



**URBAN INSTITUTE OF MATHEMATICS**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 08-X-371 URBAN INSTITUTE OF MATHEMATICS**  
**ADDRESS: 650 HOLLYWOOD AVE, BRONX, NY 10465**  
**TELEPHONE: (718) 823-6042**  
**FAX: (718) 823-6347**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 08-X-371      **SCHOOL NAME:** Urban Institute of Mathematics

**SCHOOL ADDRESS:** 650 Hollywood Ave, Bronx, NY 10465

**SCHOOL TELEPHONE:** (718)823-6042      **FAX:** (718)823-6347

**SCHOOL CONTACT PERSON:** Mrs. Jennifer Joynt      **EMAIL ADDRESS:** jjoynt@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Jennifer Joynt

**UFT CHAPTER LEADER:** Rachel Tommelleo-Ramirez

**PARENTS' ASSOCIATION PRESIDENT:** Elaine Colon

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** District 8      **SSO NAME:** Leadership Learning Support Organization  
Network 4

**SSO NETWORK LEADER:** Rudy Rupnarain

**SUPERINTENDENT:** Tim Behr

## 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
Jennifer Joynt	*Principal or Designee	
Rachel Tommelleo-Ramirez	*UFT Chapter Chairperson or Designee	
Elaine Colon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lisa Carbone	Member/Parent	
Lauren Ayers	Member/Parent	
Rosalie Moloney	Member/Parent	
Margaret Dalton	Member/Parent	
Courtney Collins	Member/Teacher	
Tracy Brixius	Member/Teacher	
Jennifer Troy	Member/Teacher	
Ryan McCabe	Member/Teacher	

***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.

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#### **School Vision and Mission**

We are a new, small middle school that opened in the fall of 2007. The Urban Institute of Mathematics was founded by the Principal and Vice Principal with the goal of reducing the achievement gap by maintaining a culture of excellence which encompasses an intellectually challenging and high quality academic education. We believe that ALL students can learn and can be successful. Our school is unique in that we have started preparing our students for college at an early stage in their schooling. This college focus permeates all aspects of our school, from their school uniform to our schools' culture. Through our College Tour Initiative students have and will continue to have the chance to visit several colleges and universities in New York City and beyond. Thus far in year one, we have visited two universities and have plans to visit others in the upcoming school year.

While maintaining a rigorous curriculum in accordance with New York State Standards, we infuse what Covey developed and refers to as the 7 Habits of Highly Effective Teens which are viewed as essential lifespan learnings for individuals. These habits of mind anchor our instruction and are exhibited regularly and smoothly. Such habits of minds as being proactive, synergy, and put first things first, inspire our students and staff and create a productive learning organization that is safe and orderly. We explicitly call these traits by name and teach students how to draw upon these habits when they are faced with authentic or difficult situations. This common language helps us forge a common vision among all members of our school's community and is the foundation of our institution. Our UIM Student Court ensures that our scholars uphold our code of conduct and meets weekly with their faculty advisor.

Our comprehensive after-school enrichment program is another distinctive quality at UIM. We believe in educating the whole child during school hours and beyond. Our after school program offers such options as a Lego Robotics Team, Geography Bee Team, UIM Student Government, Basketball, Cheerleading, tutoring, homework hall, Orchestra, Choir, the Stock Market Game, Spelling Bee and drama. Scholars attend a variety of programming throughout the week based on their interest and readiness.

We have embedded the fundamentals of financial literacy into our culture at UIM. By having a school currency system scholars have begun to understand the difference between wants and needs, and the importance of budgeting. Scholars earn UIM currency, which comes in various denominations, for exhibiting the 7 Habits and upholding our UIM culture of excellence. Scholars may allocate their earnings toward items in our UIM General Store, as well as to field trips. As a means to integrate financial literacy into our classrooms, scholars work on a budget project in mathematics.

It is our goal to instill in our children, during their adolescent years, the necessary skills to become successful leaders in whatever field they dream of pursuing. We want our young scholars to define their dreams and learn to dream even bigger than that.

**It is never too early to start planning for the rest of your life.**

**Overview of Instructional Programs and Special Initiatives**

- College Tour Initiative
- 7 Habits of Highly Effective Teens
- Heavily Focused on Data Inquiry
- Renzulli Learning
- MMTIC Personality Indicator research study
- Cohesive Curriculum Maps in all subjects
- Regents Courses offered in Grade 8
- Focus on arts education; offer visual arts, music, orchestra, choir, drama, and dance
- Focus on physical education and sports offerings
- After-school Enrichment Programs
- Culture of Financial Literacy

**Strategic Collaborations and Partnerships** *(e.g., include partnerships with other schools, community-based organizations, businesses/corporations, colleges/universities, cultural institutions, etc.)*

Beacon Program, Phipps Program, Fordham University, I-9 Sports, iLearn, iLead, Lego Robotics, School-wide bookstore, Colonial Williamsburg Teacher Institute, Teaching American History (TAH) Grant, New York Cares, Michael Jordan Fundamentals, VH1 Save the Music, NYU.

