



UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M332 (UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL)
ADDRESS: 220 HENRY STREET, NEW YORK, NY 10002
TELEPHONE: 212-267-5701
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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Laura Peynado Castro

UFT CHAPTER LEADER: Rachel Grater

PARENTS' ASSOCIATION PRESIDENT: Valerie Ramos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Laura Peynado-Castro	*Principal or Designee	
Rachel Grater	*UFT Chapter Chairperson or Designee	
Valerie Ramos	*PA/PTA President or Designated Co-President	
TBD	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Adriana Quinones	PTA Representative	
Silmaria Quintana-Adames	PTA Representative	
Michelle Serrano	PTA Representative	
Kat Yew	ESL Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

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

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

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

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

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		University Neighborhood Middle School							
District:		1	DBN:	01M332	School BEDS Code:		310100010332		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			90.6	89.9	TBD
Kindergarten		0	0	0	Student Stability - % of Enrollment:				
Grade 1		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 2		0	0	0			94.3	89.6	TBD
Grade 3		0	0	0	Poverty Rate - % of Enrollment:				
Grade 4		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 5		0	0	0			73.8	84.6	89.6
Grade 6		94	63	29	Students in Temporary Housing - Total Number:				
Grade 7		84	97	46	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 8		101	91	101			5	11	TBD
Grade 9		0	0	0	Recent Immigrants - Total Number:				
Grade 10		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 11		0	0	0			4	5	1
Grade 12		0	0	0	Special Education Enrollment:				
Ungraded		0	1	2	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Total		279	252	178			22	22	TBD
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		22	20	23	Principal Suspensions		14	119	TBD
# in Collaborative Team Teaching (CTT) Classes		0	10	15	Superintendent Suspensions		40	44	TBD
Number all others		46	50	24	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		0	0	0
					Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		22	22	TBD
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		15	27	27					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	4	12	Number of Administrators and Other Professionals	5	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	5	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	9.1	27.3	TBD
				% more than 5 years teaching anywhere	9.1	13.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	55.0	59.0	TBD
American Indian or Alaska Native	0.0	0.4	0.0		85.7	95.0	TBD
Black or African American	29.4	26.6	24.2				
Hispanic or Latino	61.6	64.3	69.7				
Asian or Native Hawaiian/Other Pacific Isl.	6.1	6.3	5.1				
White	2.9	2.4	1.1				
Male	54.1	50.8	51.1				
Female	45.9	49.2	48.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	
Overall Score:	81.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	7.5	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	22.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	45.2		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	6		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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

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

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

- Currently, the results for our most recent Quality Review rated us 'proficient.' Our **May 2010 School Quality Review**, while "Proficient" overall, explicitly identified a need to "strengthen teachers' responses to student work, to include guiding comments and level of performance based on rubrics and related exemplars, to convey clear next steps for improvement to the students and their families." The reviewer also noted that the school needs to "ensure that all goals include short- and long-term measurable outcomes to monitor students' progress effectively and to reinforce ownership and accountability for teachers and students to maximize outcomes". At several faculty meetings, administration and teacher leaders have brainstormed and developed action goals that are aligned to the goals that have been created to meet the needs of our students and our school. These goals have clear short-term and long-term benchmarks, which are revisited throughout the year during content, grade and SLT team meetings. In the summer, at least 6 teacher leaders from different content areas also participated in a writing institute to incorporate the Common Core Standards to increase the rigor, rubrics and the use of exemplars in the classroom.

