2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE, THE

Principal: INGRID CHUNG
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): 09X24

BEDS Code: 32090011241
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: Ingrid Chung
Email Address: chung3@schools.nyc.gov

Principal: Ingrid Chung, IA

UFT Chapter Leader: Ross Chodan

Parents’ Association President: Alfred Manigault

SLT Chairperson: Reginald Scott

Title I Parent Representative (or Parent Advisory Council Chairperson): Alfred Manigault

Student Representative(s): WilkanderAleman, Jeffrey Agyeman

CBO Representative: Jeff Palmere, Wingspan Arts

District Information

Geographical District: District 9, Affinity (UA)
Superintendent: Fred Walsh

Superintendent’s Office Address: 333 Seventh Avenue, New York, New York
Superintendent’s Email Address: FWalsh@schools.nyc.gov

Phone Number: (212) 356-3754 Fax: (212) 356-3700

Field Support Center (FSC)
Affinity Group

Executive Director: Alexandra Anormaliza

Executive Director’s Office Address: 131 Livingston St, Brooklyn, NY 11201

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Phone Number: (718) 935-5618

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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingrid Chung</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ross Chodan</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Alfred Manigaul</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Yelena Ramirez</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Alfred Manigaul</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>WilkanderAleman</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Jeffrey Agyeman</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Jeff Palmere</td>
<td>CBO Representative, Wingspan Arts</td>
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<tr>
<td>Reginald Scott</td>
<td>Member/Assistant Principal</td>
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<tr>
<td>Alicia Mezritz</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>ShiraCollado</td>
<td>Member/Teacher</td>
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<tr>
<td>AddineaManigault</td>
<td>Member/Parent</td>
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<td>Antoinette Holloway</td>
<td>Member/Parent</td>
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<td>Ajaratcliffe</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families, and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<td><strong>Effective School Leadership:</strong> 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.</td>
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<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
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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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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The mission of the Urban Assembly School for Applied Math and Science (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, relevant, 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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 six 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 school population, which includes approximately 28.5% students with Special Needs, 13% 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 the families in our community.

During the fourteen years since AMS was founded, the school has earned successful achievement results in most areas. AMS has had a cumulative graduation rate of approximately 90% for the past seven years, and has earned among the highest possible ratings on NYC DOE Progress Reports and Quality Reviews. (See School Quality Guide, 2015-16 and Quality Review report 2016, indicating 88% 4-year graduation rate each of the past two years, and "Well Developed" rating in almost all categories.) 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 under-served, 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 extensive art programming. AMS also participated in the DOE’s Summer Quest and Summer in the City programs, allowing AMS to provide a middle school summer enrichment program for five weeks, open to all students in grades six through eight.

3. Describe any special student populations and what their specific needs are.

AMS has a wonderful student population that is diverse and representative of our community. Approximately 28.5% of our students have disabilities (including physical disabilities, learning disabilities, etc.) and approximately 13% of our students are classified as English Language Learners. AMS is committed to providing the highest quality education to all students, providing whatever accommodations they need to thrive in school and in their post-secondary pursuits.

For students with disabilities, we provide a wide range of extra supports, including smaller classes, team teaching, extra help (resource room, push-in help, paraprofessionals, tutoring and after school), in addition to a wide range of additional supports. For English Language Learners, we provide all the extra help and supports that any student receives within classrooms as needed, in addition to extra support provided in small ESL classes and with an extra
teacher in the classroom. Our school also provides a wide range of extra programming to support our Title I students—including after school programs, trips, Saturday programs and summer programming.

4. Identify 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 AMS leadership believes the school 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 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. The progress is evident in the school survey results from 2017-18, demonstrating high rates of satisfaction in the area of rigorous instruction and teacher collaboration (4.05 & 4.03 respectively).

Last year (during the 2017-18 school year), AMS also made progress in the area of “supportive environment” (from a 2.62 in 2017 to a 3.35 in 2018). The school continued its emphasis and development in this area—for example, we used the citywide Monday staff development meetings to focus on training our teachers on effective advisory practices; and continued to expand our summer programs (enrichment programming open to all middle school students and innovative programs for at-risk high school students). This progress is evident in successful improvement in student attendance and in the relevant portions of the school surveys.

In 2018-19, AMS will focus primarily on improving our school in the following areas: (1) Supportive Environment—focusing on new programming, enrichment and Arts programming; and (2) Rigorous Instruction—increasing the rigor of writing assignments across all grades and subject areas, and working with teachers to align the writing curriculum and rubrics across grade levels and subject areas.
### School Demographics and Accountability Snapshot for 09X241

#### School Configuration (2018-19)
- **Total Enrollment (2017-18):** 616
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 12
- **# SETSS (ELA):** 97
- **# Integrated Collaborative Teaching (ELA):** 81
- **# Special Classes (Math):** 49
- **# Integrated Collaborative Teaching (Math):** 49

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 13
- **# Music:** 10
- **# Dance:** # CTE

#### Grade Composition (2017-18)
- **% Title I Population:** 94.0%
- **% Free Lunch:** 89.6%
- **% Limited English Proficient:** 13.5%
- **% Black or African American:** 0.6%
- **% Hispanic or Latino:** 85.8%
- **% Asian or Native Hawaiian/Pacific Islander:** 0.0%
- **% White:** 0.6%
- **% Multi-Racial:** 0.8%

#### Racial/Ethnic Origin (2017-18)
- **% Black or African American:** 32.8%
- **% Hispanic or Latino:** 0.2%
- **% American Indian or Alaska Native:** 0.1%
- **% Asian or Native Hawaiian/Pacific Islander:** 0.2%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 0.1
- **% of Teachers with No Valid Teaching Certificate:** 10%
- **% Teaching with Fewer Than 3 Years of Experience:** 37%
- **% Multi-Racial:** 0.8%

#### ELA Performance at levels 3 & 4 (2016-17)
- **Science Performance at levels 3 & 4 (4th Grade):** 30.4%
- **Mathematics Performance at levels 3 & 4:** 28.5%

#### Overall NYSED Accountability Status (2018-19)
- **Science Performance at levels 3 & 4 (8th Grade):** 20%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **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:** NO
- **Limited English Proficient:** NO
- **Economically Disadvantaged:** NO

##### High School
- **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:** NO
- **Limited English Proficient:** NO
- **Economically Disadvantaged:** NO
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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) Consistency of Regents Exam Passing Rates—AMS has experienced consistent success across all grades and subject areas in overall Regents examination pass rates. Although AMS has a widely differentiated student population, 28.5% students with disabilities and 13% English Language Learners, the school continues to consistently achieve almost 90% on-time graduation rates. Over 50% of the AMS students pass the Algebra Regents exam in 8th grade; 95% of the students pass the ELA regents exam by the end of 11th grade; and the school continues to demonstrate consistent success in standardized testing and credit accumulation.