**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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Urban Institute of Mathematics			
<b>District:</b>	8	<b>DBN #:</b>	08X371	<b>School BEDS Code #:</b> 320800010371

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K						93.8	93.5		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3						93.2	TBD		
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2006-07	2007-08	2008-09		
Grade 6		130	143		0.0	60.0	57.7		
Grade 7		0	149						
Grade 8				<b>Students in Temporary Housing: Total Number</b>					
Grade 9				(As of June 30)	2006-07	2007-08	2008-09		
Grade 10						1	TDB		
Grade 11				<b>Recent Immigrants: Total Number</b>					
Grade 12				(As of October 31)	2006-07	2007-08	2008-09		
Ungraded						1	4		
Total		130	294						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	11	38						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	6	TBD		

DEMOGRAPHICS							
Number all others	0	21	36	Superintendent Suspensions	0	1	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	0	2	10	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	2	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	0	9	21
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	0	4	4
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	2	3
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	0.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	0.0	0.0	0.0
Black or African American	0.0	17.7	18.7	Percent more than five years teaching anywhere	0.0	11.1	9.5
Hispanic or Latino	0.0	53.1	55.4	Percent Masters Degree or higher	0.0	67.0	71.0
Asian or Native Hawaiian/Other Pacific Isl.	0.0	6.9	5.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	100.0	100.0
White	0.0	22.3	20.7				
Multi-racial							
<b>Male</b>	0.0	47.7	54.4				
<b>Female</b>	0.0	52.3	45.6				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:			Grad. Rate:		

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√				
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	-	-				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√	√				
Limited English Proficient	-	-				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	4	4	0	0	0	0

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	94.1%	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	13.4%	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	30%	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	52.7%	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	3%	Quality Statement 5: Monitor and Revise	Well Developed
Note: Progress Report grades are not yet available for District 75 schools.			

## 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?
- 

### **Performance Trends:**

#### **- What student performance trends can you identify?**

- We received a Well Developed overall rating on our 2008-2009 quality review. We received a Well Developed in all five Quality statements.
- We received an A on our 2008-2009 Progress Report with a 94.1% overall rating.
- We scored a perfect score in the area entitled "Student Performance" on our 2008-2009 Progress Report.
- We scored a 52.7 out of 60 in the area entitled "Student Progress" on our 2008-2009 Progress Report.
- We scored a 13.4 out of 15 in the area entitled "School Environment" on our 2008-2009 Progress Report.
- 75.2% of our scholars are performing at the proficient level in ELA.
- 74.1% of our scholars showed yearly progress in ELA.
- 91.6% of our scholars in our lowest third showed yearly progress in ELA.
- 79.3% of our scholars are performing at the proficient level in mathematics.
- We have an inability in aiding our scholars in our top third show one-year gains.

### **Greatest Accomplishments:**

- We received a Well Developed overall rating on our 2008-2009 quality review. We received a Well Developed in all five Quality statements.
- We received an A on our 2008-2009 Progress Report with a 94.1% overall rating.
- We scored a perfect score in the area entitled "Student Performance" on our 2008-2009 Progress Report.
- We scored a 52.7 out of 60 in the area entitled "Student Progress" on our 2008-2009 Progress Report.
- We scored a 13.4 out of 15 in the area entitled "School Environment" on our 2008-2009 Progress Report.
- Our sphere of success is in aiding scholars in our lowest third. The consistently show one year gains and progress in both ELA and mathematics. We also receive extra credit in this area.
- 91.6% of our scholars in our lowest third showed yearly progress in ELA.
- We have thoroughly developed our data inquiry work. 100% of our teachers are involved in data inquiry work.
- A majority of our teachers use ARIS to inform instruction.

- We received 3 points of extra credit in moving our neediest population/subgroups on our Progress Report.

**Significant Aids or Barriers to UIM’s Continuous Improvement:**

- Only 58% of our scholars showed academic gains in mathematics. This percentage must increase this year. A key focus will be on developing a cohesive, comprehensive curriculum in math that is aligned vertically and horizontally. Additionally, only 71.6% of our scholars in our lowest third showed yearly gains in mathematics.
- As a new, small middle school we will be at capacity for the first time in 2009-2010. We have been adding new staff and scholars each year. There is a learning curve each year. We anticipate that this will improve this year as we will finally have our staff at capacity.
- We did not have a full time coach or staff developer in 2008-2009. We will add one this year to aid in professional development, mentoring, and teacher support.
- We have struggled with our scholars in the top third (our “high flyers”). We have been unable to in promoting academic achievement for this population. This group does not show one-year gains on a consistent basis. We struggled with the notion of tracking our scholars or not.
- We need to improve our arts instruction as well as our physical education program in 2009-2010.
- Many of our lowest performing scholars have attendance issues.