- Our **2010 Progress Report** data further identified that we could do more to support students at proficiency level in both Mathematics and ELA. Even though the Median Growth Percentile for our students in the lowest third was 79.3% and the median Growth Percentile was 83.1% for student progress in ELA when compared to the City Horizon, our students' performance was between 45-50% for all grades. In Math, our students did not experience as much academic progress, performing in the 32% - 37.7% percentile when compared to both Peer and City Horizon schools. Math and ELA teachers have access to results from our predictive assessments and target broad and specific trends in regard to academic need. The math teachers will use teacher-designed assessments to further identify particular needs to be addressed during Math Academy after-school and/or during the Math Enrichment period. The Humanities team uses the Quality Reading Inventory assessment and other formative assessments to track student progress. The administration of these assessments is constrained by staffing ratios and scheduling considerations. All students participate in book clubs three times per week. Every 8 weeks all students are administered an assessment to track fluency and comprehension. Students are then re-assigned to book clubs that reflect students' new reading levels. Teachers meet each week in grade team meetings and content-area team meetings. In addition, all teachers assigned to common planning periods, to further support the professional development of our staff. Throughout the year, our teachers share best practices and engage in inter-visitations and intra-visitations.
- Even though we experienced an increase in the response rate in our in our **2010 Learning Environment Survey** in the four survey categories, we need to do better in the areas of safety and respect. These findings call for actions to increase the level of participation of all participants and to take school wide measure to show improvement in these categories. We have implemented Town Hall meeting time every Monday to communicate our school goals each day. In September, we administered last academic year's 2010 Learning Environment Survey to be used as a baseline for school improvement. The safety team includes a full-time dean, as well as our guidance counselor and SAPIS counselor, and administration. Chancellor's regulations are strictly enforced and there is continual contact with parents in regard to their child's academic and social performance at school. Administration has been specific in directing staff that all students must know their learning goals. This school-wide goal is reflected in our faculty meetings, content-area meetings, and administrative observations. Administration has high expectations for staff. In turn, it is communicated by administration to staff, through written and verbal feedback, that our school community demonstrates high expectation for our students in both the academic and social realm.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal #1: To create a school-wide UNMS writing system for ongoing and effective student assessment using goal setting, collection of published work, feedback and student reflections. By June, 90% of students will publish at least one informational writing piece in every content area.

Goal #2: UNMS will improve instruction by designing a rigorous standards-based writing curriculum that aligns vertically to the new Core Curriculum Standards and that results in at least 10% increase in students achieving one year's progress as evidenced in the ELA and Math State Exams in 2011.

Goal #3: By June, UNMS will sustain and continue to improve cohesive systems that support school-wide safety, shared accountability, and high community morale as evidenced by an increase in the overall sub-score of the Safety and Respect category of our 2011 Learning Environment Survey.

Goal #4: By June, at least 92% of teachers will continue to engage in professional collaboration that focuses on measurable student outcomes to increase the consistency of practice from classroom to classroom and to support UNMS development as a professional learning organization.

Subject/Area (where relevant): Humanities and Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>UNMS will improve instruction by designing a rigorous standards-based writing curriculum that aligns vertically to the new Core Curriculum Standards and that results in at least 10% increase in students achieving one year’s progress as evidenced in the ELA and Math State Exams in 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • In the summer, teacher leaders will participate in professional development provided by our CFN103 network to begin looking at the Core Curriculum Standards and curricular alignment. • By the first week of each marking period cycle, content teams have identified measurement topics for each unit to promote consistency and ensure vertical alignment to new Core Curriculum Standards. • Throughout the year, teams create standards-based curriculum maps that are vertically aligned Core Curriculum Standards using NY State scope & sequence and UBD model. • By September, every classroom will have the UNMS grading metrics posted. • By October, a school wide grading online tool will be in place to ensure task alignment to Standards and to improve communication with parents. • Data (report cards) reflect teacher implementation of newly aligned curriculum. • Team meetings minutes reflect ongoing support and recognition of student measurable progress, especially subgroups.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Schedule C4E allocation to fund staff developer/assessment coach. • Allocate Title 1 funds to provide Professional Development opportunities during and after-school. • Allocate NYSTL software funds to purchase online learning tool (United Streaming) to support differentiation and curricular alignment to Standards.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Public Google posting of curriculum maps Student work provided as evidence of unit/map process in student portfolio Quarterly teacher and administration review of student data and student progress in content and grade meetings (HSST report cards, progress reports, student work)</p>

