

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Ms. Sandy Manassis
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name New Visions Charter High School for Advanced Math & Science II
(As it should appear in the official records)

School Mailing Address 900 Tinton Avenue
(If address is P.O. Box, also include street address.)

City Bronx State NY Zip Code+4 (9 digits total) 10456-7411

County Bronx

Telephone (718) 665-3671 Fax (718) 742-7897

Web site/URL https://newvisions.org/ams2 E-mail smanassis10@charter.newvisions.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Edgar Rodriguez E-mail erodriguez@newvisions.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Visions Charter School District Tel. (212) 645-5110

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Nancy Grossman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	84	68	152
10	81	83	164
11	71	89	160
12 or higher	49	62	111
Total Students	285	302	587

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 2 % American Indian or Alaska Native
 - 0.5 % Asian
 - 42 % Black or African American
 - 54 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0.5 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2020	591
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

French, Spanish, Fulani, Wolof, Mandinka/Mandingo, Yoruba, Fanti/Fante

English Language Learners (ELL) in the school: 7 %
41 Total number ELL

7. Students eligible for free/reduced-priced meals: 82 %

Total number students who qualify: 481

8. Students receiving special education services with an IEP or 504: 14 %
85 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>28</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>39</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	14
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	42
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	30

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	92%	89%	91%	92%
High school graduation rate	98%	94%	94%	95%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	123
Enrolled in a 4-year college or university	58%
Enrolled in a community college	17%
Enrolled in career/technical training program	3%
Found employment	10%
Joined the military or other public service	2%
Other	10%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To prepare our students to become successful members of the global community. Through an integrated, challenge-based curriculum, which includes local and global community-based projects, we seek to cultivate global citizens who have the tools necessary to compete within our global society. We believe that such "hands-on-minds-on" learning experiences are critical to student engagement and essential to the process of preparing students to become college and career ready. We are also committed to the personal, social and emotional well-being of our students and seek to provide a caring and supportive learning environment that facilitates student growth. It is our goal to provide the necessary support to all of our students so that they are successful learners, responsible citizens and productive members of our global community.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

New Visions Charter High School for Advanced Math & Science II does not discriminate on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex or age in its programs and activities. In accordance with Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and Title IX, the following person has been designated to handle inquiries regarding the school’s non-discrimination policies: Steven Rodriguez.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Charter schools are public schools of choice, meaning that families choose them for their children. We accept applications for incoming 9th and 10th grade students - that is students currently in 8th grade or students in 9th grade looking to transfer for 10th grade. Students who successfully meet the New York City 8th grade graduation requirements are eligible to enroll for the 9th grade; students who successfully completed 9th grade requirements are eligible to enroll for 10th grade. We do not require exams, essays or interviews. We welcome applications from English language learners and students with special needs. Certain preferences increase an applicant’s chance of receiving a seat in the lottery. Seats are awarded to

siblings of current students; then to children of current staff members (capped at 15%); then students that reside in CSD 8.

PART III – SCHOOL OVERVIEW

AMS II’s positive school culture, safe learning climate, community involvement, and high behavioral expectations have a profound impact on our students’ academic success. We are committed to the personal, social, emotional, and academic success of our students and seek to provide a caring and supportive learning environment that facilitates student growth in all of these areas. Our goal is to provide all students with the necessary support to be successful learners. We consider our students' socio-emotional well-being to be just as important as their academic endeavors, and the grade-level model as well as the interventions that we have put in place to support our students reflects that work.

In order to encourage and challenge our students to develop their full potential, AMS II provides robust grade-level support. Our Student Support Team - including grade level APs, counselors, social workers, deans, attendance team members, and lead teachers - progress monitors students’ academic, social-emotional, and attendance progress. We also use our Grade Level Team structure to provide intentional academic interventions for struggling students. Each teacher develops a caseload of students and engages in inquiry cycles, where they provide skill-based interventions to target identified skill gaps, and review samples of student work to assess progress. Finally, our grade-level advisory program provides an opportunity for our teachers to work with small groups of students and help them sharpen their social emotional skills.

Our grade level supports help to facilitate a collaborative approach in order to address the individual needs of all of our students. Not only do we have the aforementioned student support teams, but we also have a robust school leadership team. Our school leadership team consists of instructional and operational leaders that meet on a weekly basis to discuss all issues related to our community and ensure that we are addressing the needs of both students and staff. We consider the “triangle of success” to be critical in bringing together our students, families and the larger AMS II community. We have a wide range of activities and initiatives in place that help to contribute to our positive school culture. The previously mentioned school-wide events that are held throughout the school year have a focus on diversity and promote inclusivity. Additionally, we partner with our families at multiple points throughout the school year through events such as Family Dinners, Family School Alliance Meetings, Award Nights, Parent Teacher Conferences, Summer Bridge and Summer Family Home Visits. All of these activities highlight the importance of creating a positive environment for our students and families.

