



UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M332 (UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL)
ADDRESS: 220 HENRY STREET, NEW YORK, NY 10002
TELEPHONE: 212-267-5701
FAX: 212-349-8224

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M332 **SCHOOL NAME:** University Neighborhood Middle School

SCHOOL ADDRESS: 220 Henry Street, New York, NY 10002

SCHOOL TELEPHONE: 212-267-5701 **FAX:** 212-349-8224

SCHOOL CONTACT PERSON: Laura Peynado Castro **EMAIL ADDRESS:** lpeynad@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kimberly Rosado

PRINCIPAL: Laura Peynado Castro

UFT CHAPTER LEADER: Rachael Grater

PARENTS' ASSOCIATION PRESIDENT: Venus Morales

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 01M332 **SSO NAME:** Children First Network 5

SSO NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|----------------------|--|-----------|
| Laura Peynado Castro | *Principal or Designee | |
| Rachael Grater | *UFT Chapter Chairperson or Designee | |
| Ramona Shepard | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Kimberly Rosado | SLT Chairperson/Parent | |
| Kat Yew | Member/Secretary/Teacher | |
| Margaret Dunn | Parent | |
| Daniel Pena | Teacher | |
| | | |
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Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

During our sixth year, we remain focused on our mission to provide a nurturing middle school experience for students of the Lower East Side, that helps them develop a positive self-image, achieve academic and social growth and enables them to enter and succeed in an academically rigorous high school.

At UNMS, we are committed to sharing and practicing the following UNMS C.A.R.E.S. values. Our vision is exemplified in our school motto, "Together WE Make The Difference!" This is because at UNMS, we are committed to sharing and practicing the following UNMS C.A.R.E.S. values to carry out our mission. These values guide us to work effectively together throughout the year:

Consistency: This shared belief is the basis of our collaboration as we commit to being consistent in our efforts to work together to enforce the expectations and procedures necessary to maintain a safe and rigorous learning environment.

Achievement: We are committed to meeting the individual needs of our students, and to provide learning opportunities that help our students achieve their academic and personal goals.

Respect: To ensure effective communication and a positive learning experience for all students, we are respectful of time, feelings, and privacy in all of our interactions.

Empathy: Our students come first! We embrace diversity and recognize the importance of social and emotional awareness.

Shared Responsibility: Parents, teachers, and staff members make genuine effort to work together to support students, to serve as role models, and to learn from each other.

We have succeeded in creating a climate of social and emotional support and are looking toward systems to create a feedback loop of assessments that inform raising student achievement levels. We have also succeeded in fostering a small personal learning environment that empowers students to set goals and take responsibility for their own education with the support of an advisory program. Our staff is comprised of energetic, creative, knowledgeable teachers who implement a dynamic program in a supportive manner that encourages all students to reach their potential.

One of our major accomplishments has been creating an engaging curriculum that excites students to attend school and participate in raising their academic abilities. A curriculum that challenges students to think, analyze and solve real world problems. This includes Humanities where language arts and social studies are integrated seamlessly, a project-based inquiry science and math curriculum and an arts curriculum that is relevant to academic themes.

As a professional learning community, UNMS staff participates in grade team and academic department meetings, and professional development on a weekly basis. Common planning time has been redefined as professional learning time and has been built into teachers' schedules to allow for collaborative action to address their academic and social development. Our staff also attends network professional development, and regional PD. We have bi-monthly faculty conferences that are facilitated by teachers and administrators. Additionally, we have a content coach for Mathematics teachers and a full time New Teacher Mentor for new and second year teachers. We also have a great partnership with New York University and the NYC Space Center.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|---------------------------------------|-------------|---------|--|--------------|----------|----------|
| School Name: | University Neighborhood Middle School | | | | | | |
| District: | 1 | DBN: | 01M332 | School BEDS Code: | 310100010332 | | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | √ | 11 |
| | K | | 4 | | 8 | √ | 12 |
| | 1 | | 5 | | 9 | | Ungraded |
| | 2 | | 6 | √ | 10 | | √ |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 |
| Pre-K | 0 | 0 | 0 | | 92.4 | 90.6 | 89.9 |
| Kindergarten | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 1 | 0 | 0 | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 2 | 0 | 0 | 0 | | 96.4 | 94.3 | 89.6 |
| Grade 3 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 4 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 5 | 0 | 0 | 0 | | 38.1 | 73.8 | 84.6 |
| Grade 6 | 73 | 94 | 63 | Students in Temporary Housing - Total Number: | | | |
| Grade 7 | 101 | 84 | 97 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 8 | 82 | 101 | 91 | | 7 | 5 | 11 |
| Grade 9 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 11 | 0 | 0 | 0 | | 3 | 4 | 5 |
| Grade 12 | 0 | 0 | 0 | Special Education Enrollment: | | | |
| Ungraded | 0 | 0 | 1 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Total | 256 | 279 | 252 | | | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| # in Self-Contained Classes | 12 | 22 | 20 | Principal Suspensions | 57 | 14 | 119 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 10 | Superintendent Suspensions | 32 | 40 | 44 |
| Number all others | 6 | 46 | 50 | Special High School Programs - Total Number: | | | |
| <i>These students are included in the enrollment information above.</i> | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| English Language Learners (ELL) Enrollment: | | | | CTE Program Participants | 0 | 0 | 0 |
| (BESIS Survey) | | | | Early College HS Program Participants | 0 | 0 | 0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | Number of Staff - Includes all full-time staff: | | | |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Teachers | 12 | 22 | 22 |
| # receiving ESL services only | 13 | 15 | 27 | | | | |

