

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X241

School Name:

URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE, THE

Principal:

DAVID KRULWICH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly School for Applied Math and Science School Number (DBN): 09X241

Grades Served: 6, 7, 8, 9, 10, 11, 12

School Address: 1595 Bathgate Avenue, Bronx, New York 10457

Phone Number: (718) 466-7800 Fax: (718) 466-7801

School Contact Person: David Krulwich Email Address: DKrulwi@Schools.NYC.gov

Principal: David Krulwich

UFT Chapter Leader: Ross Chodan

Parents' Association President: Rita Jones

SLT Chairperson: David Krulwich

Title I Parent Representative (or Parent Advisory Council Chairperson): Rita Jones

Student Representative(s): T.B.D.
T.B.D.

District Information

District: 09 Superintendent: Carron Staple

Superintendent's Office Address: 1 Fordham Plaza, Bronx, New York

Superintendent's Email Address: CStaple@Schools.NYC.gov

Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: T.B.D.

Director's Office Address: 1 Fordham Plaza, Bronx, New York

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
Rita Jones	Title I Parent Representative (or Parent Advisory Council Chairperson)	
T.B.D.	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
T.B.D.	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	
Rasaan Ogilvie	Member/Assistant Principal	
Alicia Mezritz	Member/Teacher	
China Camacho	Member/Teacher	
T.B.D.	Member/Parent	
T.B.D.	Member/Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Urban Assembly School for Applied Math and Science (“AMS”) is a small school in the Bronx serving over six hundred students in grades six through twelve. The school was founded in 2004, “phased in” for several years, and has now graduated four classes of high school seniors.

AMS is located in District 9 and is part of the Urban Assembly Affinity Group, which seeks to provide a college-preparatory education to students in all communities. AMS is a non-screened school, and we are extremely proud of our heterogeneous school population, which includes approximately 20% students with Special Needs, 10% English Language Learners, and students with a wide range of backgrounds and achievement levels. Most of our students live in the Morrisania neighborhood in the Bronx, and we are proud to serve such a diverse and dedicated group of families.

The mission of AMS is to prepare all of our students to become compassionate, critical thinkers capable of successful pursuits after high school. We expect that our graduates will be well-prepared for college study and that they will be equipped with the skills to make solid career choices. From individual and group explorations into math and science-based projects to dynamic internships, our school will be simultaneously compelling, rigorous, supportive, and fun. We believe that as young people attempt to make sense of the world around them, they are led quite naturally to mathematics, and that math can therefore be a powerful, unifying tool for learning. We further believe that all disciplines should be explored in an engaging manner that asks students to consider the real-life applications of their work, and that *all* students are entitled to a rich, college-prep education.

During the eleven years since AMS was founded, the school has earned successful achievement results in most areas. AMS has had a cumulative graduation rate of over 90% for the past four years, and has earned among the highest possible ratings on NYC DOE Progress Reports and Quality Reviews. All of the AMS Quality Reviews have consistently expressed strong support for AMS’s focus on teacher collaboration, with a well-developed system of “team planning” for all instructional teams from grades six through twelve. This focus on collaboration helps create a consistent and clear view of instruction that focuses on engaging and relevant student work.

We also believe that students benefit from a rich and varied set of experiences during their adolescence, and we hope that our school can “fill the gap” in after-school programming available in this neighborhood. Our community is underserved, and we strive to provide a wide range of programming (during school, after school, on Saturdays and over the summer) in academics, enrichment, sports and the Arts. Many of our current school initiatives fall into these areas. This year, AMS is part of the Middle School Quality Initiative and the New York State Extended Learning Time grant program—both of these programs provide extensions to our school programming to provide additional reading time, after school programs, and the Arts. We also participate in the DOE’s Summer Quest program, which funds a middle school summer enrichment program for five weeks, open to all students in grades six through eight.

Our school leadership team believes that AMS has made strong progress this year in several areas of the Framework for Great Schools. Our school’s strengths (over the past few years especially) are clearest in the areas of academic rigor (in math and science), and in collaborative teachers. Our school is proud of the seven-year sequence of project-centered math instruction and the achievement results that have followed. We also have a system of collaborative planning for all core academic teachers, which is a central structure of our school. All teachers are members of collaborative teams that work together to share all lessons—and this structure provides mentoring for new teachers, support for curriculum development and professional development, all in a single, supportive system of collaboration.

Last year (during the 2014-15 school year), AMS also made progress in the area of “supportive environment.” Several initiatives were deliberately planned and implemented to create a more welcome and supportive environment for our students. Most notably, we used the citywide Monday staff development meetings to focus on training our teachers on effective advisory practices; and we implemented a summer program for at-risk high school students, which will expand in scope in 2015-16. The results of these programs were higher attendance rates, a higher graduation rate, and a more positive and supportive tone throughout the school.

In 2015-16, AMS will focus primarily on improving our school in the following areas: (1) Supportive Environment—in programming, enrichment, after school and Arts programming; and (2) Rigorous Instruction—in the vertical alignment of our reading and writing instruction from grades six through twelve.

