMS will continue to develop the effective leadership practices set forth in 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 "School Quality Guide" demonstrates this success. In 2013-14, AMS is deemed to be "Exceeding Target" for College and Career Readiness, with

a 92% postsecondary enrollment rate 18 months after graduation. In 2012-13, 33% of seniors qualified for the “college readiness” designation, and over 90% enrolled in post-secondary education. 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 2014-15 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 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 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 2014, the second by December 2014, 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 2014-15, 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 2014; the second by the end of December 2014; 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 2013-14. 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 2014 and continue throughout the school year, until June 2015. Specific timelines for the Common Core unit implementations and classroom visits are set forth in Part C above.

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.

| X | Tax Levy | X | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|---|----------|---|----------|-----------|---|-----------|-----------|--------|
|---|----------|---|----------|-----------|---|-----------|-----------|--------|

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.

The Urban Assembly School for Applied Math and Science will seek to support the social-emotional health and well-being of our students by expanding the opportunities outside of school hours for a wide range of enrichment, remediation, and other supports for children; and further the school will seek to use these strategies as alternatives to traditional discipline (thereby reducing the number and length of suspensions). Specifically, AMS will do the following:

- After many years of operating a small, self-funded after school program, AMS will greatly expand its after school programming. With support of the NYC DOE and NYC DYCD, we have implemented an after school program (with CBO partners, New York Junior Tennis and Learning and Wingspan Arts) open to more than 100 middle school students. The program will offer a wide range of sports, academics and arts programming, five days a week. AMS is also awaiting final funding decisions regarding the NYS Extended Learning Time program, which could provide funding for additional programs for grades 6 through 12 on weekdays, Saturdays, and over the summer.
- AMS is also seeking to use grant funding (and school funding) to increase the summer programming --- both as enrichment and to provide social-emotional supports for high-need students. AMS will continue to partner with the NYC Summer Quest program (jointly operated by the NYC DOE, NYC DYCD and the Fund for Public Schools), and the Black Rock Forest Consortium (which operates a science and nature preserve in Cornwall, New York), to provide opportunities for students during the summer.
- AMS will expand its efforts to provide counseling and social-emotional support groups as part of its after school programming, in an effort to support our students' emotional health, and specifically to reduce the number of disciplinary incidents and suspensions.

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.

AMS has always placed a significant emphasis on the social-emotional supports of our students, including an advisory program for all students in grades 6 through 12. Nevertheless, we believe that these efforts must always increase. The four-year graduation rate for AMS high school seniors last year decreased in 2013-14 to 76%, and our data analysis demonstrates that many of the students who failed to graduate in four years had largely social-emotional reasons for their failure to graduate on time. For many of these students, the social-emotional issues resulted in chronic absenteeism (or lateness) and low credit accumulation, despite passing regents exam scores.

In addition, the number of school-wide suspensions in 2013-14 increased at AMS to 37. Although the suspension rates at AMS continue to be quite low (compared to peer schools), we believe it is important to focus on this issue, and to continue to find alternatives to suspension for students who are struggling with behavior issues.

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. Organizing and implementing a new middle school after school program, focusing on enrichment, sports, health, academic support, STEM and the Arts. This will be a DYCD-funded program open to all AMS middle school students.
2. Seeking funding through the NYS Extended Learning Time grant program to increase after school, Saturday and summer programming for all students from grades six through twelve.
3. Continuing (and increasing) the summer programming available to AMS students. Specifically, AMS hopes to offer Year 4 of the NYC Summer Quest program, and also to provide a week-long intensive program for at-risk high school students (which the school ran as a pilot program in August 2014).
4. Increasing the support and mentoring for teachers serving as "advisors" by utilizing the Monday after-school professional development to train staff on strategies for supporting struggling and at-risk students, including General Ed, Special Ed and ELL students.

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

1. Principal Krulwich will schedule a weekly meeting with a team of key staff members to support school-wide enrichment opportunities for students. The Friday meetings will include advisory coordinator Ingrid Chung, programming coordinator Annie Kushner, as well as other staff interested in supporting student opportunities.
2. Principal Krulwich will work with CBO partners, New York Junior Tennis and Learning and Wingspan Arts, to assist with the coordination of new after school programming.
3. Grant funding from the NYC DOE and DYCD will support after school programs and NYC Summer Quest.
4. Dean Teri Russiello and advisory coordinator Ingrid Chung will both spend approximately 25% of their time (both with reduced teaching assignments) devoted to increasing the social-emotional supports for struggling and at-risk students; they will coordinate efforts of guidance counselors and advisors, and plan a week-long intensive program in August for at-risk high school students.