In addition to these supports, the school always takes time to unwind and celebrate our entire school community. We host a wide variety of cultural initiatives that include Ally Week, Hispanic Heritage Month Showcase, Black History Month Showcase, Women’s History Month Celebration and Respect for All Week. Our students showcase their singing, dancing, and performing skills during school-wide talent shows in the fall and winter. Our annual Thanksgiving potluck celebration brings together foods from various cultures, and gives the members of our school a chance to break bread together as a community. Walking through the halls of AMS II, you will be immediately struck by the family-oriented environment that makes it one of a kind. Through these various initiatives, activities, and structures, every student at the school has at least one adult - and more likely a whole community of adults - who will continuously champion them and inspire them to become the leaders of tomorrow.

AMS II quickly adapted our instructional strategies during COVID-19 closures. Our initial model prioritized daily content classes using online platforms including NearPod, Peardeck, Google Classroom, and Screencastify. These sessions included both asynchronous and synchronous components, with added supports for special population students. All staff were trained in the use of online platforms and tools, and professional development and department and grade-level team sessions allowed teachers to share best practices and engage in inquiry related to remote instruction. In addition, leadership regularly elicited feedback from students, families, and staff to update our instructional model and program.

As we transitioned to a hybrid model of learning in the spring of 2021, we prioritized special populations and students who struggled with online learning to come in on their assigned cohort day. Teachers worked with students in their daily content classes, and then provided additional socio-emotional (SEL) and

instructional support. When the school closed one additional time during the winter of 2021 and 2022, we pivoted our online program based on feedback from students, staff, and families, and went with a fully synchronous model where students logged into their daily classes as if they were still in the school building. Our attendance team followed up with students who were not engaging to ensure that they logged in and completed their assignments. This resulted in much greater engagement across the school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

AMS II provides all of our students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. We ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly. School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. We have rigorous and coherent curriculum and assessments that are aligned to the New York State (NYS) Learning Standards for all students. Teachers across departments engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement. At AMS II, teachers have access to high quality curricula that are aligned to the NYS Learning Standards, which include full-course open-source materials that have been designed by the curriculum department at New Visions for all Regents-culminating courses, as well as scope and sequences for many electives and non-Regents core content courses. Additionally, we provide professional development that helps our faculty understand content standards more deeply. In addition to the full-course core curricula, teachers have access to content-agnostic instructional routines and planning resources that support teachers to center student thinking and make thinking visible across classrooms.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The ELA department has worked collaboratively to develop a robust plan for vertical alignment from 9th through 12th grade. Our entire scope and sequence is aligned with Common Core Standards and includes opportunities for authentic and rigorous skills-based assessment. Teachers in ELA seek to incorporate real-life topics into instruction, and have students engage in reading, writing, and speaking skills through the gradual release of responsibility. Course texts reflect a broad range of cultures and preferences, and are tiered based on the reading level of students. Furthermore, units, assignments, and courses are differentiated to meet the varying needs of students. Starting their sophomore year, students who excel in ELA are given the opportunity to enroll in Pre-AP courses, leading to AP Language and AP Literature during their junior and senior years, respectively. For students who need more guidance, repeaters (students who failed the Regents), CUNY push (students aspiring to obtain to CUNY benchmark) and standard Regents-based courses are offered, where assignments and assessments are modified to allow multiple entry points for special populations, including students with IEPs and ENL students. Teachers have developed writing outlines and utilize common skill-based writing interventions to assist students in the mastery of key literacy skills. During the period of online learning, teachers in ELA made ample use of online tools like NearPod, Peardeck, and the Google Suite to make engaging and authentic asynchronous lessons. Teachers also held mandatory live time followed by individualized office hours to support struggling learners. Students were exposed to a variety of digital literacy skills, coupled with traditional ELA skills. With the pivot back to in-person learning, students are given assignments on both pen and paper and their school-issued laptops. During department and alignment time, teachers are given tools to capture, analyze, and plan around assessment data. Trimester finals are given to assess student growth in key skill areas aligned to the specific grade level, and prepare students for Regents or AP exams. Summative assessments include a mix of multiple choice based, short-answer constructed response, presentation, essay, and creative writing tasks. Finally, the DORA assessment is provided to students at the beginning of the school year to determine which students need additional literacy intervention, which is broken up into three tiers (Wilson, Just Words, Read 180). At the end of Trimester 2, students are retested to assess growth and reprogram students.