Subject/Area (where relevant): School Culture and Learning Environment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, UNMS will sustain and continue to improve cohesive systems that support school-wide safety, shared accountability, and high community morale as evidenced by an increase in the overall sub-score of the Safety and Respect category of our 2011 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Create a community service program using 21st Century grant funds that helps students, especially for students with repeated behavior challenges, to develop a positive attitude towards self-management and community participation. • By August, 21st Century site coordinator and principal will create an after-school incentive plan to promote and increase student participation and positive student development. • By September 1st, 25% of our academic and/or behavioral at-risk students will participate in a one-on-one goal setting session to prepare for the upcoming year. • By September 1st, our UNMS Teacher and Student Handbook will be revised. • By October, our UNMS SLT will create a community expectations code of conduct rubric to promote safety and respect between all community members at UNMS. • Continue the implementation of C.A.R.E.S. committee comprised of principal, assistant principal, guidance counselor, dean, parent coordinator and assessment coach. • Students, teachers, parents and staff will be administered a survey at least 2 times the year to track and guide school improvement. Throughout the year, we will review feedback from Spring retreat, June PD, Brainstorming Session (October)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Continue to fund dean position using Tax Levy Funds to sustain and revise systems that promote safety and respect. • Allocate Title 1 funds to purchase school wide online grading program to increase communication with parents and ensure task alignment to Standards. Allocated Title 1 funds to support professional development to support emotional and social development. • Allocate 21st Century funds to support extracurricular activities that promote academic, emotional, social and physical development.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Increase the response rate of your learning environment surveys by 5% • Improvement as evidenced by our student generated and teacher generated surveys • More social-development curriculum as evidenced in our weekly Town Hall meetings • Decrease in weighed incident as evidenced in the NYS VADIR report

Subject/Area (where relevant): Teacher & Staff Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, at least 92% of teachers will continue to engage in professional collaboration that focuses on measurable student outcomes to increase the consistency of practice from classroom to classroom and to support UNMS development as a professional learning organization.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Schedule C4E allocation to fund staff developer/assessment coach. Design schedule that includes 5 professional learning periods (common planning periods) to be used for to promote instructional coherence and student achievement. • Design a schedule that includes 5 professional learning periods (common planning periods) to be used for to promote instructional coherence and student achievement. • By the beginning of each marking period, teams will identify/modify subgroups and will monitor their progress throughout the year. Teachers set and share individual goals using the California Professional Teaching Standards at the beginning of the year. These goals will be aligned to the goals in our Comprehensive Educational Plan. • Goals are revisited 3 times throughout the year with teacher and teacher teams. • Goals and observations are used to differentiate PD opportunities for teachers throughout the year. The California Teaching Standards are used to guide faculty meetings learning objectives, walk-troughs and teacher feedback.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Allocate Title 1 funds for teacher leaders and administrators to actively participate in Conferences to support differentiation and professional development. • Schedule C4E allocation to fund staff developer/assessment coach. • Allocate Title 1 funds for teacher leaders and administrators to actively participate in Conferences to support differentiation and professional development.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased teacher satisfaction with professional development as evidenced in school survey Teacher observations reflect implementation of effective teacher practices At least 75% of our teachers and staff will remain after this academic year</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	25	21	10	10	8	0	0	0
7	24	25	12	10	10	0	1	1
8	25	28	14	8	12	0	0	0
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students who are far below in reading comprehension, as determined by the QRI, received targeted reading intervention at least 3 times a week for 40 minutes in a small group. Students who are at level 1 and 2 in ELA receive small group instruction 3 times a week in an intervention period for 45 hour.</p>
<p>Mathematics:</p>	<p>Students who are at level 1 and 2 in mathematics and/or who have performed poorly in class receive small group instruction in class 3 times a week. These students may also receive additional support after-school during Math Academy.</p>
<p>Science:</p>	<p>Students will receive assistance in science through content area literacy strategies with a special emphasize on academic vocabulary.</p>
<p>Social Studies:</p>	<p>Students will receive assistance in social studies through content area literacy strategies with a special emphasize on academic vocabulary.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small group counseling that addresses the social emotional needs of students. When needed contracts are developed for students on an individualized basis. SAPIS, guidance counselor and the dean also identify groups of students to work on specific skills throughout the year.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>UNMS has a partnership with Turning Points, Gouverneur Hospital that provides on-site psychological support services.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Clinic Plus will be providing a social worker once a week with family counseling available in the evenings.</p>
<p>At-risk Health-related Services:</p>	<p>Weekly Town hall meetings and small groups facilitated by guidance counselor. Curriculum focuses on determining positive and negative choices in one's life as it regards academics, social, emotional, and personal health and hygiene.</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

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 (2010-2011) LAP to this CEP.