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

- AMS will seek to increase the number of students participating in summer enrichment or remediation opportunities in 2015 (aside from summer school) by at least 10% more than the number of students who participated in similar enrichment opportunities during 2014. The school will conduct surveys of all students to track and monitor this data.
- AMS will seek to reduce the overall number of suspensions (superintendent's and principal's) in 2014-15 by at least 10%, and also to reduce the total number of days of suspensions by 10%, as well. We will also monitor and seek an increase in the school survey in the overall rating for questions related to safety and respect.
- AMS will seek to increase the number of students participating in after school programs (on an average day from Tuesday to Thursday) by at least 10%. In addition, we will survey students at the end of the 2014-15 school year, and seek to achieve at least 75% of the students to reply that they plan to participate in the after school programs again the following year.

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

- After school programming for middle school began in September 2014 and continues until June 2015.
- NYS Extended Learning Time opportunities will begin as soon as possible, pending funding. We currently expect programming to begin in January 2015 or September 2016.
- AMS will operate (pending DOE funding) Summer Quest in July and August 2015, and a week-long intensive remediation program for at-risk high school students in August 2015.
- Weekly leadership meetings regarding enrichment programming began in September 2014 and continue throughout the year; weekly professional development continues from September to June, as well.

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

- The middle school after school program will meet five days per week from 3:15-6:00 pm (ending at 5:00 pm on Fridays). AMS will make in-kind contributions to this programming, as needed, including maintaining an administrator on duty and other administrative support. Some AMS staff will also assist in staffing the after school program.
- NYC Summer Quest (pending final funding) runs for five weeks in July and August 2015, from 8:30-4:30, Mondays to Fridays. AMS provides half of the staff and leadership, while the other staff is provided by CBO partner Wingspan Arts.

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 implemented the new DOE "open house" program in September 2014, and used that opportunity to share information with parents about the new after school programming and other enrichment opportunities. In addition, AMS conducts individual parent meetings (with students and advisors) three times annually, with over 90% parent participation; at those meetings, the school will provide information throughout the school year regarding summer programming and enrichment opportunities available to students.

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 |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|----------|---------------|

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.

| | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|

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

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|
| ELA | Small group reading instruction (Wilson, Just Words, 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 and after school |
| Mathematics | 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 and after school |
| Science | 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 and after school |
| Social Studies | 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 and after school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | 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 and after school (and some breakfast counseling group sessions) |

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. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

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 for professional development as a group every Monday, from 3:05-4:15 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 professional development 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 2014, the school's MOSL committee met to provide recommendations to the principal regarding the MOSL decisions, as a part of the NYC DOE Advance system for teacher evaluation.

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

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).

Parent Involvement Policy (PIP)

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

DBN: 09X241

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$505,577.16 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | X | See action plan |
| Title III, Part A | Federal | \$11,200.00 | X | See action plan |
| Title III, Immigrant | Federal | | X | See action plan |
| Tax Levy (FSF) | Local | \$3,381,821.00 | X | See action plan |

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|--|-------------|
| Name of School: AMS 241 | 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 |
| Total # of ELLs to be served: 59 |
| 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 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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 ELL/ELA program will be held from January 2015 through May 2015, Tuesdays and Thursdays, from 3:10 - 4:15, and will offer service to all 41 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 ELL Coordinator Mr. Romain in conjunction with their academic reading and writing teacher. ELL Teacher Ms. Cromwell and/or Rahsaan Romain will teach the afterschool program with one other English certified teacher. The teachers will be co-planning and teaching.

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 the 18 ELLs in grades 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 of Saturdays, February through May, from 9-1, leading up to the June exams. An ESL teacher will be working with students at the Saturday Academy along with one other certified English teacher. The teachers will be co-planning and co-teaching.

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.

Part B: Direct Instruction Supplemental Program Information

After-school reading groups may 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 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 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, and also to allow the school's ELL teachers to support and train all of the school's teachers to scaffold their instruction more successfully for ELL students throughout the schoolday.

In-house professional development will be provided to all staff responsible for serving ELL's focusing on the SIOP Model but will cover additional topics 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 professional development sessions will be provided in a comprehensive series of opportunities during spring 2015, as follows:

(a) In January and February 2015, ELL direct instruction providers Mr. Romain and Ms. Cromwell will participate in PD/study sessions for two full school days. On one day, the principal will provide coverage for their classes, allowing them to attend an off-site PD session (the principal will work with them to select an appropriate session or arrange an inter-visit to a school that has demonstrated high levels of success at ELL instruction; we will also discuss with the DOE's ELL office possible inter-visits that they

Part C: Professional Development

suggest). On a second day, the principal will relieve Mr. Romain and Ms. Cromwell from proctoring duties for one full day during the January regents exams. This will allow them to study articles and jointly plan the school-wide PD sessions that they will lead in March. In these sessions, they will consider sources such as: Foundations of Multilingualism in Education: Principles to Practice by E. J. de Jong, Educating Emergent Bilinguals: Policies, Programs and Practices for English Language Learners by J. A., García, O. & Kleifgen and Translanguaging, A CUNY-NYSIEB Guide for Educators by Celic, C., & Seltzer, K.