1c. Mathematics curriculum content, instruction, and assessment:

The Mathematics Department uses the Common Core State Standards in conjunction with internal data analysis to create and plan their curriculum. At the start of each school year, each individual content team meets to analyze NYS Regents data and continues to meet weekly throughout the school year to assess students' skill level to develop and re-design plans as needed. In addition, the math team has worked collaboratively to develop a robust plan for vertical alignment from 9th through 12th grade as a student's foundational math skills builds upon their prior knowledge and are recycled in each course from Algebra to AP Calculus.

Instruction across all math classrooms looks similar as each teacher follows the workshop model to execute lessons. The workshop model consists of a Do Now, Mini Lesson, Guided Practice, Student Workshop, and an Exit Ticket; this model provides students with the opportunity to build up to their independence as students kick off the lesson by making connections to the new content being introduced through the Do Now with the teacher engaging in not only direct instruction, but also allowing students to engage with the learning material individually or in small groups. Each lesson ends with an exit ticket allowing the teachers to quickly assess how well the students understood the material they learned in class for the day. Our math teachers use additional instructional routines to assess student learning at various points throughout the lesson. Some of these routines include think-pair-share, task cards, gallery walks, and the use of padlets. The math team constantly assesses student skills and ensures that all assessments are common core and regents aligned. With each assessment, the team engages with a deep dive into the data using the ATLAS protocol. This allows teachers to interpret data for student mastery of skills, look at pass/fail rates, determine the implications for future instruction, and adjust plans as needed.

Transitioning back from COVID, the math team met in the summer to revamp their curriculum to include a Unit 0 in addition to providing a diagnostic assessment to assess student skill gaps and making tweaks as needed. The teachers pivoted to creating lessons that addressed gaps in addition to re-engagement lessons for material that students were expected to have mastered the prior year. COVID also pushed the team to be more innovative and changed the way lessons, resources, and assessments were provided. The team started to use screencastify to record lessons for students who were absent due to COVID or for any students who may have needed refresher on a lesson. The team also introduced new forms of digital media in their planning such as Edia Math and Google Forms specifically for assessments. These platforms have allowed teachers to gather data and provide student feedback in real time, which quickly allow for student misconceptions to be addressed and guide students toward mastery.

1d. Science curriculum content, instruction, and assessment:

The Science team uses the Next Generation Science Standards to plan their curricula and have continual discussions as a department about the skills they want to build over the course of Science education at AMS II. Each class starts with the appropriate standards and uses historic data (from Regents, literacy assessments, etc) to plan out units and assessments. The Science team uses Anchor Phenomena to ground each unit in a real-life phenomenon, and each lesson is guided by the goal to explain that phenomenon.

Content teams meet weekly to plan and review lessons, to ensure that objectives are aligned both to standards and to the lesson outcomes, and to use student data to adjust planning as needed. Special Education and MLL team members are in each of the primary content areas, and these teachers join all of the content meetings and differentiate the individual lessons to ensure that all special populations students' needs are met. After summative assessments, both content teams and individual teachers review student-level data to determine whether topics need to be retaught full class or addressed in small groups or in extra help. Teams use everything from Regents-aligned multiple choice assessments to essays and complex performance tasks to ensure that students are hitting the skill and content benchmarks necessary.

Remote instruction was an opportunity for the team to experiment with new technologies and to move most of their work onto Google Classroom. It also gave the department a chance to re-think what we wanted Science education to look like at AMS II. Each class took a close look at their established curriculum and revamped it to ensure that students were really learning the essential skills. The team also moved towards a

more skills and standards-based approach to assessment. This use of technology, emphasis on core Science skills, and push towards standards-based grading has carried over into our new in-person learning and has made the team stronger planners and teachers.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Through a process of collaborative review, each content team in History works together to develop a scope & sequence based on classroom units aligned with Common Core and New York State History standards and Regents-based skills. Standards are aligned by grade level and content, with particular focus placed on the vertical alignment of skills across grade levels. As a department, we aim for a gradual increase in rigor as students progress through each grade, and have also prioritized civic learning experiences in each grade level, culminating with a capstone project during a Civics elective course during students' senior year. Units and assignments are differentiated to meet the needs of students in each class. Students progress from Global I to Global II during their freshman and sophomore years, covering early civilizations and belief systems during Global I, and progressing through the Enlightenment and Revolutions to more contemporary history and recent conflicts in their sophomore year. As juniors, students are enrolled in US History, while their senior year is broken down into three modules: Government, Economics, and Civics. In all years of history, students complete a variety of tasks aligned with the Common Core State Standards that incorporate speaking, writing, and reading skills, as well as real-life experiential activities such as the Silk Road simulation activity during Global 9, the "Autopsy of an Empire" assignment during Global 10, analyzing redlining in New York study through The Color of Law case study during US History, and proposing a bill to address a school or local issue during Civics class. Modified assignments and assessments allow students with IEPs or ENL students to have multiple entry points to learning while still meeting standards. All teachers follow the workshop model and incorporate a gradual release of learning with the goal of creating a student-centered classroom. In order to adjust to the period of online learning, the department fully embraced the use of online tools (i.e. Peardeck, Screencastify, Google Suite). Lessons were assigned asynchronously with mandatory live instruction and additional support for students who struggled to keep pace. Students were taught explicit digital literacy skills, combined with traditional historical content. Lessons were also adapted to include more authentic assessment and culturally relevant content. Now that we are back in person, teachers use a mix of pen-and-paper, hands on, and computer-based assignments to ensure students have a well-rounded set of skills. Teachers analyze summative assessment results during weekly alignment meetings to determine skill gaps. The department also gives trimester finals to help teachers identify larger trends and to inform instructional for the next trimester. Assessments include a mix of multiple choice, short-answer constructed response, essay, and creative writing tasks.