09X241 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	619	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS	11	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	22	# Music	14	# Drama	2
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.8%	% Attendance Rate		90.1%	
% Free Lunch	84.5%	% Reduced Lunch		8.6%	
% Limited English Proficient	10.7%	% Students with Disabilities		20.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		33.2%	
% Hispanic or Latino	63.6%	% Asian or Native Hawaiian/Pacific Islander		1.5%	
% White	1.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.19	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		6.84	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.8%	Mathematics Performance at levels 3 & 4		23.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.5%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	81.9%	Mathematics Performance at levels 3 & 4		70.3%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.3%	% of 2nd year students who earned 10+ credits		81.0%	
% of 3rd year students who earned 10+ credits	81.2%	4 Year Graduation Rate		75.6%	
6 Year Graduation Rate	96.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the area of Rigorous Instruction, the Urban Assembly School for Applied Math and Science has conducted a needs assessment, and we have determined that our school has a variety of strengths and weaknesses. AMS continues to have significant successes in the areas of:

(a) Math instruction—AMS has experienced success in curriculum design, middle school achievement, algebra regents exam pass rates, college readiness in algebra, pass rates on Algebra II/Trigonometry and A.P. Calculus. AMS students have consistently achieved at high rates in mathematics, and in 2014-15, ___% of the middle school students met standards on the NYS exams. ___ students earned a 3 or higher on the A.P. Calculus exam. The school also has a group of ___ students who passed the Algebra II/Trig regents exam this year, representing over ___% of their grade level cohort.

(b) High School ELA and history has experienced similar success, with over ___% of the students passing the ELA, Global and US History regents exams before the end of 11th grade. In high school humanities, AMS is proud of its developmental curriculum that focuses on the development of reading levels and writing skills over the course of the four-year sequence.

(c) College Readiness—AMS has also experienced success in the area of college readiness, with a historical rate of approximately 90% of its graduates enrolling in 2- or 4-year post-secondary institutions after high school. Although AMS has only had 4 graduating cohorts of seniors, it is clear that students are succeeding in college, with a college ___ rate of ___. AMS was featured in the DOE’s “School Time Lab” study as a model school that uses innovative programming strategies to improve college and post-secondary success.

We also have identified an area of need:

Middle school reading and writing instruction and vertical alignment of our reading and writing instruction across grade levels. Specifically, AMS currently has ___% of its students meeting standards on the 6th grade ELA exam; ___% in 7th grade; and ___% in 8th grade. We have identified the need through data analysis and discussions with administrators, teachers, students and parents. We are seeking to increase the level of engagement in reading and writing by focusing and aligning our units on thematic essential questions that are progressively more rigorous across the grade levels.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

AMS plans to increase the percentage of students reading within the appropriate grade level range on the Degrees of Reading Power reading assessment by June of 2016 from ___% to ___%. We plan to continue our focus on student reading levels, and we will measure the progress toward this goal by administering the DRP reading assessment three

times a year (September, December, June). We believe it is achievable because we will focus our yearlong professional development on creating a culture of reading engagement; strategies for “leveling” texts and conferencing during independent reading; increase the time students spend reading independently; and increasing the use of small-group “book clubs” after school and during elective periods. This goal is relevant because it aligns with a data-based area for improvement of the school, and will impact student achievement and engagement across all subject areas. It is time-bound because we will monitor and assess progress toward this goal at key benchmarks throughout the year, and we will expect to see the increases in reading levels (and decreases in the number of students who are far below grade level) by the end of the school year in June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Three administrations of the DRP reading assessment per year, in all grades	All students grades 6-12	September to June	Assistant principal and testing coordinator
Professional development and collaborative meetings to align reading and writing instruction with Common Core Standards, and to include progressively more rigorous task-based assessments across grade levels and subject areas	All students 6-12	September to June	Assistant principal Ogilvie, Team Leaders Chung, Vreeland and Collado
Increase the programming of intensive reading interventions for students with disabilities, English Language Learners, and other struggling readers, as needed. Provide PD opportunities for staff to be trained in implementation of these interventions.	SWDs, ELLs, as needed	September to June	Assistant principal Ogilvie, assistant principal Russiello, Special Ed team

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>This goal will be met by using our school’s standard DOE budget for testing and professional development. We will also use additional funding and supports from the Middle School Quality Initiative, and the NYS Extended Learning Time grant program. AMS provides reduced teaching assignments for several teacher “team leaders,” including ELA and Special Education teachers who will provide leadership in the areas in this initiative. Assistant Principal Ogilvie will</p>

supervise this initiative and devote approximately 30% of his time to supervision and professional development for staff in these areas.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

There will be several important mid-point benchmarks for this goal.

First, the DRP reading assessments will be administered in September, December and May/June. We expect to see upward movement in at least 75% of our students between the September and December administrations of that assessment.