(b) 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 8 graduating cohorts of seniors, it is clear that students are succeeding in college. 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:

Writing instruction and vertical alignment of our writing instruction across grade levels. Specifically, in 2017-18, approximately 25% of AMS middle school students met standards on the NYS ELA exam (50 out of 259 scoring at Levels 3 or 4). In addition, 16% of high school seniors in 2016-17 had scored 80 or higher on the NYS ELA Regents examination. 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 and rigor regarding writing by focusing and aligning our writing rubrics and instruction and making sure they are progressively more rigorous across the grade levels. We seek to increase the rigor of writing assignments, increase the number of students reaching proficiency (levels 3 or 4) on the NYS middle school exams, and increase the number of students scoring above 80 on the ELA and history Regents exams.
**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June 2019, we will refine our reading and writing data analysis and targeted instruction for all students, as evidenced by an increase of 4% in the percentage of students scoring at Levels 3 and 4 both the middle school NYS ELA and Math exams, from 25% to 29% in ELA and a 17% to 21% in math, and in students meeting college readiness benchmarks in both ELA and Math Regents, from 16% to a 20%.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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| - Evidence-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). | All students grades 6-12 | September, December, and June | Assistant principal, MSQI coordinator, team leaders, and testing coordinator, sharing results and implications with all teachers |
| Three administrations of the DRP reading assessment per year across all grades | All students grades 6-12 | September, December, and June | Assistant principal, MSQI coordinator, team leaders, and testing coordinator, sharing results and implications with all teachers |
| Professional development and collaborative meetings to align 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 | Team Leaders Tyree Alexander, Virginia Ford, Angel Rivera, and T’keyah Robinson; Assistant Principals Teri Russiello; Principal Ingrid Chung |

To be more specific, approximately six of the Monday after school professional development periods will be devoted to writing-based professional development, infusing new writing strategies into our work with general ed, special ed, and ELL students. The Election Day professional development session will also be devoted to training teachers in all subject areas on reading and writing strategies (with a particular focus on using texts in math and science classrooms, and using consistent writing routines and rubrics across grade levels and subject areas). Finally, the school's Team Leaders will provide support for all teachers in their small-group collaborative planning meetings (twice each week), and will report progress and needs in their monthly meetings with the administration.

Research-based materials will be included in the curriculum design work, including new units from Engage NY. Our previous goal (from the past three years) was to focus specifically on reading and engagement in higher-interest texts; this year, we will continue to push for more comprehensive curriculum shifts that increase the rigor of the writing assignments that assess the reading and interpretation of text. Therefore, we expect higher achievement results on the reading and writing portions of State assessments will result.
Increase the programming of intensive reading interventions for students with disabilities, English Language Learners, and other struggling readers, as needed. These classes will also assess writing strengths and weaknesses for future PD. 

| SWDs, ELLs, as needed | September to June | Assistant Principal Teri Russiello; the Special Education team; the ELL team |

Research based programming will be used, including intervention programs Wilson and Just Words. All ESL teachers will attend PD sessions provided by the Affinity Support team.

Parent support will also contribute to the meeting of this goal. Specifically, we will host PTA meetings that align to the needs of individual grade levels, including workshops to support parent strategies to help students with homework, and also “Open Library” Saturdays when parents can join their children at the school library.

| All students | Monthly PTA meetings and workshops, October to May | Assistant Principal Reginald Scott; PTA; parents |

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

AMS uses a wide range of strategies to engage and support parents in their work supporting their children’s instruction. AMS parents are highly engaged, with over 90% attending parent teacher conferences three times each year. At these conferences, the students’ advisors provide detailed information and together (student, parent, and advisor), the team designs goals for the students to accomplish during the next marking period. At those conferences, teachers and advisors can provide advice in how to best support students’ academic needs. Assistant Principal Reginald Scott and Parent Coordinator Yelena Ramirez provide overall support and supervision of the parent conferences, which take place in November, February and June.

In addition to our student, parent, and advisor conferences, both teachers and advisors will call home at least once a week to communicate student progress. Through our advisory system, parents have access to one consistent adult in the building (the advisor) who serves as the liaison between the school and the home.

Additional supports for parents occur during: Home Visits for all new students in August (supervised by Principal Ingrid Chung, Teacher Anthony Madison, and Parent Coordinator Yelena Ramirez); Open House in September, where all academic teams provide information for parents on curriculum and instruction, as well as information about after school and enrichment opportunities; and College Nights, provided each year for 11th and 12th grade parents (supervised by the college counselor Benjamin Ramos).

### 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.**

We plan to shift our focus from reading to writing instruction, and we will measure the progress toward this goal by analyzing middle school NYS ELA exam results and high school ELA and social studies Regents exams. We believe it is achievable because we will focus our yearlong professional development on creating a culture of rigorous and engaging writing instruction, use of consistent writing routines and rubrics across all grade levels and subject areas,
and to increase the time students spend writing and receiving feedback from teachers. 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 assessment results (and decreases in the number of students who are far below grade level) by the end of the school year in June 2019.

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.

Specifically, Principal Chung and humanities team leaders Tyree Alexander, Virginia Ford, Angel Rivera, and T’keyah Robinson will supervise this initiative and devote approximately 30% of their time to supervision and professional development for staff in these areas. Teacher team leaders will have reduced teaching assignments of up to two periods each per day in order to facilitate collaboration and support in this area. Approximately 20 per diem days of substitute teacher assignments will be utilized to provide coverage for teachers to attend PD sessions on writing and other related training. A portion of NYSTL funding will also be devoted to expansion of classroom libraries and leveled reading texts, in order to support rigorous and engaging writing assignments. The Middle School Quality Initiative will provide a monthly coaching visit from an ELA instructional expert.

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

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.