Language Allocation Policy (LAP) Narrative

School District: 01 Manhattan

School Building: University Neighborhood Middle School - MS332

Principal: Laura Peynado-Castro

Assistant Principal: Anthony Chianese

No. LEP Students Served 2009-2010: 32

Type of Program: __ Bilingual x ESL __ Both

I. List of LAP Team Members and Meetings

LAP Team Members meet 2x per marking period	
Laura Peynado-Castro	Principal
Anthony Chianese	Assistant Principal
Augustin Mejia	Assistant Principal
Lilly Cai	Paraprofessional
Daniel Pena	Dean
Hannah Kirschner	Parent Coordinator
Valerie Ramos	Parent
Katharyn Yew	ESL Teacher
Julissa Duran	Spanish Teacher
Jennie Longley	Math Teacher
Reena Shah	Humanities Teacher

II. Teacher Qualifications

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

III. ELL Demographics

- a. Total number of students at UNMS: 117
Total number of ELLs: 32 Total: 25 Current, 7 Former
Percentage of all ELLs at UNMS: 27%

b. The ESL program at University Neighborhood Middle School offers students 3 different classes – Basic, Intermediate, and Advanced -- based on students' language levels from their test scores or from their teachers' assessments and parents' input. UNMS offers a free-standing ESL program for grades 6th, 7th, and 8th. The language of instruction is English. Basic, Intermediate, and Advanced students are pulled out for English instruction. The ESL and Spanish Language teacher also push-in to 12:1:1 classes and content area classes to further support our ELLs throughout their school day.

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

SIFE students: 5

Special Ed students: 12

Long-term ELLs: 1

Newcomer ELLs: 10

ELLs between 4-6 years: 2

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

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

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

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

For the school year 2010-2011, UNMS offers a free standing English as a Second Language (ESL) program for grades 6, 7 and 8. After interviewing and meeting with parents of ELL's, one thing has remained consistent: parents choose to register their children in their zone school. Hence, guardians have historically chosen to opt for the ESL program available at our school, which is a freestanding ESL program only. Parents interviewed have repeatedly explained that they "want their child to learn English as soon as possible."

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

V. Assessment Analysis

Addressing Needs of Students in Different Modalities

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

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

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

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

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

Reading

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

Writing

Clearly, more time should be allocated to further develop the writing skills of the ELL students. The writer's workshop model must and will be followed and monitored more closely. Strategies such as journal writing, share writing, and interactive writing can now be part of

our arsenal to improve this deficiency. Students will have added opportunity to put thought to paper and share with teacher, parents, and classmates for necessary editing.

Listening

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

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

Speaking

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

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

Form TIII – A (1)(a)

Grade Level(s) 6, 7 and 8 **Number of Students to be Served:** 25 current **ELL** LEP 92 Non-LEP

Number of Teachers 2 **Other Staff (Specify)** Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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

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

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

Supervisor Support for Title III After School Program

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

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

Professional Development Program –

The Title III program teachers will participate in a professional development study group focusing on differentiation of instruction for ELLs using **Making Content Comprehensible for English Learners: The SIOP Model**. Teachers will meet once a month for an hour for 4 months (December, February, March and April). During these meetings the following topics will be discussed using the book as a guide and reference:

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

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

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

- SIOP – Sheltered Instruction Observation Protocol Workshop, Thursday 10/28, Tuesday 11/30, Tuesday 12/14/2010
- QTEL Workshop – a five day series which is scheduled for mid winter break (February 21-25, 2011)

ADDENDUM:

1. Parent involvement at UNMS is significant on the individual basis. By that, it is meant that parents on the whole are very responsive to the needs of their individual students. We have significant attendance at all parent-teacher conferences (approximately 75%) as well as consistent responsiveness to the on-going academic, behavioral, and social needs of their children (which can also include parent-team conferences, academic intervention plans, and behavioral intervention plans). For ELLs, specifically, we have developed different strategies and “programs” to expand ELL services, such as language acquisition and social acculturation. ESL after school program 2x a week, Newcomer Induction Program with monthly field trips, 1-on-1 tutoring, and additional interventions. Parents of ELLs are required to attend an orientation that informs them of the options available to their ELL students. At these orientations, we take the opportunity to learn what specifically the parents feel are the needs of their individual child and we plan with this information in mind.