**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.

<b>Goal Number 1</b>	
<b>Goal:</b>	<p><b>Describe your goal.</b></p> <ul style="list-style-type: none"> <li>✓ To develop/enhance teachers’ expertise in data collection and the effective utilization of this data to inform classroom instruction via differentiated instruction and rigorous instruction.</li> <li>✓ To enhance our practice of using multiple data points to differentiate learning activities as well as to set academic goals.</li> </ul>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>✓ 100% of teachers will engage in professional development around differentiated instruction, data collection and data utilization. Specific attention will be focused on addressing the individual and unique needs of our sub groups specifically our special education population, Hispanic and black scholars in our lowest third, and our high-functioning scholars performing at the Proficiency.</li> <li>✓ 90% of teachers will demonstrate differentiated instruction strategies and data utilization to inform instruction as observed in lessons (formally and informally) as well as school walkthroughs.</li> </ul>

<b>Goal Number 2</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To develop a coherent curriculum across multiple grades that is rigorous.</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>Engage each curricular inquiry team in curriculum mapping efforts to horizontally and vertically align curriculum in all content areas.</p>

<b>Goal Number 3</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To increase the use of technology in all content areas.</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>✓ All staff members (100%) will utilize technology on a regular basis and will engage in professional development in this area.</li> <li>✓ Scholars will understand and use technology at school on a regular basis.</li> </ul>

<b>Goal Number 4</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To expand the school curriculum and extension activities to provide a wider array of Arts education and physical education programs to promote social and emotional growth.</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>✓ 100% of our scholars will take at least one Art course (music, visual arts, drama or dance) and physical education during the 2009-2010 academic year.</li> <li>✓ After school programs/extension activities will focus on Arts education and physical education. A special emphasis will be placed on educating the "whole child".</li> </ul>

**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.*

**Goal 1:**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• To develop/enhance teachers’ expertise in data collection and the effective utilization of this data to inform classroom instruction via differentiated instruction and rigorous instruction.</li> <li>• To enhance our practice of using multiple data points to differentiate learning activities as well as to set academic goals.             <ul style="list-style-type: none"> <li>○ 100% of teachers will engage in professional development around differentiated instruction, data collection and data utilization. Specific attention will be focused on addressing the individual and unique needs of our sub groups specifically our special education population, Hispanic and black scholars in our lowest third, and our high-functioning scholars performing at the Proficiency.</li> <li>○ 90% of teachers will demonstrate differentiated instruction strategies and data utilization to inform instruction as observed in lessons (formally and informally) as well as school walkthroughs.</li> </ul> </li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Work with LLSO to develop a professional development plan in this area. Attend LLSO off-site PD sessions as well as have our SSO offer on-site assistance.</li> <li>• Train teachers on the use of ARIS, Aquity, Study Island, DOE accountability tools, Excel, multiple-data point analysis, Santa Cruz model, box.net, etc.</li> <li>• Conduct regularly scheduled Professional Development sessions on the topic in-house.</li> <li>• Train key staff members to become experts in this area. Via distributive leadership these experts will take the lead on offering a regular series of workshops to aid teachers and improve their practice.</li> <li>• Conduct regularly scheduled meetings on this topic. Twice per month teachers will meet in Curricular Inquiry Teams. A key focus will be on data-driven instruction and differentiated instruction. Agendas will be kept. Discussions will revolve around how teacher data (hard or soft) should determine targeted lesson planning for scholars.</li> <li>• Allocate funds toward Professional Development in this area as well as books.</li> <li>• Offer Regents level courses in order to provide a more rigorous curriculum.</li> <li>• Use of MMTIC research study in aiding UIM in differentiated instruction based on personality indicators.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Fair student funding.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Observations (formal and informal) and walkthroughs will reveal growth in differentiated instruction and data-driven instruction.</li> <li>• Lesson plans and curriculum (cycle) maps show evidence of differentiated instruction. Special note given to sub groups.</li> <li>• Differentiated task cards are evident in classroom. Scholars are assigned differentiated tasks based on their individual learning goals. Goals will be determined based on the data.</li> <li>• Scholars will be able to identify their learning goals in each individual subject and will be able to articulate the steps that they are taking to achieve those goals.</li> </ul>