By February 2019, AMS will see, on average, a 2 point increase in the percentage of students reading at grade level. 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 2018 and December 2018 administrations of that assessment, with at least a 2 point overall school-wide increase in the number of students reading at their respective “grade level” benchmarks according to the DRP.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Interim assessments aligned with NYS middle school ELA exams and NYS Regents exams; DRP reading assessment administered three times per year (September, December, May/June); Common Core aligned task based writing assessments built into each humanities curriculum unit. We expect progress by February 2019 on all of these toward our end of year goals.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

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/Summer In The City: AMS was a member of the DOE’s Summer Quest initiative for four years, and continued similar summer enrichment programming in summers of 2016, 2017, and 2018 as a part of the Summer In The City initiative. This program provides a rich, engaging, summer enrichment program for 100 of the AMS middle school students (approximately 40%). 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 STEM and the Arts) for five weeks every summer. Summer In The City 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 increased opportunities for after school and Saturday programs through intentional summer programming, 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 different spaces for inclusivity, as well as a wider range of options in sports, the Arts and reading.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
By June of 2019, AMS will broaden the scope of its programming beyond the traditional school day and increase the options in the Arts, sports, and additional time for reading, resulting in an increased sense of belonging among AMS students, as evidenced by an increase of 7% of AMS students with over 90% attendance, from 29% to 22% with a specific focus on the sub-group of young men of color.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in from grades 6 through 12</td>
<td>July 1, 2018 - June 30, 2019</td>
<td>Principal Ingrid Chung; Assistant Principals Asia Franks, Teri Russiello, &amp; Reginald Scott; Team Leaders Tyree Alexander, Angel Rivera, &amp; T’keyah Robinson; and staff from MSQI and Wingspan Arts</td>
</tr>
</tbody>
</table>

AMS will 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.

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.

At least one Team Leader will have a reduced teaching assignment to serve as a co-coordinator of the ELT programming. The ELT planning team will meet weekly with Principal to assess data and plan programming.

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) students with Disabilities September 2018 - June 2019 Assistant Principal Teri Russiello & the Special Education teacher team
ELT and DOE funding will also provide opportunities for targeted professional development. DOE and CBO partners will provide PD opportunities for all staff on social-emotional supports for all children (DOE training session for all staff on Election Day, and a CBO training for all advisors in January 2019). These two training sessions will support staff in identifying social emotional needs of students.

This goal will also be addressed through new parent involvement strategies. Specifically:

The PTA will work together with school leaders and ELT providers to schedule targeted workshops for parents based on the grade-level of their children (e.g., college workshops for 11th and 12th grade parents; family reading Saturdays in the library for parents of 6th and 7th grade students).

Parents and all staff supporting students
November 2018 and January 2019
All staff, with targeted support from the Affinity Support team and the CBO counseling experts

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

AMS uses a wide range of strategies to engage and support parents in their work making the school a supportive environment. AMS parents are highly engaged, with over 90% attending parent teacher conferences three times each year. At these student-led conferences, the students' advisors provide detailed information, including goals for the students to accomplish during the next marking period. At those conferences, teachers and advisors can provide advice in how to best support students' academic needs. Assistant Principal Teri Russiello and Parent Coordinator Yelena Ramirez provide overall support and supervision of the parent conferences, which take place in November, February and June.

Student leaders share their ideas with Principal Ingrid Chung on a monthly basis in what we call "The Breakfast Club." Nominated by their peers, two students per grade meet with respective members from other cohorts to discuss school-wide concerns, design new clubs, and share ideas on how to make AMS a more supportive environment. Student leaders of our young men's leadership program led by Principal Ingrid Chung, Assistant Principals Teri Russiello and Reginald Scott, Teachers Chaka Baker, Tommy Gonzalez, and Bismark Oppong, and Community Assistants Alain LaTortue, Julio Martinez, and Jose Medina, will also play a key role in mentoring younger students and serving as models of excellence.

Additional supports for parents occur during: Home Visits for all new students in August (supervised by Principal Ingrid Chung, Teacher Anthony Madison, PTA Vice-President Addinea Manigault, and Parent Coordinator Ramirez); Open House in September, where all academic teams provide information for parents on curriculum and instruction, as well as information about after school and enrichment opportunities; and College Nights, provided each year for 11th and 12th grade parents (supervised by the college counselors Ramos and Rojas).

### 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; and the DOE/DYCD middle school after school grant 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 camp program for middle school students, Monday to Friday from 8:30 to 3:30;

c) two, week-long summer intensive intervention programs for struggling and at-risk high school students for young men & women of color;

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 and Assistant Principals. During the 2018-19 school year, AMS will devote substantial funds from the NYS ELT grant for per session (for teachers working after school, Saturdays and summer) and per diem work for substitute teachers and non-pedagogues for similar programming.

**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 |
|---|---|---|---|---|---|---|---|---|---|
| | | | 21st Century Grant | | SIG | | 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.

By February, 2019, there will be a 3% decrease in chronically absent students, from 29% to 26%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance and tracking documents for Extended Learning Time student participation rates.

**Part 5c.** In **February 2019**, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

One of the most significant areas of strength of the Urban Assembly School for Applied Math and Science is in the area of teacher collaboration. In conducting our Needs Assessment, we confirmed that teachers work together in collaborative teams on virtually all of the work that they do, on a daily basis. Virtually all of our core academic teachers work jointly with other teachers to plan daily lessons, to align their curriculum across grade levels and disciplines, and to create grading and feedback consistency across various classrooms. These collaborative teaching teams are led by a dedicated group of teacher team leaders that is composed of assistant principals and talented veteran teachers who are instructional leaders in their relative content areas.

Data that supports this assessment is found in the 2015-16 Quality Review report, which found the indicator "Teacher Teams and Leadership Development" to be the school's "Area of Celebration." The reviewer noted that, "All teachers are engaged in collaborative inquiry based teacher teams. Distributive leadership structures afford teacher teams the opportunity to make key decisions about teaching and learning through the analysis of student work products leading to the revision of curriculum."

Additionally, we have a team of eleven team leaders, five of which are administrators and six of which were teachers. Within this group, two of our assistant principals were within their first or second year and four of our teacher team leaders were brand new. Towards the latter half of our school year, our principal began the process of transitioning out of our school and one of our teacher team leaders made a career change, leaving our team leader team with only nine members, most of which were new and inexperienced. We will begin next year with two of our more veteran teacher team leaders on maternity leave until December.

AMS has a few areas where teacher collaboration could be improved and expanded. Teacher team leaders continue to express (during team leader meetings) a need for additional coaching to support the academic teachers and advisors on their teams. Teacher team leaders and administrators agree that additional time should be devoted to developing and preparing our newest team leaders, assistant principals, and emerging leaders so that they can be strong mentors, rigorous instructional leads, and inspiring role models for other teachers at our school so that we can have exemplary instruction in every single classroom for all of our young people.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June, 2019, effective teacher collaboration and implementation of UDL strategies that support each learner will lead to improved student achievement, as evidenced by an increase of 4% in the percentage of students scoring at Levels 3
and 4 both the middle school NYS ELA and Math exams, from 25% to 29% in ELA and a 17% to 21% in math, and in students meeting college readiness benchmarks in both ELA and Math Regents, from 16% to a 20%.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team leaders and administrators</td>
<td>September 2018 to June 2019</td>
<td>Principal Ingrid Chung; Assistant Principals Asia Franks, Teri Russiello, and Reginald Scott; and all teacher team leaders</td>
</tr>
</tbody>
</table>

AMS will create new structures for additional collaborative planning and meeting time for various new constituencies.