2. We will offer an ESL program in conjunction with “We Are New York”, an initiative out of the Mayor’s office. The program requests twenty participants and so we are looking to establish this in collaboration with the two other schools in the building. Our after school

partnership with Henry Street Settlement, and Vision Urbana, an additional after school provider in the building, offer a range of services to parents as well (such as computer classes, social services, tax help). These services are available in multiple languages such as Spanish and Chinese.

3. We learn of parents needs in two ways, through conferencing and surveys. Our school website gives parents an accessible way to give feedback on any area of concern for them including SLT, policies, Title I, Title 3, PTA, and other school matters and policies (electronics policy, dress code policy, discipline policy, etc.) The school leadership team also evaluates very carefully parent feedback on the learning Environment Surveys and uses it to inform goal-setting for the year.

4. The PTA provides an arena to address group parent concerns on an as needed basis. Through our 21st Century After School grant, we are able to offer parent workshops, through the organization ENACT, on a variety of academic and social-emotional topics.

Form TIII – A (1)(b)

School: University Neighborhood Middle School **BEDS Code:** 01M332

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

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$11,964.76	<u>After School Program</u> 38 sessions x 2 hrs x 2(teachers) x \$49.89 = \$7596.96 38 sessions x 2 hrs x 1(Supervisor) x 52.21 = \$3967.96 <u>Professional Development</u> Book Study 1 hrs x 4 sessions x 2 teachers x \$49.89 = \$399.84
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$3,033.25	Materials for After School Program: <u>Getting Ready for the NYSESLAT and Beyond</u> class set x 1 x \$495.00 = \$495.00

		<p><u>Getting Ready for the NYSESLAT and Beyond:</u> Teacher's Manual x 1 copies x \$39.95 = <u>\$39.95</u></p> <p><u>ENGLISH YES! A/B - Secondary Teacher Kit 1 X \$1,957= \$1,957</u></p> <p><u>ENGLISH YES! C - Student Booklets 12 x \$39.95 = \$479.40</u></p> <p><i>Materials for Professional Development books:</i> <u><i>How to Differentiated in Mixed Ability Classrooms by Tomlinson</i></u> 3 Books X \$20.95@ = \$62.85</p>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$14,997.40	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$168,923	\$28,988	\$197,911
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,689	\$290	\$1,979
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,446	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,892	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 85.7

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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 2010-2011 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy University Neighborhood Middle School

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

1. Hold regular consultative and collaborative meetings including Parent Teacher Association/Title 1 Parent Advisory Council (PTA/Title1 PAC) meetings and School Leadership Team meetings. Parents will participate in a School Leadership Team retreat, at which they will review the previous year's CEP in preparation for the creation of a new CEP. Parents will also participate in PTA and SLT meetings which will occur on a monthly basis; each of these teams will select a contact person who parents may go to with concerns and feedback. Title 1 Committee meetings will occur bi-annually. SLT retreats will occur annually.
2. A Title 1 representative, elected by the PTA/Title 1 PAC, will attend District-sponsored Title 1 Meetings. The Principal &/or designee will meet bi-annually with the CEC member assigned to UNMS.
3. The PTA/Title 1 PAC will conduct a review of the School Parent Involvement Policy at a PTA meeting (as referenced in item 1). This meeting will be scheduled in early Spring to coincide with the annual Quality Review of the school. Data will be collected in the form of survey and written feedback. Surveys will be mailed to homes and available on the school website, in major languages of the parent population at UNMS. The PTA will conduct recruitment of parents for maximum participation in the annual Quality Review of the school.
4. Every Fall the SLT will review data collected in the DOE Learning Environment Surveys submitted by parents, as well as the parent section of the Quality Review. Suggested revisions and improvements to the School Parent Involvement Policy will be made at the SLT and brought to the PTA/Title 1 PAC at a monthly PTA meeting in the Fall (as referenced in item 1).
- 5.
6. Coordinate parent outreach, collaborate on workshops and share resources with our after-school partners and providers, Henry Street Settlement and Vision Urbana. Develop working partnerships with additional community based after-school/enrichment programs and local CBOs.
7. Provide workshops for parents in areas of specific interest and concern to be determined through a survey of parents (by PTA and school). These workshops will include presentations in curriculum and instruction, performance standards and testing, and promotion policy by administrative/guidance staff.
8. UNMS will maintain a comprehensive website. The website will function as a means of disseminating school-based information from administrators, teachers, guidance/counseling staff and the PTA. It will contain relevant materials and links for parents to improve their children's academic