## Goal 2

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• To develop a coherent curriculum across multiple grades that is rigorous. <ul style="list-style-type: none"> <li>◦ Engage each curricular inquiry team in curriculum mapping efforts to horizontally and vertically align curriculum in all content areas.</li> </ul> </li> </ul>
<p><b>Action Plan</b>  <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"> <li>• Curriculum Inquiry Teams will meet throughout the summer to draft and craft curriculum maps.</li> <li>• Meetings will allow for cross-grade, grade and department team planning time.</li> <li>• Funds will be allocated towards per session funding.</li> <li>• Curriculum Maps will be “unpack” on a cyclical basis to allow for modifications and enhancements.</li> <li>• Funds will be allocated to purchase resources to support the maps.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Fair student funding.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Vertically and horizontally aligned curriculum maps at each grade level and in each curricular area will be posted and shared with the UIM community via box.net.</li> <li>• Teacher observations (formal and informal) will show alignment to the maps.</li> <li>• Curricular inquiry team meetings focus on unpacking the map on cyclical basis.</li> </ul>

**Goal 3:**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of technology in all content areas.</p> <ul style="list-style-type: none"> <li>✓ All staff members (100%) will utilize technology on a regular basis and will engage in professional development in this area.</li> <li>✓ Scholars will understand and use technology at school on a regular basis.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Funds will be allocated to purchase technology. Additionally, the iLearn grant will supplement the items that we purchased with our DOE allocated funds.</li> <li>• Each classroom will be equipped with a Smart Board, LCD projector, printer, speakers/sound equipment and overhead transparency.</li> <li>• Each teacher will receive a laptop for home and school use.</li> <li>• Each scholar will receive a personal laptop for school use.</li> <li>• A technology depot manager will focus .5 of their time on technology.</li> <li>• Staff members will be trained in the use of technology. This will occur during our summer PD program as well as during our Friday PD sessions.</li> <li>• iLearn personnel and our SSO will provide support, such as off-site PD, in this area.</li> <li>• Train key staff members to become experts in this area. Via distributive leadership these experts will take the lead on offering a regular series of workshops to aid staff members in the use of technology.</li> <li>• PD sessions will be differentiated based on need and skill level. A Needs-Assessment will be conducted.</li> <li>• Each teacher will be required to create their own webpage or Wikispace to outline course requirements, projects and homework. This site must be updated regularly as it will be linked to our school's website.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• <b>Fair student funding.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>✓ Observations (formal and informal) and walkthroughs will reveal evidence that technology is being employed and utilized appropriately.</li> <li>✓ Lesson plans and curriculum (cycle) maps show evidence of technology use.</li> </ul>

**Goal 4:**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• To expand the school curriculum and extension activities to provide a wider array of Arts education and physical education programs to promote social and emotional growth.             <ul style="list-style-type: none"> <li>○ 100% of our scholars will take at least one Art course (music, visual arts, drama or dance) and physical education during the 2009-2010 academic year.</li> <li>○ After school programs/extension activities will focus on Arts education and physical education. A special emphasis will be placed on educating the “whole child”.</li> </ul> </li> </ul>
<p><b>Action Plan</b> 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"> <li>• (Budget) Hire three new staff members to enhance our Arts education and physical education. All new hires are certified in their content area (Visual Arts, Music, Drama, Dance and physical education).</li> <li>• Funds allocated toward Arts education and physical education. Resources are purchased to support these initiatives.</li> <li>• Schedule scholars so that they are enrolled in at least one Art class and physical education.</li> <li>• Create a diverse after school program that focuses on educating the “whole child”. Put special emphasis on Art education and physical education. Some offerings will be Visual Arts, Orchestra, Choir, Dance Team, Basketball, Soccer, Football, and Cheerleading.</li> <li>• Create a Cabinet team to design our after school program and curriculum.</li> <li>• Work with our CBO, PHIPPS, to design an after school program and night center partnership.</li> <li>• Hold two UIM Arts Night celebrations per year. Performances by our orchestra, drama troupe, dance team, etc.</li> <li>• PD will be provided in this area.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• <b>Fair student funding.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observations (formal and informal) and walkthroughs will reveal evidence that Arts education is a focus.</li> <li>• Scholars will be engaged in the Arts curriculum as well as the physical education curriculum.</li> <li>• Conduct a comparison of Fitness Gram results from the fall to the spring.</li> <li>• Lesson plans and curriculum (cycle) maps show evidence of the Arts being integrated into all content areas.</li> <li>• After school program and enrichment opportunities will be created and scholars will be enrolled in these programs in high volume.</li> <li>• Minutes and agendas from professional development sessions in these areas.</li> <li>• Arts teachers and physical education teacher will be a member of the content area inquiry teams. Collaboration will be noted in lesson plans and observations.</li> </ul>