Team leader meetings will be scheduled bi-monthly for the AMS teacher development leadership team. This meeting will focus on support for our newest team leaders and administrators; support and interventions for our most struggling teachers; norming on classroom observations; practicing live coaching, and long-term planning and goals for curriculum, staff, and SWDs / ENLs. Team leaders and administrators will focus on an overarching instructional goal surrounding exemplary pedagogy in the classroom with specific foci on differentiating for our highest and lowest students, clear assessment criteria for quality work and quality talk, and incorporating multiple opportunities for student talk throughout a lesson.

Similarly, a monthly meeting of the emerging instructional team leaders will be scheduled to discuss pre-team leader training; coaching protocols and procedures; time management tools; and mentoring techniques.

| Team leaders, administrators, and emerging team leaders | September 2018 to June 2019 | Principal Ingrid Chung; assistant principals Asia Franks, Teri Russiello, and Reginald Scott; and all teacher team leaders |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

AMS uses a wide range of strategies to engage and support parents in their work supporting collaboration with teachers. AMS parents are highly engaged, with over 90% attending parent teacher conferences three times each year. At these conferences, the students’ advisors provide detailed information, including goals for the students to accomplish during the next marking period. At those conferences, teachers and advisors can provide advice in how to...
best support students’ academic needs. Assistant Principal Teri Russiello and Parent Coordinator Yelena Ramirez provide overall support and supervision of the parent conferences, which take place in November, February and June.

Additional supports for parents occur during: Home Visits for all new students in August (supervised by Principal Ingrid Chung, Teacher Anthony Madison, PTA Vice President Addinea Manigualt, and Parent Coordinator Yelena Ramirez); Open House in September, where all academic teams provide information for parents on curriculum and instruction, as well as information about after school and enrichment opportunities; and College Nights, provided each year for 11th and 12th grade parents (supervised by the college counselor Benjamin Ramos).

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.

This goal will be accomplished through various budgetary and resource methods: (1) re-assignment of leadership personnel (and a new Assistant Principal position) will allow school leaders to support this new collaboration initiative; (2) resources provided by the NYS Extended Learning Time grant program will allow additional staff collaboration time, by utilizing funding for CBO support staff; (3) funding will be set aside for per diem staff coverage to relieve certain teachers from their teaching assignments to attend additional planning sessions and off-site professional development.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
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</table>

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.

By February 2019, effective teacher collaboration in peer-intervisitations will lead to strengthened teacher practice, as evidenced by an increase in teacher MOTP ratings in our focus areas of Domain 1 (Planning and Preparation) from an average of 3.04 (in 2017-18) to an average of 3.30 or higher, and in Domain 3 (Instruction), from 2.56 to 2.83. As a result of improved pedagogy across all classrooms, we expect a 4% increase in overall Regents scores.

.15% increase in teachers’ ADVANCE ratings in Domain 1 (Planning for Instruction) and Domain 3 (Instruction), from 3.04% to 3.19% and from 2.56% to 2.71%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Agendas from weekly team meetings, teacher feedback, team leader feedback, live coaching feedback, an increase in overall teacher results on Advance ratings in Domains 1 and 3, and an increase in overall Regents scores.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The Urban Assembly School for Applied Math and Science has a strong and cohesive leadership team, consisting of a large group of administrators and teachers who have worked together at AMS for many years. This team includes instructional leaders in all subject areas, all of whom have worked on collaborative planning teams at AMS for several years before they transitioned into leadership roles.

The report from the 2015-16 Quality Review clearly demonstrates that leadership development is a school strength, stating that “The work, frequency of meetings, and variation of teacher teams, provide all teachers with opportunities to engage in shared leadership and professional collaborations, resulting in improved teacher capacity and student outcomes across the school community . . . Distributed leadership is embedded into the teacher teams.” With that said, we would like to increase the amount of distributed leadership on all administrative levels, developing new and emerging leaders, including, but not limited to, opportunities for teachers to get involved with programming, testing, advisory leadership, discipline, and instructional leadership.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the principal, assistant principals, teacher leaders, and advisory leaders will develop and implement an impactful professional development, classroom intervisitation, and team meeting plan as evidenced by a .26% increase in teachers’ ADVANCE ratings in Domain 1 (Planning for Instruction) and Domain 3 (Instruction), from 3.04% to 3.30% and from 2.56% to 2.83%.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
|  - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>All students; all staff; two new staff hires/promotions.</td>
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</table>

<table>
<thead>
<tr>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>What is the start and end date?</td>
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<tr>
<td>September 2018</td>
</tr>
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<table>
<thead>
<tr>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Principal Ingrid Chung and assistant principals Asia Franks, Teri Russiello, and Reginald Scott</td>
</tr>
</tbody>
</table>

- New principal, team leader positions, and teacher leadership roles will be created at AMS. These new positions are deliberately tailored to meet the objectives of AMS and to meet the needs of our students.

<table>
<thead>
<tr>
<th>Activities/Strategies: Details below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
|  - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>All staff will benefit from an increase in teacher ownership and leadership;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the start and end date?</td>
</tr>
<tr>
<td>September 2018 to June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All administrators</td>
</tr>
</tbody>
</table>

- The AMS administrative team will create and formalize a new team-based structure for the work of the school administration. This new structure will include regular leadership team meetings; new communication and supervision structures for some roles (parent outreach, college office, advisory, discipline, SWDs); and extended opportunities for teams of teachers to work directly with administration on administrative duties.

<table>
<thead>
<tr>
<th>Activities/Strategies: Details below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
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  - 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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>All administrators and teachers, impacting instruction for all students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
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<tbody>
<tr>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All administrators</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

AMS uses a wide range of strategies to engage and support parents in their work supporting their children. AMS parents are highly engaged, with over 90% attending parent teacher conferences three times each year. At these conferences, the students' advisors provide detailed information, including goals for the students to accomplish during the next marking period. At those conferences, teachers and advisors can provide advice in how to best support students’ academic needs. Assistant Principal Teri Russiello and Parent Coordinator Yelena Ramirez provide overall support and supervision of the parent conferences, which take place in November, February and June.