1f. For secondary schools:

AMS II supports College and Career Readiness (CCR) in grades 9-12 through a variety of measures. Beginning in 9th grade our scholars have the opportunity to take a college and career readiness course that spans a four year curriculum, and culminates with a focus on the college application process during senior year of high school. Additionally, AMS II partners with Bronx Community College (BCC) to allow our students to participate in College Now classes beginning during their sophomore year of high school. Initially students enroll in a First Year Seminar course which helps initiate them to the rigor of college level course work. By Junior and Senior year, our students have the opportunity to attend college courses at BCC and earn college level credits while they are still in high school. These college credits are then transferable to the college or university that they matriculate to once they graduate from AMS II. AMS II also offers a wide variety of Advanced Placement courses that our students can take beginning in 10th grade. Beyond the benefit of earning college credits, all students that are enrolled in AP courses throughout high school are exposed to rigorous course work which will help to prepare them once they enter college. We also help to prepare our students for the world beyond high school through internship and community service opportunities. Our Family and Student Engagement team supports our students by promoting weekly internship opportunities and will help our students to find best fit opportunities based on their individual career interests. We encourage all of our students to take advantage of community service opportunities which will help to further build their resumes beyond the academic realm. This school year, we were accepted into the Seal of Civic Readiness pilot and have made a concentrated effort to build civics learning into classes. This diploma credential provides a +1 Civics Pathway for students who earn points through a

variety of civics opportunities, including service learning activities, completing civics based research projects, and presenting Civics Capstones projects during their senior year Civics elective course.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

In addition to core contents, AMS II also offers a comprehensive arts program as well as a collaborative library media program. Our Visual Arts and Film programs prepare our students for further education and careers in their respective fields. This year we were able to pilot a new course entitled Foundations of the Arts, which is a combination of traditional hands-on art and digital art. All 10th graders are currently taking this class and participate in a variety of artistic projects in these classes, which they attend every other day, generally throughout the entire school year. Their work is displayed for all students and staff at various events, and some projects are used in the beautification and personalization of the school building. In our film classes, students are learning how to use video and audio editing programs to create their own short films in a variety of genres, as well as the principles of photography. Additionally, in 2021, AMS II added a library program with a dedicated, certified Library Media Specialist. The school's Library Media program includes various partnerships with other content areas. Some examples of these partnerships include the creation of podcasts with the AP Chemistry class, the selection of reading materials with the junior and senior ELA classes, research instruction with science and history classes, and voiceover work for Film & Digital Media projects.

Furthermore, our students have the opportunity to participate in programs dedicated to their socio-emotional learning and personal growth through Advisory and CCR. Our advisory program pairs every student with an advisor from the AMS II faculty who they meet with weekly for 50 minutes of the school day. A team of two staff members per grade level and student representatives plan weekly advisory lessons for this space that are focused on explicit SEL instruction, goal setting, team building, circles, and reflection and discussions on current events. Our advisory program ensures that every student and their family has an advocate who is aware of their most current social and emotional status.

We also offer a College and Career Readiness curriculum for our students at several points throughout their high school career. Through our individualized grade level CCR curriculum, students are given opportunities to create personal and college and career goals; explore a variety of postsecondary options; and develop the skills that will prepare them for the world of work. Each grade level of CCR curriculum is meant to build upon the next culminating with the finalization of college applications during their senior year of high school.