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs | 1 | 2 | 4 | Number of Administrators and Other Professionals | 3 | 5 | 6 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 1 | 1 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | 0 | 5 | 5 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 16.7 | 9.1 | 27.3 |
| | | | | % more than 5 years teaching anywhere | 16.7 | 9.1 | 13.6 |
| Ethnicity and Gender - % of Enrollment: (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % Masters Degree or higher | 83.0 | 55.0 | 59.0 |
| American Indian or Alaska Native | 0.4 | 0.0 | 0.4 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 84.6 | 85.7 | 95.0 |
| Black or African American | 25.0 | 29.4 | 26.6 | | | | |
| Hispanic or Latino | 64.4 | 61.6 | 64.3 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 5.5 | 6.1 | 6.3 | | | | |
| White | 4.7 | 2.9 | 2.4 | | | | |
| Male | 51.2 | 54.1 | 50.8 | | | | |
| Female | 48.8 | 45.9 | 49.2 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | 2006-07 | 2007-08 | 2008-09 | 2009-10 | | | |
| | √ | √ | √ | √ | | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|------|--------------------------------|------|--|------------------------|------|-----------|
| Individual Subject/Area Ratings: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | IGS | | | ELA: | | | |
| Math: | IGS | | | Math: | | | |
| Science: | IGS | | | Graduation Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | | Elementary/Middle Level | | | Secondary Level | | |
| Student Groups | | ELA | Math | Science | ELA | Math | Grad Rate |
| All Students | | √ | √ | √ | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | √ | √ | - | | | |
| Hispanic or Latino | | √ | √ | √ | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | - | - | - | | | |
| White | | - | - | - | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | √SH | √SH | - | | | |
| Limited English Proficient | | - | - | - | | | |
| Economically Disadvantaged | | √ | √ | √ | | | |
| Student groups making AYP in each subject | | 5 | 5 | 3 | 0 | 0 | 0 |
| CHILDREN FIRST ACCOUNTABILITY SUMMARY | | | | | | | |
| Progress Report Results – 2008-09 | | | | Quality Review Results – 2008-09 | | | |
| Overall Letter Grade: | A | | | Overall Evaluation: | ▶ | | |
| Overall Score: | 81.6 | | | Quality Statement Scores: | | | |
| Category Scores: | | | | Quality Statement 1: Gather Data | | | |
| School Environment: | 7.5 | | | Quality Statement 2: Plan and Set Goals | | | |
| <i>(Comprises 15% of the Overall Score)</i> | | | | Quality Statement 3: Align Instructional Strategy to Goals | | | |
| School Performance: | 22.9 | | | Quality Statement 4: Align Capacity Building to Goals | | | |
| <i>(Comprises 30% of the Overall Score)</i> | | | | Quality Statement 5: Monitor and Revise | | | |
| Student Progress: | 45.2 | | | | | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | | | | | |
| Additional Credit: | 6 | | | | | | |
| KEY: AYP STATUS | | | | KEY: QUALITY REVIEW SCORE | | | |
| √ = Made AYP | | | | Δ = Underdeveloped | | | |
| √ ^{SH} = Made AYP Using Safe Harbor Target | | | | ▶ = Underdeveloped with Proficient Features | | | |
| X = Did Not Make AYP | | | | √ = Proficient | | | |
| - = Insufficient Number of Students to Determine AYP Status | | | | W = Well Developed | | | |
| | | | | ◇ = Outstanding | | | |
| | | | | NR = No Review Required | | | |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. | | | | | | | |
| <i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i> | | | | | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

UNMS Spring Retreat (May), SLT Retreat (June), Chancellor's Conference Staff Development Day (June) – Our faculty, our inquiry team, and our School Leadership Team members participated in retreats (Staff and parents from UNMS attended the SLT retreat), which consisted of looking at student achievement data, focusing on instructional considerations, and writing a preliminary CEP draft. Throughout the year, the staff, the inquiry team, and the School Leadership Team regularly review:

- Subject class passing percentages
- Promotion in doubt numbers by subject and class
- Students failing three or more classes
- Students attending after school tutoring program
- Performance levels of incoming students
- Academic performance data for students currently attending our school
- Attendance figures
- Student suspensions

Our Needs Assessments and Analysis is based on multiple sources of formal assessments about our school's performance, as well from our own reflections and self-assessment.

- Currently, the results for our most recent Quality Review are to be determined. Our **April 2008 School Quality Review**, while "Proficient" overall, explicitly identified a need to "increase focus of whole-school plans on measurable targets for students' achievement and agree to short term objective measures of progress" and to "provide sustained and embedded training for differentiating instruction based on students' discrete learning needs." The reviewer also noted that the school needs to continue the development of systems and management to support teachers' access to, and use of, objective data sources for diagnosing students' needs. Each teacher has access to ARIS. At several faculty meetings, administration and teacher leaders demonstrated for staff how to create groupings that highlight critical data such as state scores, attendance, predictive assessments, IEP mandates, demographic information, and promotion in doubt status. However, more training is needed in this area because much of our staff are first- or second-year teachers. The Humanities team, using Marzano's work, collapsed state standards into a smaller number of power standards. The standards are aligned vertically through 6th, 7th, and 8th grades. The members of our other content-area teams are working toward creating such vertical power standards in Math and Science.
- Our **2009 Progress Report** data further identified that we could do more to support students at proficiency level in both Mathematics and ELA. 83.3% of students in the lowest 1/3 made one year progress in ELA and 78.2% in Math, compared to the overall percentage of students making one year progress in ELA (68.7%) and Math (60.7%). Math and ELA teachers have access to results from our predictive assessments and target broad and specific trends in regard to academic need. The math teacher for 6th, 7th, and 8th grade special education students uses teacher-designed assessments to further identify particular needs. The

Humanities team uses the Quality Reading Inventory assessment and other formative assessments to track student progress. The administration of these assessments is constrained by staffing ratios and scheduling considerations. All students participate in book clubs three times per week. Every 8 weeks all students are administered an assessment to track fluency and comprehension. Students are then re-assigned to book clubs that reflect students' new reading levels. Teachers meet each week in grade team meetings and content-area team meetings. In addition, all teachers assigned to common planning periods, to further support the professional development of our staff. Throughout the year, our teachers share best practices and engage in inter-visitations and intra-visitations.