## **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	30	30						
7	100	100			3			
8	120	120	20	20	5			
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Takes place during the day via push-in model. Administered by our SETSS teacher and IEP teacher who aid scholars with their normal day to day class work and homework assignments.</li> <li>• Additional work takes place during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials.</li> <li>• 8<sup>th</sup> Graders who are at risk of not meeting the Promotional Criteria also received two additional periods of AIS ELA services per week on Tuesdays and Thursdays. This course is co-taught by our SETSS teacher and staff developer.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Takes place during the day via push-in model. Administered by our SETSS teacher and IEP teacher who aid scholars with their normal day to day class work and homework assignments.</li> <li>• Additional work takes place during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials as well as the Coach Math Program.</li> <li>• 8<sup>th</sup> Graders who are at risk of not meeting the Promotional Criteria also received two additional periods of AIS Math services per week on Tuesdays and Thursdays. This course is co-taught by our SETSS teacher and staff developer.</li> <li>• 8<sup>th</sup> graders taking our Integrated Algebra course receive AIS in math during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Barron’s review, teacher materials and Study Island.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> graders taking our Living Environment course receive AIS in science during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials, Barron’s review guides and Study Island.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Takes place during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials, Buckle Down and Taking the High Road.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Provided by our Guidance Counselor or Guidance Intern during our am advisory sessions Monday through Friday.</li> <li>• Sessions are held with a 1:1 ratio.</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

## **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 narrative to this CEP.

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The Urban Institute of Mathematics (UIM) has a freestanding English as a Second Language (ESL) program servicing sixth, seventh, and eighth grade. Each student is assessed using either the Language Assessment Battery Revised (LAB-R) results of the New York State as a Second Language Achievement Test (NYSESLAT) scores from the previous year. The 2009-2010 school year started with 14 students. We have two in grade 6, eight in grade 7, and four in grade 8. The English Language Learner population speaks a variety of languages including Spanish (9), Albanian (1), Portuguese (1), French (1) and Filipino (2).

The students are grouped according to level as beginners, intermediate or advanced. Beginner and intermediate (360 minutes weekly) students are pulled out and receive eight periods, the mandated amount, per week. The advanced students receive four periods per week (180 minutes weekly), which also meets the mandate. The language of instruction is English and the instructional components include: English as a Second Language, English Language Arts and content areas in English using ESL methodologies.

The analysis of LAB-R and NYSESLAT results show that the eight of the ten ELLs scored at the intermediate and advanced levels. ELL students at UIM scored consistently lower on the writing, listening and reading portions than they did on the speaking portion. This indicates that more support and assistance is needed to increase their reading and listening comprehension skills and that work needs to be done to improve the grammar and structure of their writing. The ELLs have been focusing on the parts of speech and conventions of the English language and reading skills. Upon analyzing the NYSESLAT we found: 6 scholars at the Advanced level, four at the Intermediate level, and four at the Beginner level. In general, data from the NYSESLAT shows that scholars scored higher in Listening and Speaking than Reading and Writing. We will focus on the reading and writing this year.

In order to inform parents on their choices regarding their scholar's education, letters are sent home at the beginning of the school year or immediately after a new student enters the school system. An orientation meeting describing those choices is held soon after the letters are sent home in order to provide parents with as much information as possible. Both last year and this year have shown that parents are consistently choosing ESL instruction at UIM over removing the students to attend a transitional bilingual education (TBE) program at another school in District 8. This can be ascribed in part to the long distance that Spanish speakers would have to travel to the closest available bilingual program in the region, as well as the fact that after students have settled into one school, they are hesitant to move schools again. Parents of ELLs are meaningfully involved in the education of their children. Every six weeks reports are sent home to inform parents of the child's progress. Parents are provided with strategies to increase their ability to assist their children in their academic work.

Information is provided to teachers regarding professional development activities that would help them meet the needs of the ELL students in the content classrooms. A series of workshops were available that included topics such as: Differentiating Instruction for ELLs and Scaffolding Tasks for Ells. Our ESL teachers continuously participates in professional development offered by Bronx BETAC at Fordham University. Also, several staff members participate in content specific PDs at Fordham University which focus on instruction to ELLs and are TESOL certified. Many teachers have sought advice on the best ways for them to ensure that their ELL students are not left out of the learning in the classroom. Utilizing visuals, word walls, graphic organizers and different learning modalities are all implemented in the content area classrooms to ensure that ELL students have adequate materials to support their learning. Assignments that amplify instead of simplify language are given to ELLs to maintain academic rigor.