Additionally, we prioritize physical education (PE). Our PE program provides robust instruction that is aligned with the NYS Physical Education Learning Standards. Students from each grade are given at least two trimesters of PE, where they are able to demonstrate motor skills, apply knowledge of various fitness concepts, and recognize the importance and benefits of a physically active lifestyle. Students are also exposed to communication and teambuilding activities to enhance their ability to exhibit responsible personal and social behavior. To emphasize a healthy lifestyle, students are also programmed for one trimester of Health, typically in their junior year where students are exposed to the NYS Learning Standards for Health through real life, experiential projects around topics such as mental health, sexual health, and drugs and alcohol.

Lastly, we have a variety of electives that expose our students to various career paths and foreign languages. The main foreign language offered in our school is Spanish. This language is offered to all students which is classified into two tracks; native language arts and non-native Spanish courses in levels I and II. Greek is also offered as an elective class. The course is an introduction to the Modern Greek language that provides students with a solid foundation in the four skills of listening, speaking, reading and writing in Greek. We also provide our students access to Coding and AP Computer Science classes starting in the 11th Grade and

have a robust selection of Upper House Science Electives that includes AP Psychology, Applied Chemistry, Physics, Environmental Science, and Zoology.

3. Academic Supports

3a. Students performing below grade level:

We have several ways in which we support our most vulnerable students. All 9th and 10th graders take the DORA reading assessment which identifies our students who are reading below grade level. This allows us to schedule them in a targeted reading intervention starting in early October. All of our incoming students with IEPs are scheduled for ICT classes where both a general education and a special education teacher work to ensure their needs are met. In addition, each grade level has a Student Support team that meets weekly to review student data and identify students who are at-risk academically, socio-emotionally, or behaviorally. Each of those students is assigned to a team member who follows up with the student, their family, and teachers (when applicable) to ensure that a plan is in place to support the student moving forward whether in class or through outside support. As described above, all of our teachers meet in both department and content teams to review student data, identify at-risk students, and shift instruction and support accordingly.

Teachers also can request STACs (Student, Teacher, And Counselor meetings) when a student is struggling. The team sits down and talks through why the student is not performing as well as they could and then a plan is made to increase support moving forward.

As Regents approach, the school has several structures in place to ensure that student results are maximized. We have weekly Saturday Academy leading up to the exams where students receive invitations to come in for several hours of intensive review and support on Saturdays. We also have Rock The Regents, an alternate schedule in the weeks leading up to the Regents which allows teachers to really focus on targeted, individualized review.

3b. Students performing above grade level:

There are several ways that we support our students and help to enrich the curriculum of those that are performing above grade level. Our high expectations for learning are conveyed through our thoughtfully planned program that includes a variety of Advanced Placement (AP) course offerings, which have expanded over the years. Additionally, our College Now partnership with Bronx Community College has allowed students to earn college level credits beginning in their 10th grade year of high school. Our students who have earned an overall grade point average of 90 or above are inducted into our school's National Honor Society during their sophomore year of high school. Scholars are expected to maintain their overall grade point average of 90 or above throughout the course of their high school career. Our students in our National Honor Society are also expected to complete community service hours each year and serve as mentors to students that may be struggling academically. Our National Honor Society students are seen as leaders within our school community and are often called upon to help represent our school when it comes to leading a variety of schoolwide initiatives and activities.

Over the course of the past several years AMS II has also made a concerted effort to link its systems to school-wide instructional goals around rigor and culturally-responsive instruction. Our teachers developed a framework for rigor and participated in professional development on designing rigorous instruction. These elements of rigor have been onboarded to new staff, and continue to be a key consideration in coaching cycles for all staff.

3c. Special education:

Our Special Education teachers do an incredible job of supporting our students both in and outside of the classroom. They work closely with co-teachers and departments to ensure that lessons are scaffolded and differentiated (even in classrooms that don't currently have a Special Education Teacher). We provide ICT services in all of core classes, with an emphasis on our underclassmen where staff shortages prevent us from

covering every class. SPED teachers monitor data for their caseloads to ensure students are successful, and they meet with teachers to strategize when students are not. Special Education teachers also lead Lunch and Learns for staff where they give pointers on how to best support our Special Populations students.

We have a mandated counselor on staff who works closely with all the students with counseling on their IEPs. She joins both our SPED meetings and several of our Student Support Teams to ensure that our students' needs are being met and voices are being heard.

As our seniors move towards graduation, we have many systems in place to support them as they transition to life beyond high school. We organize meetings with ACCES-VR and other internship and job training organizations, we meet with individual parents and students to discuss supports in college and beyond, and we work on self-advocacy so that students can advocate for themselves in the real world.