Additional supports for parents occur during: Home Visits for all new students in August (supervised by Principal Ingrid Chung, Teacher Anthony Madison, PTA Vice President Addinea Manigualt, and Parent Coordinator Yelena Ramirez); Open House in September, where all academic teams provide information for parents on curriculum and...
instruction, as well as information about after school and enrichment opportunities; and College Nights, provided each year for 11th and 12th grade parents (supervised by the college counselor Benjamin Ramos).

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing budget resources will be re-aligned to provide additional administrative staffing. The leadership roles of all administrators will be re-evaluated and re-structured to divide the leadership work into a new team-based structure. This work will require little additional funding, but rather, will mostly involve restructuring of existing resources. Tax levy and Title I funds will allow for the promotion of teachers to become assistant principals or Team Leaders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Tax Levy</td>
</tr>
<tr>
<td>Title I TA</td>
</tr>
<tr>
<td>Title III, Part A</td>
</tr>
<tr>
<td>C4E</td>
</tr>
<tr>
<td>SIG</td>
</tr>
<tr>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, we expect to see an overall .15% increase in teachers' ADVANCE ratings in Domain 1 (Planning for Instruction) and Domain 3 (Instruction), from 3.04% to 3.19% and from 2.56% to 2.71%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/DOE teacher surveys (indicating higher ratings of administration's instructional support and more positive feelings about school culture) and teacher feedback</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, 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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

One of the most important strengths of the Urban Assembly School for Applied Math and Science is the school's deep and valuable relationships among the staff and the families. The AMS School Leadership Team is devoted to continuing and strengthening these staff-family relationships, and to continue to improve our children's education as a result.

AMS has many measurable and demonstrated successes in this area: Over 90% of our families attend each of the three parent teacher conference sessions per year ("Student Parent Advisor conferences"); the staff of AMS conducts "Home Visits" for all new, incoming sixth grade students and ninth grade students; and our PTA and SLT are actively involved in the school's leadership decisions and enrichment programming.

As a part of this Needs Assessment, we noticed on the NYC School Survey that our data increased from 3.10 in 2017 to 3.83 in 2018. And while this is a substantial increase, we would like that numerical to increase to around 4.00.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will deepen our home-school partnership, as evidenced by a 5% increase in family participation in educational planning meetings and conferences (including PTA meetings, parent-advisor conferences and IEP conferences), from 85% to 90%. We will increase opportunities for parent engagement by 50%, including, but not limited to, Family Game Night, Family Circles, and Literacy-based PDs for parents.</td>
</tr>
</tbody>
</table>

2018-19 CEP
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMS will add new outreach efforts (extra phone calls and fliers) to increase participation in the parent Open House, Parent Teacher Conferences and PTA/SLT meetings. Parents will assist by taking leadership in outreach efforts.</strong></td>
<td>All parents</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>AMS will survey parents, and then plan and implement new parent workshops (matching the interests and needs of parents) that will coincide with the Open Houses and PTA meetings, in order to increase the value of Open Houses and PTA meetings for our families and to encourage increased participation</strong></td>
<td>All parents</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>AMS will conduct Home Visits in August for all new families, including both 6th and 9th graders</strong></td>
<td>New Staff, New Families</td>
<td>September 2018 - August 2019</td>
</tr>
<tr>
<td><strong>AMS will build a new team of parents to lead the PTA using advisor and teacher feedback / ideas</strong></td>
<td>All staff and all parents</td>
<td>September 2018 - June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
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.

AMS will re-assign various administrative roles to allow more time for Parent Coordinator Yelena Ramirez to implement these new initiatives. These shifts will not require new resources; but various Tax Levy and Title I funds will allow staffing roles to be re-organized to allow this work. Title I parent funding and Tax Levy funds will be used to facilitate new parent workshops and home visits.

|  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |
| X |  | X |  |  |  |  |  |  |  |  |

**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
- 21st Century Grant
- SIG
- 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.

By February 2019, AMS will demonstrate a 3% increase in parent participation in Student-Parent-Advisor conferences (from marking period 1 November conferences), a 50% increase in the number of parents attending PTA meetings, and a 50% increase in the number of parent events and PDs offered.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Attendance results and sign-in sheets for PTA, SLT, Parent Teacher Conferences, Parent Events, and Home Visits.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students more than one year behind grade level on the DRP reading assessment administered three times annually</td>
<td>Small group book clubs; small group reading interventions (research based programs including Wilson and Just Words); vocabulary building intervention programs.</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who scored a level 1 on the NYS middle school math test, or who failed the Common Core Algebra regents exam</td>
<td>Small group intervention classes, after school tutoring, using CCLS aligned programs, including CMP, EngageNY and online skill-building programs.</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students who scored a level 1 on the NYS middle school math test, or who failed the Living Environment regents exam</td>
<td>Small group intervention classes, after school tutoring, using CCLS aligned programs, including small-group assistance with in-class curriculum materials, EngageNY materials, and online skill-building programs.</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for highest-need students</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students who scored a level 1 on the NYS middle school ELA exam, or who failed the Global History exam</td>
<td>Small group intervention classes, after school tutoring, using CCLS aligned programs, including small-group assistance with in-class curriculum materials, EngageNY materials, and online skill-building programs.</td>
<td>Mostly small group, approximately 10:1, with some individual tutoring for</td>
<td>During and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>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</td>
<td>Counseling; mediations; group intervention programs.</td>
<td>Small group counseling, individual counseling, or group intervention programs (summer or after school)</td>
<td>During and after school</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Counseling services for students, as needed. School will provide outreach to parents to assess other needs, and will provide school supplies, transportation assistance, and opportunities for in-school homework help. In some cases, the school will assist with outreach to social service agencies to support the families.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |  |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

For teacher recruitment, AMS organizes a team of teacher team leaders, administrators, and students to participate in the recruitment process. We seek diverse candidates from programs like the NYC Teaching Fellows program, Teach for America, NYCMenTeach, and through the Open Market Transfer system. We also attend open houses at various local graduate schools of education. We actively seek candidates who have substantial undergraduate and graduate level coursework in their areas of instruction.