- Even though we experienced an increase in the response rate in our in our **2009 Learning Environment Survey** in the four survey categories, we did not experience an increase in net gain. These findings call for an actions to increase the level of participation of all participants and to take school wide measure to show improvement in these categories. We have implemented an Advisory period (20 minutes) at the beginning of the school day to communicate our school goals each day. In September, we administered a student survey created by our UNMS Student Council to be used as a baseline for school improvement. The safety team now includes a full-time dean, as well as our guidance counselor and SAPIS counselor, and administration. Chancellor's regulations are strictly enforced and there is continual contact with parents in regard to their child's academic and social performance at school. Administration has been specific in directing staff that all students must know their learning goals. This school-wide goal is reflected in our faculty meetings, content-area meetings, and administrative observations. Administration has high expectations for staff. In turn, it is communicated by administration to staff, through written and verbal feedback, that our school community demonstrates high expectation for our students in both the academic and social realm.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. UNMS will improve instruction by designing a rigorous standards-based curriculum that aligns vertically and that results in a 10% increase in students achieving one year's progress as evidenced in the ELA and Math State Exams in 2010.
2. By June, at least 92% of teachers will engage in professional collaboration to increase the consistency of practice from classroom to classroom and to support UNMS' development as a professional learning organization.
3. By June, at least 90% of all UNMS students will improve in their ability to write with a higher level of organization in multi-paragraph essays.
4. By June, UNMS will sustain and continue to improve cohesive systems that support school-wide safety, shared accountability, and high community morale as evidenced by an increase in the overall score of our 2010 Learning Environment Survey.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

Curriculum Planning

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>UNMS will improve instruction by designing a rigorous standards-based curriculum that aligns vertically and that results in a 10% increase in students achieving one year’s progress as evidenced in the ELA and Math State Exams in 2010.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Content teams meet to identify measurement topics for each unit and to develop and ensure that their curriculum that is vertically aligned to NY State Standards • Teams create standards-based curriculum maps that are vertically aligned using Scope & Sequence and UBD model • Language of new grading system used by all community and visible in each room • Implementation of school wide grading tool to ensure task alignment to NY State Standards • Unit plans are used to create units using Understanding by Design • Data (report cards) reflect teacher implementation of newly aligned curriculum Team meetings minutes reflect ongoing support and recognition of student progress, especially failing students. • Students and parents are able to explain what their grade means and how it is connected to their learning. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <ul style="list-style-type: none"> • Schedule professional learning time (common planning) to support teacher collaboration • Allocate Tax Levy Inquiry funds to build leadership capacity and to support teacher leaders interested in further developing leadership roles through our network’s and Baruch’s SAM program. • Allocate Title 1 funds to purchase grading program to ensure coherence • Allocate Title 1 Professional development funds to support professional development for |

| | |
|--|--|
| | <p>teachers and other staff members around differentiation</p> <ul style="list-style-type: none"> • Curricular decisions are supported and explained by assessment data |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Public Google posting of curriculum maps • Student work provided as evidence of unit/map process in student portfolio • Learning goals/progression is visible in the every class • Students name what they are learning and how |

Subject/Area (where relevant):

Teacher Support and Development

| | |
|---|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June, at least 92% of teachers will engage in professional collaboration to increase the consistency of practice from classroom to classroom and to support UNMS’ development as a professional learning organization.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Hire full time teacher mentor using C4E funds to support first and second year teachers • Design schedule that includes 5 professional learning periods (common planning periods) to be used for content specific team meetings and inter-visitations • Teachers set and share individual goals using the California Professional Teaching Standards at the beginning of the year. These goals will be aligned to the goals in our Comprehensive Educational Plan. • Goals are revisited 3 times throughout the year with teacher and teacher teams • Allocate \$5,000 in Title 1 funds for teacher leaders and administrators to actively participate in ASCD Conferences to support differentiation and professional development • Goals and observations are used to differentiate pd opportunities for teachers • The California Teaching Standards are used to guide faculty meetings learning objectives, walk-troughs and teacher feedback. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> • Allocate C4E funds to hire a full time new teacher mentor • Allocate funds for per-diem to cover teachers attending outside professional opportunities |

| | |
|---|--|
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i> | <ul style="list-style-type: none"> • Increased teacher satisfaction with professional development • Increased teacher retention (at least 20% compared to last year) |
|---|--|

Subject/Area (where relevant):

School Culture

| | |
|--|--|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <p>By June, UNMS will sustain and continue to improve cohesive systems that support school-wide safety, shared accountability, and high community morale as evidenced by an increase in the overall score of our 2010 Learning Environment Survey</p> |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <ul style="list-style-type: none"> • Establish a C.A.R.E.S. committee comprised of principal, assistant principal, guidance counselor, dean, parent coordinator and teacher mentor • Survey students, teachers, parents and staff at least 3 times the year to track and guide school improvement. • Review feedback from Spring retreat, June PD, Brainstorming Session (October) • Review Learning Environment Survey during School Leadership Team to create action plan based on recommendations • Revise Teacher and Student Handbook • Ensure that we can run a full-time SAVE room w/an effective school teacher leader • Support community incentives to promote positive student behavior (e.g. monthly Birthday celebrations, perfect attendance rewards, quarterly honor role breakfast, etc...) • PD/Workshops/Inter-visitations |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i> | <ul style="list-style-type: none"> • Allocate Title 1 funds to purchase school wide grading program to increase communication with parents and ensure task alignment to NY State Standards • Allocated Title 1 funds to support professional development to support emotional and social development |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i> | <ul style="list-style-type: none"> • Increase the response rate of your learning environment surveys by 10% • Improvement as evidenced by our student generated and teacher generated surveys • More social-development curriculum • Increase in 6th and 7th grade participation in student initiatives/communication • Higher teacher retention rate • Reflections from inter-visitations |