Second, we expect our professional development cycles to reach a consensus on a revised curriculum map that describes high-interest task-based assessments and texts (including progressively rigorous nonfiction texts), and which are vertically aligned across all grade levels. This curriculum map will be completed for all units by the end of October 2015, and all grade levels will include at least one unit that is significantly re-designed with new tasks and texts in an effort to better align with reading levels and the vertical planning process.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The AMS school leadership team has conducted a needs assessment in the Framework for Great Schools element of “Supportive Environment.” In that needs assessment, we have identified several areas of strength and success at AMS:

a) Advisory: The AMS advisory program is a crucial support for every student in the school. Advisory provides an opportunity for students to engage with each other (and with staff) in a supportive, non-academic setting. It provides space for discussions, goal setting and self-improvement. It also provides a crucial link between the school staff and parents.

b) Home Visits: The AMS system of home visits is another mechanism for creating a supportive environment. The new AMS staff visit all new, incoming students during the August before their enrollment to meet, answer questions, and to establish a relationship before the school year begins. The AMS leadership teams hopes that the home visit tradition helps to create a supportive sense of “team-work” between the school and the families that we serve.

c) Summer Quest: AMS has been a member of the DOE’s Summer Quest initiative for four years. This program provides a rich, engaging, summer enrichment program for approximately half of the AMS middle school students. It allows us to take students on hiking and camping trips outside of New York City, and to engage in a variety of enrichment activities (focusing on the Arts) for five weeks every summer. Summer Quest aims to reduce “summer learning loss,” (and therefore, it also supports the goal of “rigorous instruction”), while also creating a more supportive environment for our students by giving them fun and exciting opportunities during the summer.

The needs assessment also identified an area for potential growth:

AMS should create a more “supportive environment” by providing more opportunities for after school and Saturday programs, summer programs, enrichment, remediation, homework help, trips and family workshops. By providing additional programs, AMS will fill a crucial need of its students and families—to provide enrichment and a wider range of options in sports, the Arts and reading.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specifically, AMS should broaden the scope of its programming beyond the traditional school day, and increase the options in the Arts, sports, and additional time for reading. The AMS “extended learning time” initiative will be Measurable—we strive to provide at least 5 additional hours of programming for every student per week, throughout the school year, for all grades from six to twelve. This goal is “Achievable” because AMS has been granted funding through the New York State Extended Learning Time grant program. We have already identified a leadership and organizational team for this work, and we will work together with the Middle School Quality Initiative to implement

the programming. This goal is “Relevant” because extended learning time opportunities support the families of AMS in countless ways. Students benefit from enrichment programming; they learn to skills and develop talents; attendance improves; and struggling students will have more frequent opportunities for extra help. This goal is “Time-Bound” because the objective will be met immediately—extended time programming will begin in September, and the NYS grant will continue for two years. After those two years, we will work on new strategies and budgetary options for making the work sustainable.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>NYS Extended Learning Time grant program will provide 20% additional hours of programming (above and beyond the normal school day) during summer, weekends and after school. These extended time programs will include Arts programming; small group reading clubs; and sports and fitness</p>	<p>All students from grades 6 through 12</p>	<p>July 1, 2015- June 30, 2016</p>	<p>Principal Krulwich, Assistant Principal Jones, Team Leader Scott, and staff from MSQI and Wingspan Arts</p>
<p>After school SETSS programming (flexible, depending on student needs and family requests, allowing more flexibility for Special Education services when it is most helpful and appropriate)</p>	<p>Students with Disabilities</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal Russiello, Special Education teacher teams</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The implementation of this goal will require the leveraging of various resources. AMS is participating in four programs that all provide staffing, resources and funds—the NYS Extended Learning Time grant; the NYC DOE Middle School Quality Initiative; the DOE/DYCD middle school after school grant program; and the NYC DOE Summer Quest program.

All of these programs will provide support and funding to allow for substantial increases in programming outside of school hours. Although there will be no official extension of the school day or shift in start/end times, AMS will

partner with CBOs (Wingspan Arts and New York Junior Tennis and Learning), and will provide teacher overtime, in order to provide a wide range of Saturday and after school programs.

Specifically, AMS will run the following programs (in addition to others TBD):

- a) Saturday programs that will operate in four, six-week cycles over the course of the year, with various inter-grade course options in reading/book clubs, sports and the Arts;
- b) a five-week Summer Quest program for middle school students, Monday to Friday from 8:30 to 4:30;
- c) two, week-long summer intensive intervention programs for struggling high school students;
- d) after school enrichment opportunities for all grades from Monday to Friday.

A team of leaders supervising the Extended Learning Time program will include Principal Krulwich, Assistant Principal Jones, and Team Leaders Chung and Scott.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

AMS will conduct monthly ELT leadership meetings, where the leadership team will monitor data and identify how many students are meeting the expectation for additional hours of programming. We will monitor the hours of Arts, sports and reading that students are doing outside of school hours, and we will make adjustments to the programming and recruiting on a monthly basis. Every six weeks, the Saturday programming options will be updated to match the needs of the grant and the interests of the students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students more than one year behind grade level on the DRP reading assessment administered three times annually	Small group book clubs; small group reading interventions (research based programs including Wilson and Just Words); vocabulary building intervention programs.	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During and after school
Mathematics	Students who scored a level 1 on the NYS middle school math test, or who failed the Common Core Algebra regents exam	Small group intervention classes, after school tutoring	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During and after school
Science	Students who scored a level 1 on the NYS middle school math test, or who failed the Living Environment regents exam	Small group intervention classes, after school tutoring	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During and after school
Social Studies	Students who scored a level 1 on the NYS middle school ELA exam, or who failed the Global History course or regents exam	Small group intervention classes, after school tutoring	Mostly small group, approximately 10:1, with some individual tutoring for highest-need students	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with more than one suspension in their time at AMS; students who are chronically absent; students who are mandated for counseling in their IEPs	Counseling; mediations; group intervention programs	Small group counseling, individual counseling, or group intervention programs (summer or after school)	During and after school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

2b. High Quality and Ongoing Professional Development

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

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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 2015, the school’s MOSL committee will meet 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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	496,385.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,737,340.00		

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **The Urban Assembly School for Applied Math and Science (09X241)**, 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 the school and the families. The 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 the school community. **The Urban Assembly School for Applied Math and Science (09X241)** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;

- 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 (SPC) Template

The Urban Assembly School for Applied Math and Science (09X241) , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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: <u>AMS 241</u>	DBN: <u>09x241</u>
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: <u>59</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

Our afterschool subgroups of the 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.