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

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

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

In addition, AMS completed an SBO vote to include an opportunity for grade-level advisory teams to meet for professional development as a group every Monday, from 3:05-4:15 p.m. At these “Grade Level Advisory Team” meetings, staff discusses the progress of individual students (and focusing heavily on the support of at-risk students), and the team leaders provide professional development on additional strategies that the teams can implement to support struggling students. These meetings take on an even greater importance, in light of the additional rigor set for in the Common Core Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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 2018, 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 codes. 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 consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$579,567</td>
<td>X</td>
<td>Sections 5, 6</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
<td>Section 5</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,224,932</td>
<td>X</td>
<td>Sections 5, 6</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 09X241, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Urban Assembly School for Applied Math and Science (09X241) will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds Act (ESSA);
• 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;

Encouraging School-Level Parental Involvement

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)

09X241, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.
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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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;

● engage in deep and authentic discussion about class content;

● use class content as a means to question, inquire, engage, and criticize the world around them;

● 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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one): ☒ conceptually consolidated (skip part E below)  ☐ 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):

- [ ] Before school
- [ ] After school
- ☒ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
## 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 direct-instruction supplemental 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 after-school programming for ESL students will be integrated into our general education after school programming. Programs are offered to all students in grades 6-12, and we will seek to include 50% of our total ESL population in the programming (depending on their availability and willingness to stay after school). The program identifies ELL students and ELL students with IEP’s who are struggling in any core academic class, and encourages them to participate (and fills remaining seats with other ESL students). The primary goal of the program will be to provide students with support on assignments from their academic classes. The licensed ESL teachers will provide targeted ESL strategies to support the work being completed. After school programming occurs school-wide, across all grade levels, from October through May, five days a week. Monday is arts/enrichment only (no ESL or academics for staff PD meetings); Tuesday to Thursday, 3:30 PM - 5:30 PM, and Fridays 3:30 PM - 4:30 PM. The coursework and materials vary throughout the school year: in the fall, we focus on reading support and support for in-school assignments; in the spring, the work shifts to targeted test-prep based on the needs of individual students. Programming is done in groups of 15 or fewer.

Additional support for our school's ELL students will occur during our Saturday Academy. This program happens on two Saturdays per month in the fall, and three Saturdays per month in the spring, from 9:30 PM - 2:00 PM. ESL students who attend Saturday Academy will receive similar academic supports as they receive in our after-school program. In the fall, the focus is on providing ESL and language supports for in-class assignments and readings. In the spring, focus will shift to preparing students for State assessments, depending on the strengths and weaknesses of individual students. Work will be done in groups of 15 or fewer. Instruction runs from 9:30 PM - 12:30 PM, followed by a break for lunch and physical activity (sports or fitness).

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.

Our after-school and Saturday academy support will be provided by our ELL team, consisting of Mr. Romain, Ms. Carsky, Ms. Urena, and Ms. McGrath. These teachers are all ELL licensed, and some have additional content area licenses. We will be allocating approximately 30 hours of per session for this work which will begin in October and end in April. We will likely use our additional funding from our Extended Learning Time (ELT) grant.

The materials required for these programs consist of laptop and desktop computers; LCD projectors; iPads; Digital, hardcover, and paperback books; and Dictionaries and Thesauri.
Part B: Direct Instruction Supplemental Program Information

Specific instructional programs will be linked to the content and curriculum taught in the students' main academic courses.
Attendance sign-in sheets will be maintained for all after school and Saturday programming.
Some additional funding is provided for our after school and Saturday programs this year through the NYS Extended Learning Time grant and the DYCD middle school SONYC program. All records for attendance will be maintained through those program coordinators and will be available in their offices at all times.

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: _______

Virtually all of our ELL supports are integrated into academic classes. At our school, Professional Development is generally merged into collaborative planning work of small, grade/subject specific teams who meet twice a week. (The times and dates of these meetings vary by team, based on the teaching schedules of each teacher.) All of our ELL teachers are included on one of the main academic co-planning teams, and much of their PD occurs on these teams. The professional development occurs in two directions: (1) the school's instructional "Team Leaders" provide PD for the ESL teachers, during these twice weekly team meetings, where ESL strategies are discussed in the context of the daily planning. And (2) the ESL teachers provide PD for non-ESL teachers in how to incorporate ESL strategies into general education lessons and instruction. Much of this PD occurs in the same common planning teams. This common planning ensures that ELL supports are truly offered in context, and not unrelated to students’ specific academic needs.

Additional, in-house professional development will happen in a number of ways.

1) ELL teachers will be provided coverage for their classes, allowing them to attend an off-site PD session provided by the DOE. (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.) The dates and times of these PDs have not yet been determined, and will be discussed with the ELL teachers depending on their individual needs and goals this year.

2) Throughout the year, our ELL teachers will join the Team Meetings for teams they are not on to provide training on strategies for supporting ELL students in all of their classes.

3) Our school will dedicate two of our Monday whole-staff PD sessions to provide school-wide support for English Language Learners. This support will be aligned with our school-wide writing initiative. Our ELL team will lead this PD to provide strategies for non-ELL teachers to help them achieve our school-wide writing goals. These Monday PD sessions will occur on February 4, 2019 and March 11, 2019. The sessions will include all teachers, from 3:10 PM - 4:20 PM.

Attendance records are maintained by the principal on sign-in sheets (in a file in his office or digitally for the full staff sessions; and attendance records are maintained for daily team meetings by the Team Leaders (teachers always must attend, barring absence from school). Agendas are maintained by the principal (in a file in his office for full staff sessions) and by Team Leaders for daily planning sessions.

The PD programs will be at no cost to the program (part of normal teacher salaries or external PD provided by the DOE Borough Support team).
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 Teachers 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. These conferences coincide with the parent conferences for all students in the school, and will be supplemented by ELL information, and status updates regarding the students' ELL supports and needs.

The ELL team 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, Ms. Ramirez, to plan and facilitate three workshops for parents of ELL's, that will provide parents with additional information to support their children. 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.

Although some parent workshops are still in the planning stages, several specific programs have already been scheduled:

1) Open House: for all parents, with ESL information available (along with any other Q&A for parents), September 2018

2) College Night: for parents of 12th graders, one session for English speakers, and a separate room for Spanish speakers, providing a detailed overview of the college application process. Program provided by AMS and its college counseling office (supported by the College Bound Initiative)

3) PTA Fall Brunch (Saturday, November 17, 2018)

4) College Night: spring event for parents of 11th graders (date TBD)

Approximately half of the students at AMS speak Spanish at home. Therefore, all written parent communications (letters home, flyers, emails) are provided in English and Spanish. A Spanish-speaker is always available in the Main Office to translate for visitors and those who call on the
**Part D: Parental Engagement Activities**

Phone. Approximately 1/3 of the AMS teachers speak Spanish fluently, and all others may ask for translation assistance any time they call parents. The DOE provides translation service for parents who speak languages other than Spanish, as well.