Subject/Area (where relevant): Humanities

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June, at least 90% of all UNMS students will improve in their ability to write with a higher level of organization in multi-paragraph essays.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Use of scaffolding techniques, such as graphic organizers, restating and translating prompts, and focusing on revision using high quality “level 4” examples. • The entire UNMS student population will be targeted to meet their specific needs based on 1st quarter baselines. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <ul style="list-style-type: none"> ▪ Team meetings will focus on and analyze student work, identify teaching strategies and instructional models that work ▪ Quality non-fiction texts will be used for modeling ▪ Access to technology (laptops, printers) |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> ▪ In-class writing assessments (project-based, authentic) using rubrics developed and revised based on established rubrics (e.g. ELA Test, 6+I Traits) and teacher/student collaboration ▪ All students will rise 1 point on our 4 point scale according to teacher/team created assessments |

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 8 | 17 | 8 | 6 | 7 | n/a | 1 | 1 |
| 7 | 8 | 20 | 20 | 25 | 7 | n/a | 0 | 0 |
| 8 | 10 | 45 | 25 | 20 | 21 | n/a | 0 | 1 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|--|
| ELA: | Students who are at level 1 and 2 in ELA receive small group instruction 4 times a week in an intervention period for ½ hour. |
| Mathematics: | Students who are at level 1 and 2 in mathematics receive small group instruction in class 2 times a week. |
| Science: | Students will receive assistance in science through content area literacy strategies with a special emphasize on academic vocabulary. |
| Social Studies: | Students will receive assistance in social studies through content area literacy strategies with a special emphasize on academic vocabulary. |
| At-risk Services Provided by the Guidance Counselor: | Small group counseling that addresses the social emotional needs of students. When needed contracts are developed for students on an individualized basis. |
| At-risk Services Provided by the School Psychologist: | UNMS has a partnership with Turning Points with Gouveneur Hospital that provides Psychologist services. |
| At-risk Services Provided by the Social Worker: | Clinic Plus will be providing a social worker once a week with family counseling available in the evenings. |
| At-risk Health-related Services: | Advisory Curriculum for 6th, 7th, and 8th grades each morning for 20 ½ a period. Curriculum focuses on determining positive and negative choices in one’s life as it regards academics, social, emotional, and personal health and hygiene. |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP to this CEP.

Language Allocation Policy (LAP) Narrative

School District: 01 Manhattan

School Building: University Neighborhood Middle School - MS332

Principal: Laura Peynado-Castro

Assistant Principal: Anthony Chianese

No. LEP Students Served 2009-2010: 52

Type of Program: Bilingual x ESL Both

I. List of LAP Team Members and Meetings

| LAP Team Members meet 2x per marking period | |
|---|---------------------|
| Laura Peynado-Castro | Principal |
| Anthony Chianese | Assistant Principal |
| Hannah Kirschner | Parent Coordinator |
| Margaret Dunne | Parent |
| Katharyn Yew | ESL Teacher |
| McKenzie McDowell | ELA Teacher |
| Jennie Longley | Math Teacher |
| Lilly Cai | Paraprofessional |
| Augustin Mejia | Assistant Principal |

II. Teacher Qualifications

University Neighborhood Middle School has 2 certified ESL teachers and 1 certified Spanish foreign language teacher. Copies of all teachers’ licenses are on file.

III. ELL Demographics

a. Total number of students at UNMS: 178

Total number of ELLs: 52 Total: 27 Current, 25 Former

Percentage of all ELLs at UNMS: 29%

b. The ESL program at University Neighborhood Middle School offers students 3 different classes – Basic, Intermediate, and Advanced -- based on students' language levels from their test scores or from their teachers' assessments and parents' input. UNMS offers a free-standing ESL program for grades 6th, 7th, and 8th. The language of instruction is English. Basic and Intermediate students are pulled out. Advanced students are pushed in.

c. ELL Demographic Specifics for our free-standing ESL push-in/pull-out program

SIFE students: 2

Special Ed students: 19

Long-term ELLs: 3

Newcomer ELLs: 5

ELLs between 4-6 years: 9

Spanish is the predominant language group represented in all classes of our free-standing ESL program at UNMS.

IV. Parent Program Choice: A Review of the Parent Survey and Program Selection Forms

The enrollment policy at UNMS follows all city and state guidelines. All parents of students who are new to the New York City Public School System (ATS Admission Code 58) receive a Home Language Identification Survey (HLIS) from the pupil secretary. Students whose parents indicate a home language other than English meet with the ESL Teacher/Coordinator who briefly explains the Revised Language Assessment Battery State test (LAB-R) and the school's program choices. English Language Learners (ELL) are given the (LAB-R) within the first ten days of enrollment to determine the level of English proficiency. Formatted city letters translated into students' home languages are sent to notify Parents/Guardians of their child's assessment results and a meeting is scheduled with the ESL Coordinator to formally review the Parent Survey and the Program Selection Forms.

The New York City Parent Orientation School Kit serves as a central tool to answer all of the parent's questions. The kit's video is viewed in a language understood by the parents. Parents are informed of the school's program options. New York State guidelines and parental rights, according to the No Child Left Behind Federal Law, are clearly explained to parents of newly enrolled students. Finally, forms are provided and questions are answered until students and parents/guardians clearly understand the options available to them.

For the school year 2009-2010, UNMS offers a free standing English as a Second Language (ESL) program for grades 6, 7 and 8. After interviewing and meeting with parents of ELL's, one thing has remained consistent: parents choose to register their children in their

zone school. Hence, guardians have historically chosen to opt for the ESL program available at our school, which is a freestanding ESL program only. Parents interviewed have repeatedly explained that they “want their child to learn English as soon as possible.”