3d. English Language Learners, if a special program or intervention is offered:

At AMS II, we have designed an integrated English Language Learning model that develops students' English Language skills within their core contents and reduces the amount of interruption to their daily instruction. Unlike the more traditional English Language Model of using pull outs and stand-alone English classes, we provide ICT services incorporating English Language learning within their core subjects of Math, Science, History and ELA. We provide our English Language Learners with two teachers, one Gen Ed and one TESOL teacher that work together to provide the content for the class. Although there is one teacher that specializes in TESOL both teachers work together to plan, differentiate and execute the lessons. They also work together to analyze the data for all students with an emphasis on English Language Learners in order to best monitor their progress. The Gen Ed teacher also contributes to supporting the English Language Learners by providing extra help and small group instruction when needed.

In addition to the Integrated Language Learning model through the core subjects, we also have additional supports that reinforce language learning and help support other skills such as reading. For example, our Spanish Speaking English Language Learners participate in a Spanish Native Language Arts class where they can reinforce some of the language skills of speaking, listening, reading and writing in their native language. This has strengthened their foundational skills and has given students a better understanding to transfer those skills when learning the English language. The other supports provided include reading interventions such as Wilson, Read 180 or a reading lab with a focus on English Language Learning. These placements are determined by the DORA assessment that is given to our 9th and 10th grade students twice a year. This assessment is also offered in Spanish for those that speak Spanish.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Supporting our scholars is always at the forefront of everything we do. If a student discloses they are homeless or doubled up, our McKinney-Vento Liaison is informed. Our Liaison instantly brings it to the attention of the Leadership and Student Support Teams to activate a plan of support. This plan typically includes access to food, clothes, hygiene maintenance products, school supplies, WiFi, and a laptop. Students are also provided with full ride Metrocards to travel during the week and extra Metrocards to travel throughout the weekend. In addition, our grade level student support teams put in place a socio-emotional support plan that includes student and family counseling sessions and a community resource guide to best navigate their living situation. At AMS II, we work hard to ensure that our students have access to a variety of services and that our school serves as a safe haven to all of our children.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our high expectations are conveyed through a thoughtfully planned program that includes a variety of Advanced Placement and arts/electives courses, which have both expanded over the years. We currently offer 10 AP courses, which has grown over the past few years. For students who struggle with standardized tests, we offer “Topics” courses to ensure they receive remedial instruction in preparation for end-of-year tests. We also offer Algebra Lab to incoming freshmen as a supplementary class designed to increase Regents pass rates. Since 2016, AMS II has offered College Now courses in partnership with Bronx Community College to eligible 10th-12th grade students. Since September 2019, the school has partnered with a variety of community-based organizations to offer work-based learning opportunities.

Providing social-emotional support for our students is at the forefront of our work. Our robust support staff, consisting of four school counselors, a mandated counselor, a college counselor, and two social workers, ensures that students’ social-emotional needs are met on a daily basis. School counselors and social workers are in constant communication with students, providing ongoing individual and group sessions, as well as live support to address emerging issues. In addition to our team of counselors, each student is assigned an advisor who checks in with them weekly and serves as an extra layer of support. The SEL team meets weekly to devise lesson plans that allow for personalization of the lesson and serve as a guide for advisors to facilitate the lesson with confidence from start to finish.

At the start of the pandemic, AMS II adapted its program to meet the rapidly changing dynamic of education in a remote setting. Our model prioritized daily content classes where students were assigned rigorous lessons using online platforms including NearPod, Peardeck, Google Classroom, and Screencastify. While lessons could be completed asynchronously, students were also provided with daily live sessions by their teachers. Special Education and ENL teachers provided additional spaces to give targeted support to special population students. We also offered College & Career Readiness courses in all grade levels in the online setting, where students were given opportunities to create personal and college and career goals; explore postsecondary options; and develop skills to prepare them for the world of work. Advisory was held online for one hour per week so that students could develop their social-emotional learning skills and engage in team- and community-building activities. In addition, the SEL team launched various initiatives based on student feedback to improve school-wide practices related to social-emotional learning.

2. Engaging Families and Community:

At AMS II we recognize that we would not be successful without continued partnership from our families. It is incredibly important that our families feel heard and supported on an ongoing basis. This means that we are always thinking about new and innovative ways to engage and involve our families in their children’s educational careers. Our regular communication with families, in both English and Spanish, includes our principal’s opening welcome letter, school calendar, and our weekly family announcements that are shared out via email each Sunday. Teachers, advisors, counselors, social workers, operations staff, and leadership team members also make individual phone calls to students and families at various points throughout the school year. We also encourage our staff to contact families to celebrate student successes and inform them early and often of any academic and/or behavioral concerns. AMS II hosts grade-level AP, counselor, and principal office hours as well as grade-level town hall meetings at various points throughout the school year. These meetings are held to share data with our families and give every member of the AMS II family an opportunity to use their voice to provide critical feedback for the educators of our school community. Support is at the forefront of our work and we utilize our counseling team members to provide guidance to both students and families. Our counseling team consists of four School Counselors, two Social Workers, a Mandated Counselor and College Counselor. Each counseling team member brings their own unique expertise and is on hand to provide a variety of resources to our students and families in each of their respective counseling areas. We also hold monthly Family and Student Alliance meetings which allow for all members of our school community to have a voice in addressing or proposing changes and resolutions for school-wide concerns. Our teachers at AMS II are encouraged to communicate with families as often as