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 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

Part C: Professional Development

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 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 (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	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 241
School Name UA School for Applied Math and Science		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal David Krulwich	Assistant Principal Teresina Russiello
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Alexandra McGrath	School Counselor Ronald Bath
Teacher/Subject Area	Parent Rita Jones
Teacher/Subject Area	Parent Coordinator Jason Rivera
Related-Service Provider Cecil Gunraj	Borough Field Support Center Staff Member
Superintendent Fred Walsh	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	626	Total number of ELLs	67	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	19
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	28	Long-Term (ELLs receiving service 7 or more years)	24

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	15	2	4	28		10	24	1	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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							13	15	10	7	8	3	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												1		0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3	1		1	1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							4		3			1		0
Emerging (Low Intermediate)							1	1			1	2	1	0
Transitioning (High Intermediate)							3	1	1	4	2			0
Expanding (Advanced)							8	17	6	3	6	2		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								3		1		1		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	5			0
7	16	2			0
8	7	2			0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	11		5						0
7	11		7						0
8	7		2						0
NYSAA			1						0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	11	0	3	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Chemistry				
Earth Science	1		0	
Living Environment	14		3	
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3	0	1	0
Geography				
US History and Government	0	0	0	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In order to assess the literacy skills of our ELL students, we use the DRP reading assessment three times per year. We administer the DRP assessment in September, December and May for all students in the school, and it allows us to quickly assess reading levels and growth over the course of the year. For our middle school students, we also use NYSESLAT and NYS ELA assessment results. For our low level readers, we also use more detailed assessments, such as Fountas and Pinnell or other individual reading assessments.

 The results of our reading assessments demonstrate that our ELL students are often (but not always) among our lower-level readers. Specifically, it seems that the ELL students who have been long-term ELLs (who arrived in our school after several years of ELL service in their elementary schools) are very often students with Special Needs, as well. As a result of this data, we try to shift our instructional supports to match their needs. Specifically, our lowest level ELL students will often be placed in reading intervention programs in 6th or 9th grade, when they arrive in our school, in an effort to improve their reading levels more quickly.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the NYSESLAT grades we have received, many of our ELL students struggle with writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through an effective selection. 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.
- 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, 7th & 8th grade ELLs (based on both in class tests as well as our NYSESLAT) our ELL population is able to read, speak and listen at or near 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 throughout middle school in order to make our ELL population proficient writers by the end of 8th grade.

In 9th and 10th grades our ELL population is able to speak and listen at or near 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 levels for at least a portion of classroom libraries and text selections) in addition to the whole class texts, and additional long term writing assignments designed by our push-in ESL teachers. This will help our ELL students get 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 12th grade ELL population is proficient at reading, listening and speaking at grade level, but still 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 12th graders writing by helping them outline, draft and revise their written assignments before their final drafts are due. This takes place both in class as well as after school in our "homework help" room.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A. Very few students in our school take tests in their native language. Although Regents exams are available in other languages, most of our students are intermediate or advanced ELL students, and we have found (on practice exams) that virtually all students are more successful taking content-area exams in English. Although many ELL students speak another language at home (mostly Spanish), those students often do not write or use academic language successfully in their native language. Recently, a few new students have enrolled in our school soon after moving from other countries--and we will continue to assess them (formally and informally) in their native language to determine if they would benefit from taking State assessments in a language other than English.

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 DRP assessments and Fountas and Pinell results, 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.

C. By looking at in-class, NYSESLAT and state exams, the school has learned 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. The school strives to assign some low-level ESL students who speak Spanish at home to at least one class taught by a Spanish-speaking teacher--in addition to ESL supports (from ESL teachers), we hope a Spanish speaking classroom teacher may help identify language-based misunderstandings and allow some translations of key vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A

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

Each year, principal Krulwich and assistant principals Jones and Russiello review data to assess student progress on ELA and ELL exams (and all other subjects) as a part of the programming coordination and hiring decisions. They complete a school-wide data analysis in July, and discuss with academic Team Leaders the school-wide progress in all academic areas, especially among student sub-groups. They compare the progress of general education, special education and ELL students. This data analysis is used to inform programming and hiring decisions over the summer--for example, students are identified for targeted reading intervention programs; extra-help and remediation sessions are planned; extra push-in support is scheduled; and the number of SpEd and ELL teachers are determined for hiring. In addition, the data informs instructional goals for the upcoming year. Those goals are discussed collaboratively with Team Leaders to inform their year-long professional development and planning objectives that they use with their instructional teams. Throughout the year, additional PD is provided at weekly Monday after-school sessions--some of these sessions are devoted to ELL support. The ELL team (principal, assistant principal, and all ELL teachers) meet monthly to determine school-wide PD needs and instructional supports for the academic teams.