Our UNMS principal, assistant principal, ESL coordinator, and school Language Allocation Policy (LAP) Team is committed to providing our parents with accurate information and giving our students the best education our public school system can offer. Every year the UNMS ESL coordinator reviews the English Language Learners (ELL) enrollment, surveys all parents’ option letters to plan accordingly for the following school year. The school LAP team is informed of the appropriate numbers and the school leadership creates the necessary classes and establishes the appropriate environment to fulfill the parental/guardian requests to accommodate and provide ELL’s with a successful learning experience. All this and much more is done in accordance with the No Child Left Behind Act, federal, NYC bilingual Education Department guidelines.

V. Assessment Analysis

Addressing Needs of Students in Different Modalities

(A brief description of interventions implemented at 01M332 – UNMS – for Speaking, Listening, Reading, and Writing)

One of the basic principles of a successful teaching strategy is to use assessment to guide and improve instruction. UNMS leadership and staff are committed to this task. Hence, teachers and parents work together and monitor closely student’s progress. Data is reviewed in a timely fashion and adjustments to teaching methodologies are implemented to aid the student’s understanding of the subject matter.

Previous NYSESLAT and Fall LAB-R results indicate that there are a greater number of students scoring higher on the advance level and an almost equal number of students scoring at the beginner and intermediate level. Further and more detailed reviews of the previous NYSESLAT scores indicate that there is greater academic deficiency in the writing standard. The emphasis on reading and math has lead to less time allocated to master this skill. Also, the LAP team believes that writing well is a skill that takes time and endurance from both teacher and student. Time and patience is needed as we commit added efforts to overcome this challenge.

To further advance the language and academic skills, ESL students scoring at beginning level in writing and reading will now benefit by participating in the school’s pullout Academic Intervention Program headed by the ESL coordinator and teacher, Ms. Katharyn Yew. Further, All teachers responsible for providing instruction to ELL’s implement differentiated instruction using strategies such as, but not limited to, whole group, small group, and individual groups. Student’s academic needs as per assessment data are applied and appropriate teaching methodologies are used to raise students’ levels.

What follows is a brief narrative describing specific methodologies used to achieve and further the academic standard of all ESL students at UNMS.

Reading

Students with low performance in the reading section of standardized tests will be met with added time dedicated to enhancing comprehension. Read aloud, shared reading, guided reading, independent reading, vocabulary development, phonemic awareness, group discussion, and role playing will be among the approaches used to further develop the understanding of literature.

Writing

Clearly, more time should be allocated to further develop the writing skills of the ELL students. The writer's workshop model must and will be followed and monitored more closely. Strategies such as journal writing, share writing, and interactive writing can now be part of our arsenal to improve this deficiency. Students will have added opportunity to put thought to paper and share with teacher, parents, and classmates for necessary editing.

Listening

Teachers will introduce text/audio libraries to develop reading, listening, and comprehension skills. To further develop listening skills teachers will take time for students to listen and interact with each other.

Other intervention strategies that will serve well to improve linguistic and academic performance for ELL's are: repetition, visuals, phonemic awareness, rhymes, and graphic organizers. Also, the use of picture dictionaries, manipulative, visualization, and the activation of prior knowledge and real life experience will aid students in developing second language reading, writing and listening skills.

Speaking

Although this is the area where ELL's score at a higher level in the NYSESLAT assessment, teacher will be mindful that opportunity must be presented to all students for self expression and practice of conventional language. Too often, we see a teacher-driven lesson plan. A more novel approach as in the student-centered classroom is becoming more the common practice and not the exception. ELL's will be given the opportunity to give verbal presentation to the class and to work collaboratively to learn from each other.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6, 7 and 8 Number of Students to be Served: 27 current ELL LEP 147 Non-LEP

Number of Teachers 2 Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

UNMS has a total of 27 ELLs. Our school provides freestanding ESL classes as per parent choice. All of our ELL students have score advanced and/or proficient on the listening/speaking part of the NYSESLAT. A review of data indicates much needed support in the area of Reading and Writing. Hence, our Title III funds will be used for an After School Program which will target approximately 25 ELL students in grades 6-8 who scored at the beginning, intermediate and advanced levels on the reading/writing modality in the 2009 NYSESLAT. The program will start January 11, 2010 and end June 18, 2010. The After School Program will take place twice a week (Tuesdays and Thursdays) from 3:30 pm to 5:30 pm.

One certified TESOL and Foreign language certified teacher, will co-teach the after school program. The After School Title III ESL program will integrate math, science, and literacy to support development in both content knowledge and literacy skills in small group setting. ELL students require additional support and opportunities to develop oral and academic language as well as their literacy skills.

Instruction will be in English employing second language acquisition strategies (such as TPR, scaffolding) to support academic language development and writing skills. There will also be a Native Language component for Spanish since some of our ELLs need to further develop their native language literacy skills to assist their second language acquisition. Instruction will be differentiated based on individual student needs using student's strengths as a starting point. In writing teachers will focus on developing and strengthening students' on-demand writing skill. They will focus scaffolding extended response in writing through the use of pre-writing organizational structures and prompts. ELL students will develop their English oral language skills which will have an impact on their English literacy skills and their performance on the NYSESLAT exam and class work. In addition students will be provided test prep for the NYSESLAT. Teachers will develop thematic lessons. Various formative and summative assessments, such as running records, conference notes will be administered to monitor student growth and drive instruction.