They will also seek to align their planning for whole-staff professional development with the Common Core materials that the school is implementing in all subject-area classrooms. With that in mind, they will review the scaffolding strategies suggested in "Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts" (D. August, D. Staehr Fenner, S. Snyder) and "Scaffolding Instruction for English Language Learners: A Resource Guide for Mathematics" (D. August, D. Staehr Fenner, A. Bright). Both of these texts are available at www.EngageNY.org to support ELL students in work with the Common Core Standards.

(b) Next, the school will devote two of our Monday after-school Professional Development sessions to our work with ELL students. On March 2 and March 9, 2015, Mr. Romain and Ms. Cromwell will lead (with support from our special education leaders, as well), two PD sessions devoted to classroom scaffolding strategies that all teachers can implement across all subject areas. These PD sessions will include contributions from Special Education staff, in order to focus on specific routines that the school can implement in all grades that will benefit ELL students, Special Education students, and low-achieving readers. The first session will be for all teachers; the second session will be divided by grade level, where each grade team will agree on 2 to 3 specific strategies that they will implement across subject areas. The ELL staff will focus the professional development on specific strategies from various materials, including the materials from EngageNY, "Scaffolding Instruction for English Language Learners: Resource Guides for ELA and Mathematics."

(c) Next, during the months of March and April, ELL teachers (Romain and Cromwell) will visit all of the grade-level common planning teams to provide follow-up support in the implementation of the strategies that were discussed in the school-wide professional development meetings. The school will seek to integrate this work into its school-wide goal (articulated in its CEP) to improve routines and procedures that support low-level reading instruction, for ELL students, students with disabilities, and all other students. During these March and April visits, the ELL and Special Education teachers will join the grade-level planning sessions and solicit feedback on the scaffolding strategies that each team is implementing in their lesson planning, and discussing the successes and areas of growth. Principal Krulwich will provide coverage for the ELL teachers, as necessary, in order to facilitate their inclusion in these planning sessions.

(d) Finally, in May 2015, the ELL teachers will meet with the principal, assistant principals, and Special Education leadership team, in order to assess the professional development for 2014-15; consider where appropriate supports and scaffolds were successfully (or unsuccessfully) implemented; consider which instructional teams need additional support (or accountability) for implementing the ELL supports that students need; and develop a PD plan for 2015-16, in order to continue long-term growth of our ELL

Part C: Professional Development

instruction.

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 attend three mandated conferences per year, November, February and June. During these one-on-one conferences, parents will have meetings with their child's advisor about his/her progress during the marking period. ELL Coordinator Mr. Romain and ELL Teacher Ms. Cromwell will coordinate with advisors and meet with parents to discuss the next steps students can take in order to increase their understanding of their newly acquired second language by focusing on reading strategies and skills students will be exposed to at school and should practice at home.

Mr. Romain and Ms. Cromwell will provide additional feedback and suggestions to parents for ways to increase the success of the ELL student. In addition, we will ensure translation services are provided 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, will work with the Parent Coordinator, Mr. Rivera, to plan and facilitate three workshops for parents of ELL's, 3/16/15, 4/20/15 and 5/11/15 from 4-6 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: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------------|-----------------|---|
| Professional salaries | _____ | _____ |

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|---|----------------------|--------------------------|
| District 09 | Borough Bronx | School Number 241 |
| School Name Applied Math and Science | | |

B. Language Allocation Policy Team Composition [i](#) 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 Davis Krulwich | Assistant Principal Andrea Pompey |
| Coach type here | Coach type here |
| ESL Teacher Rahsaan Romain | Guidance Counselor Ronald Bath |
| Teacher/Subject Area type here | Parent Rita Jones |
| Teacher/Subject Area Andrea Mora/Foreign Language | Parent Coordinator Jason Rivera |
| Related Service Provider Amanda Cromwell | Other type here |
| Network Leader(Only if working with the LAP team) Jonathon Green/Patrick Fagan | Other type here |

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% |
|--|------------|----------------------|-----------|---|---------------|

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 | | | | | | | | | | | | | | Tot # |
|--|---|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Discrete ESL class | | | | | | | 13 | 11 | 14 | | | | | 38 |
| Push-In | | | | | | | | | | 12 | 3 | 8 | 3 | 26 |
| Total | 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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 16 | | | 24 | | 1 | 24 | | | 64 |

| ELLs by Subgroups | | | | | | | | | | |
|--|-----------|----------|------------------|-----------|----------|------------------------------------|-----------|----------|----------|-----------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| 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 |
| TOTAL | 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 | |
| | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| 9-12 | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| TOTAL | 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 |
| TOTAL | 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 |
| 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/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|----|---|---|---|----|----|----|
| SPEAKING | 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 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 | |
| Foreign Language | | | | |
| 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:

- 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 Fontas 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 "home work 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 Pinell 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. *D*

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 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 |
| FOR TBE /DL PROGRAMS: 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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| 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 |
| FOR TBE /DL PROGRAMS: 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.



| | | Dual Language | | |
|--|--|------------------|--------------|----------|
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Freestanding ESL | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| TIME | | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | | |

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 Advisory 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

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

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.