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**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:**     3     **LEP**      **Non-LEP**

**Number of Teachers**     1          **Other Staff (Specify)** \_\_\_\_\_

## 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.

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The program that we have is an ESL pull-out program. Currently, UIM has 10 ELL students that are serviced by a certified ESL teacher according to the service provider regulations. The instruction is in English. The students' native languages are Spanish, Albanian, Portuguese, French and Filipino. We only offer ESL because we don't have enough students of one native language to form a bilingual class. Based on last year's NYSESLAT and this year's LAB-R, the students are grouped as beginners, intermediate or advanced. The beginners and intermediate students receive 8 periods or 360 minutes of ESL instruction per week. The advanced students get 4 periods or 180 minutes weekly. The program is for the entire school year. In May the students take the NYSESLAT to determine if they will continue to receive ESL instruction the following year.

The books that the students are using are from a series by Pearson Longman entitled *Shining Star*, along with various readers by Sandra Hayer.

**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.

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Our ESL teacher continuously participates in professional development offered by Bronx BETAC at Fordham University. Several staff members participate in content-specific PDs at Fordham University which focus on providing instruction to ELLs and are TESOL certified. All staff members will participate in Friday PDs throughout the year focused on strategies for teaching/scaffolding instruction for ELLs.

### Form TIII – A (1)(b)

School: 08X371 BEDS Code: \_\_\_\_\_

MAY 2009

**\*Zero dollars allocated.**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount *Zero dollars allocated.</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)  \$0	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)  \$0	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)  \$0	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)  \$0	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$0	* No Title III funds were allocated to 08X371.

### **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**

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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.

The results of our Home Survey showed that English was the primary home language of our scholars. As such, our correspondence to parents is conducted primarily in the English language.

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.

This correspondence comes via letters, flyers, as well as updating content on our school's website.

#### **Part B: Strategies and Activities**

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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.

The UIM staff has multiple members who are bilingual. Teachers, one school aide, the secretary, the Assistant Principal, as well as our Parent Coordinator are fluent in Spanish and conduct considerable meetings with those parents/guardians who prefer to communicate in Spanish. The DOE translation services will also be used.

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

The UIM staff has multiple members who are bilingual so oral interpretation will be done in-house. Teachers, one school aide, the secretary, the Assistant Principal, as well as our Parent Coordinator are fluent in Spanish and conduct considerable meetings with those parents/guardians who prefer to communicate in Spanish. The DOE translation services will also be used.

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>.

As a contingency for our staff, we also have the availability of contacting the Translation and Interpretation Unit, made available through the Office for Family Engagement and Advocacy. This service is posted in the school's main office and is available to all school staff.

**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:		\$434,163	\$434,163
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,342		\$4,342
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$0	\$0
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0		\$0
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$21,708.15	\$21,708.15
6. Enter the anticipated 10% set-aside for Professional Development:	\$0		\$0
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$43,416	\$43,416

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_100%\_\_\_\_\_
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.

## 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 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### School Parental Involvement Policy

#### PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school’s expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

The Urban Institute of Mathematics agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## PART II

### DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The Urban Institute of Mathematics will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
  - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
2. The Urban Institute of Mathematics will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the annual PASS Review of the School
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. The Urban Institute of Mathematics will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- Liberty Partnership Program
- Project Success Program
- NY Junior Tennis League Program

4. The Urban Institute of Mathematics will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be conducted by parent members of the school leadership team.

5. The Urban Institute of Mathematics will build the parents' capacity for strong parental involvement, in order to ensure effective involvement

of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –  
the State’s academic content standards; the State’s student academic achievement standards;  
the State’s and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child’s progress and how to work with educators.
- The School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:  
providing Parent workshops and courses dealing with computer training  
meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:  
Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.  
Teachers will have daily access to phones to communicate with parents in a regular and easy manner

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement-

(e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

PART IV ADOPTION

Department of Education of the City of New York  
THE URBAN INSTITUTE OF MATHEMATICS

Jennifer Joynt, Principal

**This policy was adopted by The Urban Institute of Mathematics on 06/06/07 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2007. There will be an annual review of this policy during the month of May before the writing of the new School Comprehensive Education Plan (CEP) for the following year.**

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(Signature of Principal)

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(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 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**SCHOOL-PARENT COMPACT**

The Urban Institute of Mathematics (08X371) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**This School-Parent Compact is in effect during school year 2008-09.**

**PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

<b>School Responsibilities</b>

**UIM will:**

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.

- **Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually.