The instructional materials will be DOE approved which will be appropriate, high interest, leveled and specifically designed for ELL students. Materials which will be used in the after school program are: ***Getting Ready for the NYSESLAT and Beyond*** and ***English, Yes!***

Supervisor Support for Title III After School Program

Supervisor needed to supervise Title III After School program. Supervisor will provide support to teachers who will instruct ESL students in this program. There is no other After School program at the school, hence a supervisor is needed. Supervisor will work 38 sessions for 2 hours each.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program –

The Title III program teachers will participate in a professional development study group focusing on differentiation of instruction for ELLs using Carol Tomlinson’s ***How to Differentiate in Mixed Ability Classrooms***. Teachers will meet once a month for an hour for 4 month (January, February, March and April). During these meeting the following topics will be discussed using the book as a guide and reference:

- January – Differentiation and its rationale, Teacher’s Roles and Learning Environment
- February – Strategies, Lesson Planning by Interest and Learning Profile
- March – Differentiating Content and Process
- June -- Grading in a differentiated classroom

Teachers will develop thematic lesson plans including language objectives collaboratively; they will share best practices for differentiating instruction for second language learners as well as develop lessons that incorporate research based strategies to promote development of academic language. They will design tasks and activities that best support language development while preparing them for the NYSESLAT. Teachers will review base line assessment, set student goals and analyze student work. One in house supervisor will conduct the staff development to the 2 teachers providing instruction for the after school program.

In addition, they will attend a series of workshop provided by our network:

- QTEL Workshop – a five day series which is scheduled for mid winter break (February 16-20, 2010)
- Response to Intervention (RtI) – six session workshop -- January 21, February 3, March 3, April 7, and June 19, 2010.

Form TIII – A (1)(b)

School: University Neighborhood Middle School

BEDS Code: 01M332

**Title III LEP Program
School Building Budget Summary**

| | | |
|--|------------------------|--|
| Allocation Amount: \$15,000 | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem | \$11,964.76 | <u>After School Program</u> 38 sessions x 2 hrs x 2(teachers) x \$49.89 = \$7596.96 38 sessions x 2 hrs x 1(Supervisor) x 52.21 = \$3967.96 <u>Professional Development</u> Book Study 1 hrs x 4 sessions x 2 teachers x \$49.89 = \$399.84 |
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$3,352.85 | Materials for After School Program: <u>Getting Ready for the NYSESLAT and Beyond class set x 1 x \$495.00 = \$495.00</u> <u>Getting Ready for the NYSESLAT and Beyond; Teacher’s Manual x 1 copies x \$39.95 = \$39.95</u> ENGLISH YES! A/B - Secondary Teacher Kit 1 X \$1,957= \$1,957 ENGLISH YES! C - Student Booklets 20 x \$39.95 = \$799.00 <u>Materials for Professional Development books:</u> <u>How to Differentiated in Mixed Ability Classrooms by Tomlinson</u> 3 Books X \$20.95@ = \$62.85 |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | \$15,317 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

For the 2009-10 school year, we have determined, through Home Language Surveys, meetings, student registration and intake interviews, family conferences and information gathered by the parent coordinator that parents will need written translation and oral interpretation in Spanish, Chinese and Urdu.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We will need written translation and/or oral interpretation in Spanish and possibly, Chinese, Urdu and Bangladeshi for the following:

- a. New student orientations
- b. Curriculum night
- c. Monthly calendar
- d. Monthly PTA meetings, PTA notifications
- e. Quarterly family conferences
- f. PTA sponsored workshops, fundraising activities
- g. Information sessions (over night trips, high school application process, graduation, etc.)
- h. Announcements of events
- i. After school program information
- j. Policy statements (promotional, discipline, etc.)
- k. Letters requesting meetings with family
- l. NCLB mandated communications

Translation and interpretation needs are communicated at faculty meetings, PTA meetings, as part of the faculty and student handbooks, through the parent coordinator and on an as-needed basis by parties involved.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Where possible, we will utilize the DOE Office of Translation Services for communications prepared well in advance of sending. Otherwise we will use in-house translators-- teachers, parent volunteers and support staff for Spanish and Chinese to provide translation on the 2nd page of communications sent home in backpacks or mailed. If translation in Urdu or Bangladeshi is needed, we will rely on the per-session services of writers of these languages in neighboring schools. (We have identified one in Bangladeshi and are looking for an Urdu translator.) These services will increase parental participation in all aspects of the school community and enhance understanding of the UNMS program and policies.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

To meet oral interpretation needs we will use teachers, parent volunteers and support staff for Spanish and Chinese. If interpretation in Urdu or Bangladeshi is needed, we will rely on the per-session services of speakers of these languages in neighboring schools. (We have identified one in Bangladeshi and are looking for an Urdu interpreter.) These services will increase parental participation in all aspects of the school community and enhance understanding of the UNMS program and policies.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - a. Letter (in translated versions) sent to ELL families in backpack and mail during the first week of school informing them of their rights regarding language assistance services and detailing services available
 - b. Same letter distributed at new student orientations, first PTA meeting, curriculum night and first family conference
 - c. Parent coordinator will keep supply of this letter to distribute to new families
 - d. This information will be posted prominently on the parent bulletin board outside the parent coordinator's office
 - e. The safety plan will contain procedures ensuring that all parents, regardless of language barriers, will be able to reach administrative offices
 - f. If ELL population in one language reaches more than 10% of the school population, translated signage and forms will be obtained from the DOE Translation and Interpretation Unit

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|-----------|--------------|-----------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | \$238,101 | \$33,434 | \$271,535 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$2,3810 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$3,343 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$11,905 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | \$1,617 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | \$23,381 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | \$3,343 | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 84.6%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We have increased communication with all teachers to ensure all teachers have an opportunity to become highly qualified. Upon hiring, our criteria is to make sure all teachers are highly qualified.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy University Neighborhood Middle School

The staff and administration at University Neighborhood Middle School (UNMS) recognize the crucial partnership we must develop with parents so that students can learn and grow. By working together we provide consistent support to our students in their work and lives. Our students will best benefit in a culture that values dialogue, consultation and collaboration between the school staff, administration and parent body. To this end, UNMS has developed the following:

1. Hold regular consultative and collaborative meetings including Parent Teacher Association/Title 1 Parent Advisory Council (PTA/Title1 PAC) meetings and School Leadership Team meetings. Parents will participate in a School Leadership Team retreat, at which they will review the previous year’s CEP in preparation for the creation of a new CEP. Parents will also participate in PTA and SLT meetings which will occur on a monthly basis; each of these teams will select a contact person who parents may go to with concerns and feedback. Title 1 Committee meetings will occur bi-annually. SLT retreats will occur annually.
2. A Title 1 representative, elected by the PTA/Title 1 PAC, will attend District-sponsored Title 1 Meetings. The Principal &/or designee will meet bi-annually with the CEC member assigned to UNMS.
3. The PTA/Title 1 PAC will conduct a review of the School Parent Involvement Policy at a PTA meeting (as referenced in item 1). This meeting will be scheduled in early Spring to coincide with the annual Quality Review of the school. Data will be collected in the form of survey and written feedback. Surveys will be mailed to homes and available on the school website, in major languages of the parent population at UNMS. The PTA will conduct recruitment of parents for maximum participation in the annual Quality Review of the school.
4. Every Fall the SLT will review data collected in the DOE Learning Environment Surveys submitted by parents, as well as the parent section of the Quality Review. Suggested revisions and improvements to the School Parent Involvement Policy will be made at the SLT and brought to the PTA/Title 1 PAC at a monthly PTA meeting in the Fall (as referenced in item 1).
- 5.

6. Coordinate parent outreach, collaborate on workshops and share resources with our after-school partners and providers, Henry Street Settlement and Vision Urbana. Develop working partnerships with additional community based after-school/enrichment programs and local CBOs.
7. Provide workshops for parents in areas of specific interest and concern to be determined through a survey of parents (by PTA and school). These workshops will include presentations in curriculum and instruction, performance standards and testing, and promotion policy by administrative/guidance staff.
8. UNMS will maintain a comprehensive website. The website will function as a means of disseminating school-based information from administrators, teachers, guidance/counseling staff and the PTA. It will contain relevant materials and links for parents to improve their children's academic achievement and foster social-emotional development. It will also contain information and links to resources on a variety of parenting and health issues. The website will develop as an interactive tool, serving as a means to collect feedback and data directly from parents.
9. UNMS will employ a phone message system that will be used to broadcast important daily, weekly and monthly information. Messages will be sent in two major languages. We will disseminate vital written material in English and Spanish languages, while continuing to improve our ability to connect engage non-English speaking parents.
10. A comprehensive Parent Handbook, to include this policy, the School Parent Compact and other relevant information to the UNMS community will be created. It will be available in English and Spanish.

This School Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs (PTA/Title 1 PAC) as evidenced by sign-in sheet and agenda from PTA meeting of April, 2009.

This policy has been reviewed and approved on 4/17/08, and will be in effect henceforth. It will be reviewed annually by the SLT, and where necessary, revised and brought before parents for approval. It will be disseminated annually, by November of each school year.

Laura Peynado Castro

Date

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic

achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL - PARENT COMPACT **University Neighborhood Middle School**

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in their child's class
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

UNMS

Laura Peynado-Castro, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See page 8
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

At UNMS, we provide a wide range of intellectually challenging academic experiences designed to promote the development of students who are well prepared and highly motivated to pursue positions of leadership. The goals of our program are:

- To address the academic, physical and emotional needs of our students, so they are able to develop a sense of well-being, self discovery, and a respect for and appreciation of their own culture and those of their classmates
- To cultivate a culture of inquiry, reflection and collaboration, where students think critically and communicate clearly
- To create a nurturing child-centered environment where students learn through relevant, real-world experiences
- To recognize the interconnections of subject matter across academic disciplines
- To cultivate a technology-rich environment that effectively integrates educational technology into classroom instruction
- To build a connected community of learners composed of parents, student, teachers and the community at large

To meet the needs of our diverse learners, we have designed our school program to decrease the student to teacher ratio.

3. Instruction by highly qualified staff.

Whenever possible, all recruited teachers will be appropriately certified. Our staff is highly educated and highly motivated. All teachers either have a Masters' degree (or beyond) or are enrolled in programs to get a Masters' degree

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our school professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. These needs are identified by the teachers using California Teaching Standards and via observations. Throughout the year, staff members will participate in the following professional development:

School wide Professional Development (August, November, June)- We will meet as a whole staff three times per year to align our work, set goals and measure progress towards our goals. These meetings will be planned by administration, the PD committee and Team leaders. Any faculty member who would like to share their work is also welcome to request time during these sessions.

Content Specific-Teams- In content teams, faculty members will work together to develop their ability to gather and analyze data, to differentiate, and to plan assessments, including portfolios.

Grade Teams- In teams, faculty members build on best practices, share observations of students, and align their instruction to individual student needs.

Observation, Inter-visitation and Mentoring- At UNMS, teacher practice is improved via peer inter-visitations and observation-debriefs with mentor teachers and administrators, and self-reflection. Administrators actively participate in teacher development, observing classes, and following up with individual meetings.

DOE Workshops and PD opportunities within our network-Teachers attend workshops, visit other schools, and enroll in classes to build upon their content knowledge or pedagogy.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Principals in collaboration with the Regional Operation Centers Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

6. Strategies to increase parental involvement through means such as family literacy services.

Throughout the year, various workshops are offered during Parent Teacher Association meetings and School Leadership Team meetings. Parents are actively recruited through personal phone calls and mailings. Throughout the year, family events are organized to strengthen our partnership with parents. For example, in December, a Winter Fest is held to invite parents, teachers, and students to build positive community relations.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