achievement and foster social-emotional development. It will also contain information and links to resources on a variety of parenting and health issues. The website will develop as an interactive tool, serving as a means to collect feedback and data directly from parents.

9. UNMS will employ a phone message system that will be used to broadcast important daily, weekly and monthly information. Messages will be sent in two major languages. We will disseminate vital written material in English and Spanish languages, while continuing to improve our ability to connect engage non-English speaking parents.
10. A comprehensive Parent Handbook, to include this policy, the School Parent Compact and other relevant information to the UNMS community will be created. It will be available in English and Spanish.

This School Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs (PTA/Title 1 PAC) as evidenced by sign-in sheet and agenda from PTA meeting of April, 2010.

This policy has been reviewed and approved **on 4/12/10**, and will be in effect henceforth. It will be reviewed annually by the SLT, and where necessary, revised and brought before parents for approval. It will be disseminated annually, by November of each school year.

Laura Peynado Castro

Date

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-2011 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL - PARENT COMPACT University Neighborhood Middle School

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

The School Agrees

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

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

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

To provide parents with timely information about all programs.

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

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

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

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

The Parent/Guardian Agrees

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

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

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

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

1. Attendance at school
2. Homework

3. Television watching

To share the responsibility for improved student achievement.

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

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

UNMS
Laura Peynado-Castro, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. See page 9
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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

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

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

3. Instruction by highly qualified staff.

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

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

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

- School wide Professional Development (August, November, June)- We will meet as a whole staff three times per year to align our work, set goals and measure progress towards our goals. These meetings will be planned by administration, the PD committee and Team leaders. Any faculty member who would like to share their work is also welcome to request time during these sessions.
- Content Specific-Teams- In content teams, faculty members will work together to develop their ability to gather and analyze data, to differentiate, and to plan assessments, including portfolios.
- Grade Teams- In teams, faculty members build on best practices, share observations of students, and align their instruction to individual student needs.
- Observation, Inter-visitation and Mentoring- At UNMS, teacher practice is improved via peer inter-visitations and observation-debriefs with mentor teachers and administrators, and self-reflection. Administrators actively participate in teacher development, observing classes, and following up with individual meetings.
- DOE Workshops and PD opportunities within our network-Teachers attend workshops, visit other schools, and enroll in classes to build upon their content knowledge or pedagogy.

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

Principals in collaboration with our CFN 103 Human Resource Director and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

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

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

Not applicable

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

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

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

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

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

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

Section II: “Conceptual” Consolidation of Funds in a Title I School Wide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	X			\$168,923	✓ Pg. 12-15, 25-29
Title I, Part A (ARRA)	Federal	X			\$28,988	✓ Pg. 12-15, 25-29
Title II, Part A	Federal					
Title III, Part A	Federal	X			\$15,000	✓ Pg. 20
Title IV	Federal					
IDEA	Federal	X			\$129,484	✓ Pg. 17
Tax Levy	Local	X			\$699,531	✓ Pg. 14