Attendance, sign in sheets and agendas for parent sessions are all maintained by the principal (in coordination with the Parent Coordinator and main office support staff).

---

**Part E: Budget**

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services (high quality staff and curriculum development contracts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials (must be supplemental)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>241</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>David Krulwich</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Teresina Russiello</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Alexandra McGrath</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ronald Bath</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Rahsaan Romain</td>
</tr>
<tr>
<td>Parent</td>
<td>Nicole Fisher</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Shira Collado</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Yelena Ramirez</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Cecil Gunraj</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Fred Walsh</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
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</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>626</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>67</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>10.70%</td>
</tr>
</tbody>
</table>

2018-19 CEP

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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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td>☑</td>
<td>☐</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td></td>
<td>☑</td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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.
2. What structures do you have in place to support this effort?

We have a comprehensive, school-wide system of common planning meetings for every grade/subject team. All teams share daily lesson planning responsibilities and analyze data in teams. Given this structure, our school can support the ENL students because a licensed ENL teacher is a member of most grade teams. If a team does not have an ENL teacher on the team, the ENL teacher can join the meetings to provide support and input into the planning and data analysis process in order to guarantee that the needs of ENL students are incorporated.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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 through 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-terms 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Again, our school has team meetings to share and analyze data and curriculum information at all grade levels on a daily basis. In addition, staff PD and grade-level meetings occurs on Mondays after school--this provides another structure where student information is reviewed and interventions are planned to address needs. These teams provide direct feedback to the school administration and programming team to ensure that appropriate interventions are available for all students who need them.

5. How does your school use 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.]

During the Monday PD sessions, the school has regular meetings of ENL teachers; SpEd teachers; and the SIT team. These teams review data, identify at risk students (in any category) and plan interventions appropriate to the needs of students. The SIT team, SpEd leadership team, counseling team and ENL team all communicate to make sure the RTI and AIS frameworks include attention to ENL supports when needed.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Based on the data identified, the school organizes routine meetings of "Team Leaders" to address school-wide instructional shifts, as well as interventions and shifts needed for ENL students. Assistant Principal Russiello supervises the SpEd, ESL and RTI/counseling teams and attends all meetings of those teams--when adjustments to programs are needed, she communicates directly with Principal Krulwich, who supervises the programming team, to ensure that proper programs are available to
# Part IV: ELL Programming

## 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.

   **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. We have a small number of students (approximately 4 students in 2016-17, and the number in 2017-18 is TBD) whose English is so limited that
they benefit from translation and extra support. In virtually all of these cases, AMS has been able to provide at least one core academic teacher who is fluent in Spanish who can assist. Teachers can seek assistance from these staff members to help arrange assessments in the student's native language. Our school arranges NYS and Regents testing in native languages when permitted and available.

The majority of our ESL population, as well as at least one teacher at every grade level, 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. Broad, 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 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. Middle school 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. High school students will typically have an extra reading intervention class that meets on alternating days for one period.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

6. 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.

7. 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.
8. 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 licenced.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?

We have never offered a bilingual program.

11. 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.

12. 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 and access content in other languages. 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.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We do not share instructional resources in significant ways in our building. However, we do have a building library which is shared, and we work to guarantee that all students have access to the space, the books and the computers as needed. Instructionally within AMS, ESL students are allotted access to our school rolling laptop carts in order to allow students to play interactive language learning games and access translation services, or to access content in their native language. 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. 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 on information gathered in these meetings along with analysis of student achievement data from previous years.

17. What language electives are offered to ELLs?

We offer a sequence of Spanish for Native Speakers courses, in addition to our traditional Spanish courses offered to non-Spanish speakers. We occasionally offer a course in Latin or French, depending on staff availability.

18. 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.

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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 and non-pedagogic staff.) 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 ELL department & leadership team consists of Principal Krulwich, Assistant Principal Russiello, and teachers McGrath, Price, Carsky, Urena, Suppo, Rivera and Romain. These teachers range widely in experience level, and we are committed to providing the needed 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.

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.

2. 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.

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.

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.

More specifically, one PD session in September is devoted to training all teachers to understand the needs and accommodations of all sub-groups, including IEP and ESL accommodations. Two PD sessions are provide during the spring for all teachers—training them formally on specific ESL accommodations that they can provide within their daily lesson plans. In addition, staff engage in PD in their twice-weekly grade/team meetings that focus on collaborative planning and data analysis. In these meetings, AMS plans to have a licensed ESL teacher on all grade level teams, allowing them to infuse ESL support into all collaborative planning meetings. If a team does not have an ESL teacher on the team, an ESL teacher will join the meetings once a month to provide that support.

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).

In addition, AMS provides a huge amount of structured outreach to all parents, and we provide support for ESL students within those structures. For example, all new students are visited at home in August by a team of 2 or 3 teachers (including a Spanish speaking staff member) for a welcoming "Home Visit." At this meeting, we will discuss any specific needs or supports for the child and answer any questions for parents. This will allow us to assess the home language and begin an open line of
Finally, all parents attend 3 annual parent conferences, with individually scheduled appointments with their child's advisor. If these meetings raise any questions or issues regarding the ESL supports for the child, an ESL teacher or administrator will join the meeting to discuss and answer any questions about the student's goals.

2. 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) College information and FAFSA workshops; (3) "How to Speak with your kids about...." workshops about issues for teens; (4) PTA and SLT meetings; September/October Open House. All of these meetings and workshops are translated and accessible for non-English speaking parents.