UNMS is organized in grade and content teams. The team leaders of these teams play a crucial role in the decision making process of the school. In an effort to build leadership capacity and better use of assessments and data, team leaders use facilitative leadership protocols adapted from the National School Reform Foundation. Most of the team leaders have participated in workshops on how to use protocols facilitated by professionals in the field, (e.g. David Allen – Looking at Student Work) and/or learning opportunities to review data and devise instructional strategies to address student needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All teachers have been trained to use at least one reading inventory assessment, to help identify the instructional reading level of students to help them make instructional decisions that support differentiation and to help them guide the implementation our school wide book club program. Target groups are created throughout the year using HSST report card data, teacher observations, ARIS, and other formative assessment tools.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The funding will be coordinated to allow us to supplement the schools SWP focus on instruction, reducing class size and improving the teacher to student ratio. This will enable the school to support all students with services in all subject areas, counseling and parent involvement.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether this finding was relevant to our school's educational program. Committee members included the principal, the data specialist and Humanities team leader and other members of our School Leadership Team. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our materials. The results of this assessment process was shared at an SLT meeting, (will be shared) with parents at a PTA meeting, with the staff at a faculty conference. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the areas of curriculum mapping and the taught curriculum for ELLS.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Humanities Curriculum Maps and Units created using Understanding by Design model identify measurement topics, skills to be mastered, vertical alignment and support differentiation strategies to meet our student needs.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Members of the Math team and the principal met to assess whether Finding 1A was relevant to our school program. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, and alignment to the New York State Standards. The results of this assessment process was shared at an SLT meeting, (will be shared) with

parents at a PTA meeting, with the staff at a faculty conference. It was determined that the Curriculum Audit findings were not relevant to our school's educational program in the areas of curriculum alignment to the state standards and to lack of depth in Math instruction.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our curriculum maps include skills to be mastered, measurement topics, and strategies to be used for student outcomes to be attained, addressing these gaps in the areas of measurement of geometry.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Members of Humanities Team, including the Humanities team leaders, and the principal met to assess whether Finding 2 was relevant to our school's educational program. During the meeting the components of Key Finding 2 were addressed. The results of this assessment process was shared at an SLT meeting, (will be shared) with parents at a PTA meeting, with the staff at a faculty conference. It was determined that the indication of limited use of best practices and research-based practices were not relevant to our school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELA instruction is based on the workshop model and balanced literacy. ELA instruction is derived from standards-based curriculum maps and units that include project based activities that promote inquiry and group work and that target specific skills and learning goals

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Math team and the principal met to assess whether Finding 2 was relevant to our school's educational program. During the meeting the components of Key Finding 2 were addressed. The results of this assessment process was shared at an SLT meeting, (will be shared) with parents at a PTA meeting, with the staff at a faculty conference. It was determined that the indication of limited use of best practices and research-based practices were not relevant to our school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Math instruction is derived from standards-based curriculum maps and units that include project based activities that promote inquiry and group work and that target specific skills and learning goals. Teachers understand the Multiple Intelligences and utilize the framework to differentiate instruction. Teachers & Administrators utilize low-inference observations to understand student needs. Administrators utilize Walk-Through Protocols where necessary to understand teacher practices.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We used members of our School Leadership Team to review the BEDS survey and Table of Organization data from previous years. It was determined that the Curriculum Audit findings were relevant to our school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Since the school was established 5 years ago, there has been a significantly high incident rate of teacher turnover.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are improving the quality of the professional development opportunities offered in our school by making sure we are meeting the needs of our teachers. We are committed to constantly assessing the effectiveness of pd opportunities via surveys administered via Google forms, student work, and one-on-one meetings to guide next steps to ensure that the needs of our teachers and our students are being met.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Members of the Math team and the Humanities Team, including our ESL specialist, the assistant principal and the principal met to assess whether this finding was relevant to our school program. It was determined that these findings were not relevant to our school's educational program in the areas of teacher participation in professional development opportunities for teachers of English Language Learners. The results of this assessment process was shared at an SLT meeting, (will be shared) with parents at a PTA meeting, with the staff at a faculty conference.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Throughout the year, we offer on-site and off-site professional development for teachers of English Language Learners.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school ESL specialist, the assistant principal and the principal met to assess whether this finding was relevant to our school program. It was determined that the this finding was not relevant to our school's educational program in the areas of monitoring of ELLs' academic progress or English language development The results of this assessment process was shared at an SLT meeting, (will be shared) with parents at a PTA meeting, with the staff at a faculty conference.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELL data is routinely shared with teachers. Some of this data is shared via Google Docs.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Members of our Special Education Committee, the assistant principal and the principal met to assess whether this finding was relevant to our school program. The committee used IEP data, PD opportunities offered, formative assessment data (e.g. Progress report). It was determined that the this finding was not relevant to our school's educational program in the areas of instructional implementations aligned with student's Individualized Education Plan to address the necessary accommodations and modifications to support student learning. The results of this assessment process was shared at an SLT meeting, (will be shared) with parents at a PTA meeting, with the staff at a faculty conference.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

General Education and Special Education teachers have full access to their students' IEP and testing modification information to guide their instructional planning. Teachers are also aware of the modified proficiency for each student having an IEP. Special Education data is routinely shared with teachers. Some of this data is shared via Google Docs.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Members of our Special Education Committee, the assistant principal and the principal met to assess whether this finding was relevant to our school program. The committee used IEP data, PD opportunities offered, formative assessment data (e.g. Progress report). It was determined that the this finding was not relevant to our school's educational program in the areas of instructional implementations aligned with student's Individualized Education Plan to address the necessary accommodations and modifications to support student learning. The results of this assessment process was shared at an SLT meeting, (will be shared) with parents at a PTA meeting, with the staff at a faculty conference.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In September, our Special Ed liaison from cohort A conducted a ½ day workshop on Functional Behavior Analysis and Behavior Intervention Plan with our guidance counselor, CTT teacher, IEP coordinator, self-contained teachers, assistant principal and school psychologist. Behavior plans are revised on a regular basis, filed and available upon request. Staff members have participated in several compliance workshops through the ISC and our ESO to ensure that our students' goals, objectives and modified criteria are properly aligned.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
As of October 31, we have 4 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Students in Temporary Housing are provided with on-site at risk counseling services through our School Counselors and other related service providers (i.e. Clinic Plus, Turning Points, NYU Social Work interns). We are very sensitive to their social, emotional and physical needs in addition to their academic needs. We committed to maintaining close contact with all social workers in their respective facilities.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.