possible regarding students' strengths and areas of growth. The primary academic points of check-in exist via Progress Report calls and Parent-Teacher Conference Nights, which are conducted six times per year. During these events, parents meet with their child's teachers to discuss overall grades and plans for improvement. We also provide our families and students with internal surveys annually so that we can gauge overall family satisfaction with our school. Leadership Team members critically review the feedback that is provided through surveys and evaluate ways that we can improve our practices based on the data. We also utilize survey data to celebrate our success and capitalize on the strengths within our school community.

3. Creating Professional Culture:

Teaching is an incredibly difficult profession, and AMS II does everything in its power to acknowledge, value, and support its teachers. First and foremost, we acknowledge that teachers are humans with lives outside of the classroom. We try to give teachers time back whenever possible, we have built opportunities for teachers to share interests and hobbies, and we include the families of our staff in our school community whenever possible. We have de-stress weeks with activities like: mindfulness, yoga, workouts, in-school massages, breakfasts, lunches, surprise treats and early dismissals. Several times a year we have full-staff outings and departments host their own gatherings throughout the year.

We have staff with a massive range of experience and expertise, so we give choice in Professional Development (PD) whenever possible and provide opportunities for all staff to be both learners and teachers. Our PD sessions are closely aligned to our school goals, and the work done in PD is circled back to in 1:1 coaching sessions, department meetings, and Grade Level Team time. PD is carefully planned and designed to be relevant to what teachers need. During remote learning, the need shifted from how to build student to student discourse towards how to get students to engage in online learning, and our PD plans shifted accordingly. We are responsive and adaptable while still ensuring that we are moving our staff towards our schoolwide goals, and keeping student performance and well-being front and center. We also have Lunch & Learns, informal optional PDs, which allow teachers to hone their skills on everything from how to operate a SmartBoard to how to effectively differentiate a lesson. These are led by teachers and developed based on identified needs of the school as a whole.

As we transitioned to remote, school culture was our top priority. We designed our schedule to maximize planning time and give students a chance to work at their own pace. To build community, we started book clubs, running clubs, led yoga and mindfulness sessions on zoom, sent notes and cookies and care packages home, and did everything in our power to make teachers feel cared for and appreciated.

We are a school that celebrates constantly. We have a Shout Out section in our announcements where staff can shout each other out for great things big and small. This gets updated weekly and sometimes is several pages long! We do a monthly staff highlight where a staff member who is doing great things is interviewed and highlighted on our website for being awesome. Finally, we have AMS II "letters" that are passed along each month from one staff member to another. Each month, the 6 staff members who were celebrated the month before get to select a person they would like to celebrate. They pass on their letter and give a little speech in a staff meeting about how great the person is.

4. School Leadership:

Our school's leadership philosophy is to lead by serving the needs of all of our stakeholders. AMS II has a robust leadership team consisting of 14 members: Principal, 4 Grade Level Assistant Principals, Director of School Operations, Director of Multilingual Supports & Services, Associate Director of School Culture, Associate Director of Human Relations, Associate Director of School Counseling, and 4 Department Heads. We take pride in having a large leadership team as each position not only demonstrates the opportunity for growth at our school, but also meets the needs of all of our stakeholders. All of these positions were created to provide personalized support to all staff members and students in all areas.

The principal is the instructional and operational leader who is responsible for shaping the school's vision, for creating a safe and well-organized learning environment, and for maintaining a culture of excellence and learning. The principal oversees the Assistant Principals and the Director of School Operations. The four

APs are each dedicated to a cohort level and are assigned to departments as the primary point of contact for all communication, professional learning structures, and coaching. Further, the APs are responsible for cohort management of students in collaboration with the grade level student support team to ensure that students are supported academically, personally, socially and emotionally.

Our Department Heads support APs with the direct supervision of specific content areas and lead department meetings. This allows for dual pedagogical and coaching support for our teachers as our department heads specifically provide instructional leadership around curriculum alignment, inquiry, the development and implementation of assessments, and the use of highly effective instructional strategies that will meet the needs of all students. We also have our Director of Multilingual Supports and Services, who bridges the gap between our instructional and operational teams as they lead the Foreign Language and English as a New Language Departments in addition to leading our Family & Student Engagement Team by honing in on the supports that our students and families of diverse backgrounds need.