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
As of January 10, 2011 we have 9 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Students in Temporary Housing are provided with on-site at risk counseling services through our School Counselors and other related service providers (i.e. Clinic Plus, Turning Points, NYU Social Work interns). We are very sensitive to their social, emotional and physical needs in addition to their academic needs. We committed to maintaining close contact with all social workers in their respective facilities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	University Neighborhood Middle School					
District:	1	DBN:	01M332	School		310100010332

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6	89.9	89.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	63	29	30				
Grade 7	97	46	33				
Grade 8	91	101	53				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	2	1				
Total	252	178	117				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.3	89.6	90.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	73.8	89.6	91.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	11	13

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	23	22	Principal Suspensions	14	119	66
# in Collaborative Team Teaching (CTT) Classes	10	15	4	Superintendent Suspensions	40	44	16
Number all others	50	24	16				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	27	27	TBD	Number of Teachers	22	22	20
# ELLs with IEPs	4	12	TBD	Number of Administrators and Other Professionals	5	6	5

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	5	16	% fully licensed & permanently assigned to this school	100.0	100.0	89.5
				% more than 2 years teaching in this school	9.1	27.3	45.0
				% more than 5 years teaching anywhere	9.1	13.6	35.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	55.0	59.0	75.0
American Indian or Alaska Native	0.4	0.0	0.0	% core classes taught by "highly qualified" teachers	85.7	95.0	77.1
Black or African American	26.6	24.2	25.6				
Hispanic or Latino	64.3	69.7	71.8				
Asian or Native Hawaiian/Other Pacific	6.3	5.1	1.7				
White	2.4	1.1	0.9				
Male	50.8	51.1	54.7				
Female	49.2	48.9	45.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA:
Math: v	Math:
Science: v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	51.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	33.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	University Neighborhood Middle School					
District:	1	DBN:	01M332	School		310100010332

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6	89.9	89.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.3	89.6	90.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	63	29	30	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	97	46	33		73.8	89.6	91.0
Grade 8	91	101	53				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	11	13
Grade 12	0	0	0				
Ungraded	1	2	1	Recent Immigrants - Total Number:			
Total	252	178	117	(As of October 31)	2007-08	2008-09	2009-10
					4	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	23	22	Principal Suspensions	14	119	66
# in Collaborative Team Teaching (CTT) Classes	10	15	4	Superintendent Suspensions	40	44	16
Number all others	50	24	16				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	22	22	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	5
# receiving ESL services only	27	27	TBD				
# ELLs with IEPs	4	12	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	1	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	5	16	% fully licensed & permanently assigned to this school	100.0	100.0	89.5
				% more than 2 years teaching in this school	9.1	27.3	45.0
				% more than 5 years teaching anywhere	9.1	13.6	35.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	55.0	59.0	75.0
American Indian or Alaska Native	0.4	0.0	0.0	% core classes taught by "highly qualified" teachers	85.7	95.0	77.1
Black or African American	26.6	24.2	25.6				
Hispanic or Latino	64.3	69.7	71.8				
Asian or Native Hawaiian/Other Pacific	6.3	5.1	1.7				
White	2.4	1.1	0.9				
Male	50.8	51.1	54.7				
Female	49.2	48.9	45.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	51.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	33.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First	District 01	School Number 332	School Name UNMS
Principal Laura Peynado-Castro		Assistant Principal Anthony Chianese	
Coach Binh Thai		Coach Susan Picker	
Teacher/Subject Area Katharyn Yew / ESL		Guidance Counselor Nichole Roew-Small	
Teacher/Subject Area Jennie Longley / Math		Parent Valerie Ramos	
Teacher/Subject Area Julissa Duran / Spanish		Parent Coordinator Hannah Kirschner	
Related Service Provider Judy Gruen		Other Daniel Pena (Dean)	
Network Leader Yuet Chu		Other Lilly Cai (Paraprofessional)	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	11

C. School Demographics

Total Number of Students in School	117	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	20.51%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The following steps are taken to identify students at UNMS who may possibly be ELLs. Newly admitted students to UNMS and their parents first meet our bilingual Spanish-speaking secretary, Fatima Rodriguez. Upon initial screening, the parent/guardian is administered the Home Language Identification Survey. If HLIS indicate that the student's native language is other than English, an informal interview is conducted in their native language and/or in English. The informal interview is conducted by the coordinator and licensed ESL teacher, Katharyn Yew, and is translated by bilingual staff members as necessary. Information on the student's educational and cultural background is culled from the interview.