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

Student Progress Reports are distributed every six (6) weeks and student promotion in doubt letters are sent home in January/February.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- **provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

### **Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- supporting my child’s learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
  - participating, as appropriate, in decisions relating to my children's education;
  - promoting positive use of my child's extracurricular time;
  - participating in school activities on a regular basis;
  - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
  - reading together with my child every day;
  - providing my child with a library card;
  - communicating positive values and character traits, such as respect, hard work and responsibility;
  - respecting the cultural differences of others;
  - helping my child accept consequences for negative behavior;
  - being aware of and following the rules and regulations of the school and district;
  - supporting the school discipline policy;
  - express high expectations and offer praise and encouragement or achievement;

## 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.
    - Refer to Page 11 of our CEP.
  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.
- Scholars will receive instruction in ELA, math, science and social studies daily. Additionally they will participate in arts or physical education classes five days per week. Scholars may be enrolled in visual arts, music, orchestra, drama or dance in addition to physical education.
  - We have comprehensive, cohesive curriculum maps in all subjects that are aligned vertically and horizontally.
  - Refer to Appendix 1 on page 20 of our CEP for information on our AIS programs.
  - We offer a range of after school programming in the following areas: tutoring, Lego Robotics, National Geography Bee, Student Government, music, drama, sports, math team, etc.
  - 8<sup>th</sup> grades Regents courses are offered in Integrated Algebra and Living Environment science.
  - Our sphere of success has been in addressing the needs of our neediest scholars, those who are in our lowest third. We received a perfect score in the area of "Student Achievement" on our 2008-2009 Progress Report. Roughly 86% of our scholars are performing at the proficient level in mathematics and roughly 77% in ELA. Additionally we received extra credit in several categories.
  - We have heavy focus on data inquiry work which aids in differentiated instruction.
  - Teachers and scholars set goals together in all content areas.
  - Portfolios are kept in all subject areas.

3. Instruction by highly qualified staff.
  - 100% of our teachers are highly qualified.
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.
  - Staff members participate in one hour of professional development every Friday. Topics include data-driven instruction, inquiry work, differentiated instruction, ARIS, Aquity, technology, curriculum mapping, etc.
  - Staff members attend off-site professional development sessions offered by our SSO, the ISC or DOE central.
  - Staff members attend other off-site PD sessions offered by TAH or other professional institutions.
  - Our staff developer offers professional development as needed.
  - A school-wide professional development needs-assessment survey was administered in the fall of 2009.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - UIM has a hiring committee that meets weekly from January until June. Led by two co-chairs, they lead our hiring initiatives.
  - Post job advertisements on various websites, in the NY Times and via DOE central.
  - Advertise at local colleges and universities.
  - We hold a Saturday interview event for possible candidates.
  - All candidates must conduct a demonstration teaching lesson, participate in an interview, and provide a writing sample.
6. Strategies to increase parental involvement through means such as family literacy services.
  - PTA
  - SLT
  - Parent Coordinator activities and events
  - CBO Night Center
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.  
N/A
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.
  - Our UIM Cabinet Administrative Team (Tier III) meets weekly to discuss such issues. This team consists of twelve members, ten of which are teachers.
  - Teachers lead data inquiry teams that focus on this area. 100% of our teachers participate in this work.
  - Ten staff members participate in our central UIM Data Inquiry Team. We lead efforts in this area.

- Teacher teams meet bi-weekly to discuss the use of data and setting individual student goals.
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.
    - Teacher teams meet bi-weekly to discuss the use of data and setting individual student goals.
    - See our AIS information on page 11.
    - Offer 37.5 minutes of tutoring Monday-Thursday in a 10:1 ratio.
    - All teachers follow the Workshop Model of instruction daily (mini lesson, group work and independent work)
    - Rigorous lessons daily
    - Differentiated instruction strategies employed. Staff members receive PD in this area.
  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.
    - Work with ISC and Office of Youth Development
    - Work with District 8 Family Advocate
    - Parent Coordinator planned workshops and activities
    - CBO Night Center and adult classes

#### **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:** In Good Standing                      **SURR<sup>1</sup> 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.

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<sup>1</sup> 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.

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

**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.

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**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)*<sup>2</sup> 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

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<sup>2</sup> 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- We looked critically at our ELA curriculum maps. We realized that our map was not properly aligned to NYS frequently tested standards and the NYS standards in general. We spent a majority of the summer perfecting this map to have vertical and horizontal alignment across grades within the subject.

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?

- Only 77% of our scholars are performing at the proficient level in ELA. This shows that our ELA map and curriculum does not meet the needs of all scholars.

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.

- We looked critically at our ELA curriculum maps. We realized that our map was not properly aligned to NYS frequently tested standards and the NYS standards in general. We spent a majority of the summer perfecting this map to have vertical and horizontal alignment across grades within the subject.
- We need a core curriculum in ELA city-wide. Central needs to design a curriculum, like that in science and social studies, in ELA that if proven, aligned to the standards and meets the needs of our wide range of scholars.