7. For dual language programs, answer the following:

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

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

We evaluate success of our ELL program by looking at their reading fluency as well as their test scores in all of their main academic courses throughout the course of the year. We also look at student scores on state tests such as the Regents in order to determine our ELL students' progress in gaining cognitive academic language proficiency in their second language. We also strive to focus on long-term intellectual and social-emotional development of our students. As a school serving students from grades six through twelve, this long-term focus is our school's goal for all students--and it is especially important for Students with Disabilities and English Language Learners. By focusing on long-term development, we expect to see small, consistent data-based progress for all students every year--and, as a result, our goal is for the on-time graduation rate of our ELL students (at the end of twelfth grade) to be equal to our on-time graduation rate for non-ELL students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

All new students in our school are provided with the HLIS, which is supervised by our attendance coordinator, Ms. Yelena Ramirez.

Most of our students enter our school in 6th (or 9th) grade after completing all of elementary or middle school in another New York City public school. Therefore, the vast majority of our students are (a) born in the United States and non-ELLs, (b) former ELLs (already passed the NYSESLAT), or (c) current ELLs, already identified as ELLs in their previous school.

In a small number of instances, however, a student enrolls in our school who is entering the NYC DOE for the first time. When a new student enrolls, the principal or an assistant principal meets with the parent and student in every instance. We discuss the Home Language Identification Survey, and we assess the student's verbal and written English. If the student's home language is not English, or if the student's English proficiency requires further assessment, the principal or assistant principal contacts one of the ELL teachers for additional assessment and administration of the NYSITELL. The initial assessments are administered by a licensed ELL teacher (Ms. Alexandra McGrath, Ms. Rachel Price, Ms. Jasmine Carsky or Mr. Rahsaan Romain) and supervised by principal Krulwich or assistant principal Russiello.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As part of our parent outreach program, the school conducts "home visits" with virtually all new students. During the home visits, we discuss the student's previous schooling with the family and attempt to identify potential SIFE situations. When the home visits identify potential problems, an administrator will invite the parent and student to visit the school for follow-up, in order to identify students who may need additional service. In addition, the ESL team provides professional development for all teachers at the school--and asks all teachers to immediately identify (during the first two weeks of school) any students who may require the SIFE questionnaire or other outreach.

In addition, all ESL teachers hold individual conferences with their ESL students during the first two weeks of school to further identify students who may require a higher level of support. The LAP planning team then investigates further and schedules meetings with parents of any at-risk students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEPs will be identified and assessed by the Language Proficiency Team (LPT), which is comprised of: Principal David Krulwich, Assistant Principal Teri Russiello, Special Ed/IEP Coordinators Carlos Bermudez and Buddy Broad, and at least one ESL teacher (depending on the grade level of the students: Rahsaan Romain, Alexandra McGrath, Rachel Price and Jasmine

Carsky). They will review evidence of the student's English language development. The LPT will then decide whether or not the student should take the NYSITELL, with a final decision confirmed by principal Krulwich and assistant principal Russiello. The ELL Identification Process continues as with all students. Then, the Principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision.

Students who qualify to take the NYSITELL 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 how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Immediately after the NYSITELL is scanned and scores are determined, entitlement and non-entitlement letters are printed and distributed. This process is supervised by assistant principal Russiello (and principal Krulwich). Due to the small number of NYSITELL administrations at our school, every parent is contacted by telephone (in addition to the letters) to guarantee that the results are explained clearly. All parents of new ELL students will be invited to the school for an individualized conference to discuss the various types of ELL service offered at the school, and the supports that will be offered to the student.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Parents of newly enrolled ESL students will be informed during our summer home visits of the benefits offered from the ESL program at our school. During the same conversation, they will also be informed that they may appeal the ELL status of their child as well as the process needed to do that. When NYSITELL results are conveyed to parents (by letter and telephone call), the parents will be reminded of the right to appeal the ELL status decision.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 during September. Parents will be invited to individual meetings (if they have any questions), and to the parent orientation. In this orientation, principal Krulwich, assistant principal Russiello and ESL teachers (Rahsaan Romain, Alexandra McGrath, Rachel Price and Jasmine Carsky) will describe the English as a New Language (ENL) program that is adopted by our school and explain options offered by other schools in the area.

In addition to the parent orientation for ELL students, additional parent outreach will be scheduled at the home visits in August, the "Open House" in September, introductory phone calls from advisors in September, and the parent-teacher conferences in November. All of these outreach efforts will encourage parents of ELL students to visit the school and/or contact the ESL and LAP team to discuss any questions they have or provide additional information.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
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. The LAP team will collect the Parent Survey and Program Selection forms from parents, and will contact parents via telephone if the form is not yet returned.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Principal Krulwich and Assistant Principal Russiello will assist the ESL teachers in monitoring the Parent Survey and Program Selection forms collection process. The secretarial staff in the school's Main Office will make telephone calls to all parents who have not completed and returned the surveys, until all forms are returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
The school will mail parent notification letters to the students and will follow up telephone call after the letter is delivered to ensure that parents of newly entered ESL students are aware of their child's placement into the program.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ESL paperwork will be collected and stored securely in the Main Office, only accessible by school Administrators and ESL teachers, to ensure their safety and security.