On the Operational side, we have a Director of School Operations who handles all the finance, facilities, and safety protocols for our school. Our Associate Directors also play a critical role in student and family support as their work is centered on school culture, family engagement, student counseling supports, postsecondary readiness, alumni connections, and hiring.

All of the leadership positions described above are in direct response to identified needs and maximizing support to all of our stakeholders. As a team, we work together to ensure that we remain committed to our school's mission and vision. Our school year 'starts' in June as we come together to review our schoolwide data including student achievement data, schoolwide goal progress, learning environment survey data, and internal survey data to determine our priorities for the following year as a school community. We use the summer to prepare resources and create systems around professional development that will provide our staff with the opportunities and skills needed to be successful in achieving our goals. Throughout the year, the leadership team engages in a process of continuous improvement, meeting weekly to review major school-wide decisions and concerns and make adjustments as needed.

5. Culturally Responsive Teaching and Learning:

In addition to core curricula, teachers have access to content-agnostic instructional routines and planning resources that support them in centering student thinking and make thinking visible across classrooms. These routines and planning resources are grounded in research on the role of culturally responsive and sustaining pedagogical practices in developing independent learners, as well as New York State Education Department's Culturally Responsive-Sustaining Education Framework.

In 2020, the shift to remote learning, cancellation of Regents exams, and transformative national events called for a rethinking of our curriculum. Staff and students came together to advocate for curricula that acknowledges, responds to, and celebrates the cultures within our school community. Our school leadership identified a need to provide additional opportunities for social-emotional learning within the classroom, specifically more equitable access to content and classroom routines, and more opportunities for student choice and voice. During our annual instructional goal-setting, we set an intention to support teachers in planning culturally responsive units and lessons designed to engage and connect to all students.

We have made a concerted effort to link systems to school-wide instructional goals around culturally-responsive pedagogy. In our culturally responsive teaching this PD, teachers goal-set around specific routines, strategies, and practices associated with culturally responsive pedagogy. Additionally, there are both formal and informal feedback mechanisms in place to ensure that tangible strategies are implemented and refined in the classroom.

Over the past two years, we've provided staff with culturally responsive texts to read over the summer, and then engage in book discussions during summer onboarding. We use department time to come up with an agreed-upon definition and benchmarks of culturally responsive teaching, which is normed across grade-levels. This shift in instructional practice has resulted in more authentic engagement and opportunities for students to connect with learning materials and express their views and feelings towards high-interest topics.

Our community partners and school-initiated programs contribute to our inclusive school environment. We host multicultural clubs (Greek, Spanish, and Japanese), Gender and Sexuality Alliance, and other community spaces in response to national issues. We have several school-wide events that promote inclusivity and diversity, including Ally Week, Hispanic Heritage Month Showcase, Black History Month Showcase, and Respect for All Week.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our grade level supports are at the forefront of our work at AMS II. We believe that the model that we have established for grade level structures is what contributes to our school's success and sets us apart. Each cohort grades 9-12 has a grade level team which consists of Assistant Principal, School Counselor, Social Worker and Dean and Attendance Coordinator. Each member of the student support team works collaboratively and helps to focus on our students' academic, behavioral and socio-emotional needs. In addition to our grade level team support, each student is assigned an advisor throughout the school year who serves as a liaison for students and families and provides an additional layer of support. Family engagement is also a strong area of focus as we make it a priority to communicate with our families on a regular basis, utilizing multiple modes of outreach. Our grade level teams meet on a weekly basis for team meetings to discuss students of concern and those that are on our radar. While academic issues are one area of focus, we look at our students holistically, and incorporate behavioral, socio-emotional and attendance related concerns into our weekly discussions. Grade level support teams make it a priority to get to know every single student in the cohort so that we have a true handle on the individual needs of our students. Collaboration amongst each grade level team is a huge component of what makes us so successful in supporting our students. For example, our school counselors are instrumental in holding STAC's (student teacher and counselor meetings) which take on a restorative approach to addressing student or teacher concerns. Our grade level teams also strive to ensure that all teachers are supported around classroom management, de-escalation, and mediation whenever possible. Our grade level teams come together with teaching staff on a monthly basis for grade level team time which is an additional opportunity to discuss students of concern or pressing issues that may be taking place on the grade level. Face to face meetings both as a student support team as well as with the grade level team of teachers provide us with space for collaboration as well as the ability to anticipate concerns that may be present amongst the team. Our grade level approach also shows our students that we know them, understand their individual needs and that they have an entire team of staff members that are there to support them and cheer them on.