## 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- We looked critically at our mathematics curriculum maps. We realized that our map was not properly aligned to NYS frequently tested standards and the NYS standards in general. We spent a majority of the summer perfecting this map to have vertical and horizontal alignment across grades within the subject.

- We spent time looking critically at the Impact Math curriculum and found that it is not aligned to the NYS assessments for 6, 7 and 8<sup>th</sup> grade. Teachers had to create their own scope and sequence if scholars were to perform at the proficient level on these assessments.
- Impact Math does not prepare scholars for the Accelerated Integrated Algebra course.

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?

- Only 86% of our scholars are performing at the proficient level in ELA. This shows that our ELA map and curriculum does not meet the needs of all scholars.

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.

- We looked critically at our mathematics curriculum maps. We realized that our map was not properly aligned to NYS frequently tested standards and the NYS standards in general. We spent a majority of the summer perfecting this map to have vertical and horizontal alignment across grades within the subject.
- We need a core curriculum in mathematics city-wide. Central needs to design a curriculum, like that in science and social studies, in mathematics that if proven, aligned to the standards and meets the needs of our wide range of scholars. If Impact Math is the core curriculum at the middle school level, a map must be created that is not only aligned to the standards but to the NYS assessments.
- Math department will be led by one of our math teachers.

## **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Formal and informal observations by administration
- Low-inference transcript protocols conducted regularly by all staff members
- Critical friends program
- Buddy teacher program
- Intervisitation schedule
- Coach observations
- Quality Review instruction template
- Video taping

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?

- Workshop Model of instruction employed in all classes
- Scholars were working in groups and working independently
- Socratic seminar employed
- Rigorous instruction
- Technology used
- Mini lesson time limited
- Conferencing
- Guided groups

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.

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## **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 (SOM)*<sup>3</sup> 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 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Formal and informal observations by administration
- Low-inference transcript protocols conducted regularly by all staff members
- Critical friends program
- Buddy teacher program
- Intervisitation schedule
- Coach observations
- Quality Review instruction template
- Video taping

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

Applicable    Not Applicable

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<sup>3</sup> 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.

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?

- Workshop Model of instruction employed in all classes
- Scholars were working in groups and working independently
- Socratic seminar employed
- Rigorous instruction
- Technology used
- Mini lesson time limited
- Conferencing
- Guided groups
- Scholars leading presentations

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.

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### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Our teacher turnover is not high. As a new, small middle school 2009-2010 is our first year at capacity. We are still hiring staff.

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?

- We are still hiring until we get to capacity

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.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- We service very few ELL scholars; only ten in 2008-2009.
- Our ESL teacher attended QTEL trainings regularly.

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?

- We service very few ELL scholars; only ten in 2008-2009.
- Our ESL teacher attended QTEL trainings regularly.

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.

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- We service very few ELL scholars; only ten in 2008-2009.
- Our ESL teacher attended QTEL trainings regularly.

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?

- We service very few ELL scholars; only ten in 2008-2009.
- Our ESL teacher attended QTEL trainings regularly.

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.

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### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Hired an IEP teacher who takes the lead on a majority of our PD opportunities regarding special education.
- Work closely with our SBST in this area.

- Needs assessment survey rendered.
- Discussions were had around this topic

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?

- Staff members stated that they need assistance in this area. Teachers are not aware of the full range of services nor are they aware of a wide-range of teaching strategies in this area.
- Many special education teachers do not understand that their scholars with special needs must have access to the NYS standards and general curriculum. They need assistance with differentiated instruction as well.

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.

- Offer professional development supported by our SBST and IEP teacher.
- Utilize our SSO in this area.
- Hire special education teachers with more years service and experience.

### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Hired an IEP teacher who takes the lead on a majority of our PD opportunities regarding special education.
- Work closely with our SBST in this area.
- Needs assessment survey rendered.
- Discussions were had around this topic

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?

- Staff members stated that they need assistance in this area. Teachers are not aware of the full range of services nor are they aware of a wide-range of teaching strategies in this area.
- Many special education teachers do not understand that their scholars with special needs must have access to the NYS standards and general curriculum. They need assistance with differentiated instruction as well.

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.

- Offer professional development supported by our SBST and IEP teacher.
- Utilize our SSO in this area.
- Hire special education teachers with more years service and experience.

**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>

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### **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.)
  - We have two scholars in this category.
2. Please describe the services you are planning to provide to the STH population.
  - We will provide the same solid programming and services as we provide our other populations. Additionally we will offer the support of our attendance teacher and family worker.

### **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.