11. 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.
 The principal and programming coordinator will provide "coverage" for ESL teachers, as needed, in order to administer the NYESLAT to students. Middle school students will take the NYESLAT during the double-period Literature classes, which will not require them to miss any class time from core academic classes. Each grade (6th, 7th, 8th) will take the test on consecutive days during the testing window. Coverages for the ESL teachers will allow them to "pull" students one-by-one from the literature classes for the speaking portion of the exam.

 High school students will take the NYESLAT exam as a group (one day for each grade) during their elective or advisory periods. Again, coverage will be provided for ESL teachers to provide time for test administration and grading. Then, any student who has missed the first set of test dates will be afforded the ability to make up the test on the next three available days. Students will be given notice a month in advance, both in school as well as sent home, that indicates the dates and times of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Parent notification letters will be sent out to parents at the beginning of the year to ensure they know that their child(ren) are either receiving ESL services or have passed the NYESLAT and will continue to get ESL support for the next 2 years. This will be followed up with a phone call to ensure that parents have received their entitlement letters.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 Parents in our school have welcomed our Free Standing ELL program, now English as a new language program, as a means to have their children successfully graduate High School and enter college. Parents consistently request that the school continue to provide ELL service in the same manner that their children have been receiving it at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
 Middle school ESL students will attend a self-contained ESL class (separate from core academic classes), 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, and those who are receiving SETSS services during the ESL Literature period. This year, we also expanded our ESL teacher team, and are providing some additional push-in ESL support during math classes. (We are piloting this support in 7th grade math classrooms.) Our middle school ESL groups are mostly heterogeneously grouped, except for some groups that will receive targeted reading interventions. Students who will benefit from the Wilson reading program will be grouped together.

 In high school, our ESL support is provided through push in support in core academic classes--mostly in ELA and history classes, where ESL students traditionally need the most support. Students are grouped heterogeneously.
 - b. TBE program. *If applicable.*

c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 core content is delivered in each program model. 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.

The majority of our ELL instruction occurs in core academic subject-area classrooms. Our ELL teachers are included on common planning teams, where they help infuse ELL strategies into the daily lesson plans delivered to all students. These common planning teams, which meet regularly (bi-weekly) to plan all core academic curriculum, are aligned to the Common Core Standards. The ELL teachers also push-in to join these common planning meetings throughout the year to provide ELL-based PD to all teachers.

4. How do you ensure that ELLs are appropriately evaluated in their home 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, Mr. Bermudez, 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?

As described in our response to question 3 above, all core academic classes are planned jointly by a "common planning team." These common planning teams all include an ELL teacher (or occasional meetings with the ELL instructional team), and the role of the ELL teachers is to train subject-area teachers (and provide PD) on infusing all four modalities of English acquisition into the classroom assessments. As a result, all units of study in all core academic classes are expected to include opportunities to assess students in listening, speaking, reading and writing. The school leadership team also conducts curriculum audits to ensure that the curriculum is consistently addressing all four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. In order to ensure that our 3 SIFE students get the small group individualized attention that they need, Rahsaan Romain will have them in a small group for a more individualized literature 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

Chart students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

As a small school where this is extraordinarily rare, we will consider this on a case-by-case basis. Any student in this scenario will meet individually with A.P. Russiello (the supervisor of ELL), and we will conduct a parent outreach meeting, and assess the student’s success in all classes. This evaluation will be comprehensive and will prevent adverse impact on academic progress.

8. 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.

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

As described above, all of our school's instructional decision-making and curriculum design is done in small-group collaborative teams that meet at least two times every week. All curriculum teams share lessons among all classes at the same grade level. These teams are deliberately designed to include input from both SpEd and ELL licensed teachers. The schedule, therefore, requires input from both SpEd and ELL instructional leaders, and it provides support for all ELL students, including those with disabilities, within the least restrictive environment.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM) <i>Chart</i>	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