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.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, David Krulwich, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Krulwich</td>
<td>Principal</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Teri Russiello</td>
<td>Assistant Principal</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Yelena Ramirez</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Alexandra McGrath</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Nicole Fisher</td>
<td>Parent</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Rahsaan Romain</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Shira Collado</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Ron Bath</td>
<td>School Counselor</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Fred Walsh</td>
<td>Superintendent</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>Sabrina Cruz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td></td>
<td>Affinity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>09/10/2017</td>
</tr>
<tr>
<td>NA</td>
<td>Other NA</td>
<td></td>
<td>09/10/2017</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09X241 School Name: UA School for Applied Math and Science
Superintendent: Fred Walsh

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Yelena</td>
<td>Ramirez</td>
<td>Parent Coordinator</td>
<td>Yes, she attended a training on 10/31/16.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 Language Line (over the phone interpretation service) 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 and Parent 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. These responses are then 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>493</td>
<td>56%</td>
<td>491</td>
<td>56%</td>
</tr>
<tr>
<td>Spanish</td>
<td>363</td>
<td>41%</td>
<td>364</td>
<td>42%</td>
</tr>
<tr>
<td>Soninke</td>
<td>9</td>
<td>9%</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Mandinka</td>
<td>4</td>
<td>.5%</td>
<td>4</td>
<td>.5%</td>
</tr>
<tr>
<td>Fulani</td>
<td>3</td>
<td>.3%</td>
<td>3</td>
<td>.3%</td>
</tr>
<tr>
<td>Twi</td>
<td>2</td>
<td>.2%</td>
<td>2</td>
<td>.2%</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>.1%</td>
<td>1</td>
<td>.1%</td>
</tr>
<tr>
<td>Tonga</td>
<td>1</td>
<td>.1%</td>
<td>1</td>
<td>.1%</td>
</tr>
<tr>
<td>Bengali</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.1%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| N/A |

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters to parents including letters from the principal</td>
<td>Approximately one letter every two weeks. Information about field trips; cellphone policy; condom availability program; conferences; PTA meetings; reading assessment levels, it is impossible to list every letter we send throughout the year.</td>
<td>Most documents are translated into Spanish by the person in charge of distribution (or using Google Translate for an initial draft), then sent to the Main Office for copying and distribution. Before being copied, Ms. Ramirez or Ms. Santiago proofreads the Spanish version and edits it.</td>
</tr>
<tr>
<td>Event Type</td>
<td>Frequency</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Calendar of school events</td>
<td>Monthly</td>
<td>Most documents are translated into Spanish by the person in charge of distribution (or using Google Translate for an initial draft), then sent to the Main Office for copying and distribution. Before being copied, Ms. Ramirez or Ms. Santiago proofreads the Spanish version and edits it.</td>
</tr>
<tr>
<td>After school program letters</td>
<td>As needed</td>
<td>Most documents are translated into Spanish by the person in charge of distribution (or using Google Translate for an initial draft), then sent to the Main Office for copying and distribution. Before being copied, Ms. Ramirez or Ms. Santiago proofreads the Spanish version and edits it.</td>
</tr>
<tr>
<td>Letters from advisors</td>
<td>As needed</td>
<td>Most documents are translated into Spanish by the person in charge of distribution (or using Google Translate for an initial draft), then sent to the Main Office for copying and distribution. Before being copied, Ms. Ramirez or Ms. Santiago proofreads the Spanish version and edits it.</td>
</tr>
</tbody>
</table>

For other languages, we ask that parents call the school's office and we would then use the DOE Language Line, as needed. We have not needed to translate other than into Spanish.
<table>
<thead>
<tr>
<th>Student Syllabus</th>
<th>As needed</th>
<th>For other languages, we ask that parents call the school's office and we would then use the DOE Language Line, as needed. We have not needed to translate other than into Spanish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Testing Dates</td>
<td>January, May, April and June</td>
<td>Most documents are translated into Spanish by the person in charge of distribution (or using Google Translate for an initial draft), then sent to the Main Office for copying and distribution. Before being copied, Ms. Ramirez or Ms. Santiago proofreads the Spanish version and edits it. For other languages, we ask that parents call the school's office and we would then use the DOE Language Line, as needed. We have not needed to translate other than into Spanish.</td>
</tr>
<tr>
<td>School newsletter for parents</td>
<td>Monthly</td>
<td>Most documents are translated into Spanish by the person in charge of distribution (or using Google Translate for an initial draft), then sent to the Main Office for copying and distribution. Before being copied, Ms. Ramirez or Ms. Santiago proofreads the Spanish version and edits it.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school's Parent Open House was in late September.</td>
<td>The primary events face-to-face events take place in September, November, February and June.</td>
<td>We have teachers and staff who speak English and Spanish. Our school uses in-house translators and would use the NYCDOE Language Line (if needed).</td>
</tr>
<tr>
<td>Parent Teacher Conferences will happen in November, February and June.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have a variety of end of year celebrations and events including the 8th grade Promotion Dinner, High School Graduation and the Pi5NY Middle School Math Tournament.</td>
<td>End of year annual events</td>
<td>We have teachers and staff who speak English and Spanish. Our school uses in-house translators and would use the NYCDOE Language Line (if needed).</td>
</tr>
<tr>
<td>We make informal telephone calls to parents that occur on a daily basis from teachers, advisors, attendance team(for absent or late students), guidance counselors, dean team and administrators.</td>
<td>As needed</td>
<td>We have teachers and staff who speak English and Spanish. Our school uses in-house translators and would use the NYCDOE Language Line (if needed).</td>
</tr>
<tr>
<td>We have opportunities for parent involvement in the college application and FAFSA process and personal statement process. This is primarily for seniors and their parents.</td>
<td>As needed</td>
<td>We have two rooms open one for Spanish parents and English parents and both our college advisors speak both languages. We have not been asked to translate into any other language other than Spanish but would use the NYCDOE Language Line (if needed).</td>
</tr>
<tr>
<td>Advisors call parents on a monthly basis or more as needed.</td>
<td>Monthly or more, as needed.</td>
<td>We have teachers and staff who speak English and Spanish. Our school uses in-house translators and would use the NYCDOE Language Line (if needed).</td>
</tr>
<tr>
<td>Parent Teacher Association and School Leadership Team Meetings</td>
<td>Monthly</td>
<td>We have teachers and staff who speak English and Spanish. Our school uses in-house translators and would use the NYCDOE Language Line (if needed).</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, we try to call home in the presence of the student to allow the student to translate for the parent by phone. If the student is not available to translate, we typically attempt to find a staff member who speaks the family’s language, or would use the DOE’s translation service.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff members will receive this information at an all staff meeting in September. Resources available include many staff members who speak Spanish and will translate on the phone or in a face-to-face meeting. The Department of Education translation services are also available, if needed.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school will provide incoming parents with a Parents’ Guide to Language Access booklet during the Open House at the beginning of the year in September. We will also have multilingual posters up that welcome incoming parents. Parents will be given the Parent Bill of Rights (available in multiple languages) during the Open House in September. The Language ID guide will be made available available for security guards at the security desk for all formal and informal parent meetings.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.
Also, advisors communicate with parents frequently and will determine if parents need translation support and inform the Language Access Coordinator.

The school survey is already offered in both Spanish and English for our parents. We will request the following languages as well: 9 Soninke, 4 Mandinka, 3 Fulani, 2 Twi, 1 Arabic and 1 Tonga. The NYCDOE Language Line will be used if necessary.