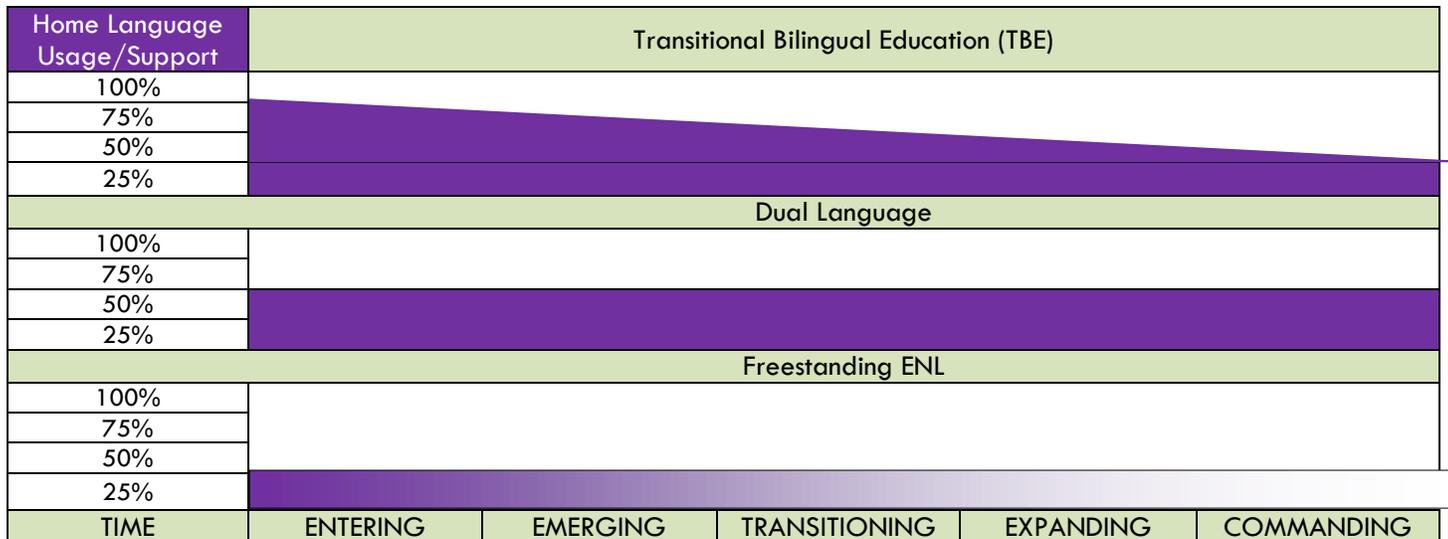


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. For all subgroups, our targeted interventions include strategies designed in the collaborative team planning meetings described above. These include differentiated readings, deliberate groupings, providing students with background knowledge prior to lesson delivery, and designing curricula that values ELL's home cultures and languages. As noted above, lessons are also designed to provide students with opportunities to acquire knowledge and demonstrate understanding in all four modalities. Whenever possible, entering and emerging learners are programmed in classes with teachers who speak their home language (most often Spanish), even if that teacher is not ELL licensed.
11. 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. In addition, students continue to (gradually) "test out" of ELL service over the course of their 6-12 education. We currently have zero ELL students in 12th grade, for example.
12. What new programs or improvements will be considered for the upcoming school year?
This year, we are expanding our small group interventions for ELL students. We recently trained a group of teachers in the "Wilson" and "Just Words" programs, and will be infusing these interventions into small group instructional groups when appropriate. These small groups meet every three days in middle school and every two days in high school.
13. What programs/services for ELLs will be discontinued and why?
We do not plan on discontinuing any services we have provided in the past.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. In fact, we have deliberately and carefully planned all of our ELL supports so that they do not interrupt any other programs. All of the push-in support allows students to participate equally without missing any time in core academic classes; and all of our small-group ELL support programs happen during Independent Reading time for other students. ELL students have equal access to all electives, all academic programs, and all after school opportunities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
As noted above, many ELL students are enrolled in core academic classes with teachers (or at least one teacher) who speak their home language (usually Spanish). In addition, Spanish speaking ELLs in grades 8 through 11 are enrolled in a Spanish Language course for native speakers, in which they read and analyze Spanish literature. These lessons have similar design, and similar student outcomes to those of our ELA classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As noted above, our school has common planning teams for all core academic subject areas in all grades. Lessons are planned in collaboration with ELL teachers, who ensure that services are grade-level and age appropriate. Our administration does periodic curriculum audits to ensure that the needs of all ELL students are being met.

When students receive pull-out ELL service, they are grouped by grade-level to ensure that interventions are age-appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Before the school year begins, our parent coordinator schedules "Home Visits" for all ELLs students. The Home Visits team includes teachers who speak Spanish. Parents have an opportunity to share specific needs of their students, and ask questions about the

services we provide. Newly arriving ELLs also meet with our ELL team to discuss the services received in previous schools, which were successful, and which were not. Services for the upcoming year are planned based in information gathered in these meetings along with analysis of student achievement data from previous years.

19. What language electives are offered to ELLs?

We offer a Spanish for Native Speakers course, in addition to our traditional Spanish I course offered to non-Spanish speakers.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N.A.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ELL department & leadership team consists of Principal Krulwich, Assistant Principal Russiello, and teachers McGrath, Price, Carsky and Romain. Three of those teachers are new, first-year teachers and will need training and support. Our goal is to provide substantial PD and support during bi-weekly subject area planning meetings for all teachers; additional monthly ELL team meetings, with rotating topics for professional development; and we will work together with the ELL teachers to choose targeted PD opportunities (provided by the DOE Central or BSC) in areas that would benefit them the most.

In addition, approximately three of our weekly Monday staff PD meetings will be devoted to ELL professional development that our ELL teachers will provide for all other teachers in our school.

Finally, for all teachers, at least one of the Advance observations will focus on the supports the teacher is providing for Special Ed and ELL students within the general ed classrooms.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The full PD plan is described in question 1, above. Our PD sessions in the bi-weekly curriculum planning meetings is designed to target student work in the Common Core Learning Standards. These meetings occur twice each week for all teachers, and ELL teachers will join and support those meetings to provide targeted support for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As a 6-12 school, we focus heavily on supporting all of our students in transitioning from middle school to high school. We focus heavily in our Advisory program at the end of 8th grade on preparing all students for high school. We have individualized meetings with every parent in June in order to discuss the students' strengths and weaknesses, and to plan any extra supports needed for high school. We also provide PD for all teachers (ELL teachers, Gen Ed teachers, and all advisors) on identifying and supporting students of various sub-groups (SpEd, ELL, etc.) as they complete their first marking period in 9th grade.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
School wide documentation contains the schedules for all common planning meetings in every small-group instructional planning team throughout the school. In addition, all Monday school-wide PD meetings are documented, with agendas that are circulated via email on a weekly basis. Assistant Principal Ingrid Chung coordinates the Monday PD sessions and maintains records of those hours. Monthly ELL team meetings are scheduled and agendas are maintained.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
This year, we will implement a procedure whereby the ELL service providers will call the parents of all ELL students twice per year - once at the beginning of the year to discuss their service and goals; and again in June to discuss assessment results and progress over the course of the school year. Parents will be invited to individual meetings for further discussion and support, or the discussions will happen on the telephone (at the parents' discretion).
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our school greatly values parent involvement. We have three parent-teacher conference sessions every year, with individually-scheduled appointments for every parent and child to meet with their advisor. These conferences consistently achieve 90% parent participation. We also have a variety of parent workshops--many of which are designed to benefit parents of ELL students (as well as all others). We have parent workshops for (1) college application support; (2) FAFSA workshops; (3) "How to Speak with your kids about...." workshops about issues for teens; (4) PTA and SLT meetings. All of these meetings and workshops are translated and accessible for non-English speaking parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The organization "Love Heals" helps us provide workshops for parents on "How To Speak with Teens About..." (topics such as Sex Ed or other topics helpful to parents). We also partner with the College Bound Initiative, which supports our school with college awareness and FAFSA workshops. All of these workshops are translated into Spanish and help ELL parents support their children.
5. How do you evaluate the needs of the parents?
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. The school administrators informally survey all parents (including parents of ELLs) to find ways to support them more effectively.
6. How do your parental involvement activities address the needs of the parents?
The parental involvement activities described above provide many benefits to address the needs of parents: (1) they provide information and support for issues that are difficult for speakers of other languages (college application support and FAFSA, for example); (2) they provide programs in Spanish (which benefits the vast majority of our ELL students) that are typically only available in English; and (3) they provide support for parents in how to help their children learn a new language.

D. Additional Information

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

School Name: UA Sch Applied Math & Science

School DBN: 09X241

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Krulwich	Principal		10/31/15
Teri Russiello	Assistant Principal		10/31/15
Jason Rivera	Parent Coordinator		10/31/15
Alexandra McGrath	ENL/Bilingual Teacher		10/31/15
Rita Jones	Parent		10/31/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ron Bath	School Counselor		10/31/15
Fred Walsh	Superintendent		10/31/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X241

**School Name: UA School for Applied Math and Scie
Superintendent: Fred Walsh**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All Documents given to students are produced in both English and Spanish (whenever possible). Families with other language needs are translated by appropriate staff members or the Translation Services provided by New York city Department of Education. Emergency contact cards are given out and collected the first week of school and parents are contacted by their child's advisor to make sure that the telephone numbers are valid. Attendance Coordinator Yelena Ramirez supervises the Main Office staff and confirms that all students who are new to the NYC DOE are provided with the Home Language Identification Survey, and that those responses are noted in ATS. Our school also conducts "Home Visits" for all new students during August before their enrollment--staff members visit the homes of the students. During these home visits, staff visit the homes in teams (all teams have a Spanish speaker) and make sure the family receives information that they need. If necessary, translations are available through the DOE's translation unit.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish
French
Arabic
Afrikaans
Twi

Fulani
Soninke
Tonga

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school sends many documents home during the year. All documents are translated to meet the needs of our diverse parent population.

School newsletters for parents

State Testing Dates

Student Syllabus

Letters from advisors

After school program letters

Calenders of school events

Letters from the Principal and other school administrators.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The schools Parent Open House was on September 30, 2015.

Parent Teacher Conferences will happen in November, February and June.

Advisors call parents of their students on a monthly basis.

Other school events include: Pi5NY math competition, PTA and SLT meetings, parent open houses for after school programs, Family Reading Night (in December 2015), in addition to various parent information sessions for enrichment opportunities and college application process. We also have a variety of end-of-year celebrations, including 8th Grade Graduation Dinner (in June) and High School Commencement (in June).

In addition, informal telephone calls to parents occur on a daily basis from the following: teachers, advisors, attendance team (for absences and latenesses), guidance counselors, deans and administrators.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 material handed out from the administration to our parents. Specifically, our school has Spanish-speaking staff members on virtually every school-based team--the Main Office, the attendance coordinator, the discipline team, and the Parent Coordinator. The school has Spanish speakers available to translate any time a parent calls or visits the school, and for all events at the school. For languages that are less common, the school uses the DOE's translation and interpretation telephone service, as needed.

Letters, calendars and flyers are translated and edited by the school's staff members before circulation to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For Spanish-speaking families, the school has adequate Spanish-speaking staff members to guarantee that translation is always available for all events, parent visits and phone calls. For other languages, the school uses 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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The staff will have an all staff meeting that explains how to use the over-the-phone interpretation services in order to more effectively communicate with parents. Before all parent conferences, we remind all staff members via email about the specific staff members who are available for translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will provide incoming parents with a Parents Guide to Language Access booklet during the Open House at the beginning of the year. We will also have multi-lingual posters up that welcome incoming parents. Parents will be given the parents bill of rights during available in multiple languages during the Open house in October. The Language ID guide will be made available for Security guards at the security desk for all formal and informal parent meetings.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will administer a parent survey in order to get feedback from parents on the quality of communication between the school and families--and we will specifically seek information regarding the adequacy of translation and interpretation for families who speak languages other than English.