Following the interview, students are given their initial assessments. Students are administered the LAB-R. Spanish speaking students are also administered the Spanish LAB. Assessment data for each modality are reviewed, tabulated, and shared with all teachers and administrators. This data is later referenced at the end of the year when the annual assessment, the NYSESLAT, is administered in May. Throughout the school year, course matter and periodic assessments are geared towards students' achieving a mastery of skills in reading, writing, listening, and speaking at the appropriate stages of their individual language acquisition.

2. & 3. Parents of ELLs are informed of their rights during the ELL Parent Orientation that is conducted by members of the ELL Induction Team. Members of the ELL Induction Team include Laura Peynado (Principal), Daniel Pena (Dean), Agustin Mejia (Assistant Principal), Binh Thai (Mentor), Reena Shah (Humanities Teacher), Katharyn Yew (ESL Teacher), Julissa Duran (Spanish Teacher), Lilly Cai (Paraprofessional), Fatima Rodriguez (Secretary), Australia Goris (Pupil Accounting Secretary), Nichole Rowe-Small (Guidance Counselor), and Hannah Kirschner (Parent Coordinator).

On the first day of student's attendance, following an informal interview of the student and parent, parents are scheduled to return to school within ten school days to attend the ELL Parent Orientation. At the orientation, parents meet and greet members of our ELL Induction Team and receive a brief school tour. Parents view a presentation that informs them of all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) and their right to choose among the three programs as mandated by New York State law. Following the presentation, a Q&A session is held to ensure that all information has been clearly presented. Once all information is presented and questions are answered, parents complete the Parent Survey and Program Selection forms and submit them before they leave. Once forms are completed and returned, parents are given entitlement letters and translated school manuals.

4. Criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs.

Parents are interviewed by the ESL teacher (with a translator) upon their child's admittance to the school. Parents are also interviewed by bilingual staff members in the parents' native language. If the student's native language is not shared by any staff or community member, a translation service is utilized in order to communicate with the parent in his/her native language.

Identified ELLs are administered the LAB-R to determine their level of English language proficiency in the four modalities of reading, writing, speaking, and listening. UNMS offers the Freestanding ESL model. Based on their LAB-R assessment results, students are placed into leveled (Beginner, Intermediate, Advanced) ESL classes.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is the model that is presently offered at our school, Freestanding ESL. In the past three years, 100% of the parents of our ELLs have selected Freestanding ESL as the first preference for their child.

6. The program model of Freestanding E.S.L offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	5	2					9
Push-In							3	4	8					15
Total	0	0	0	0	0	0	5	9	10	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	9
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	16	5	4	6	0	5	2	0	2		24
Total	16	5	4	6	0	5	2	0	2		24

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	9	9					23
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	9	10	0	0	0	0	24

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. 4. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.
<ol style="list-style-type: none"> 1a. University Neighborhood Middle School (UNMS) utilizes Pull-Out and Push-In organizational models to deliver ESL instruction. 1b. ESL program models at UNMS are homogenous for beginners and newcomers and heterogeneous for intermediate and advanced levels.
<ol style="list-style-type: none"> 2a. Explicit instructional minutes are delivered as per CR Part 154. Each English Language Learner is programmed for ESL instruction

based on the levels at which they were assessed upon admittance to our school. Beginners (and Newcomers) are programmed for 360 minutes per week of Pull-Out Beginner ESL class. Intermediates are pulled out for 360 minutes per week of Pull-Out Intermediate-Advanced ESL Class. Advanced ELLs are pulled-out 180 minutes per week. Classes at UNMS are 60 minutes long, which means that Beginners and Intermediates meet for six 1-hour class sessions per week and Advanced meet for three 1-hour sessions per week. Most ELLs are pulled out from their 2-hour humanities block, where they receive ELA and Social Studies instruction. Although UNMS follows the Freestanding ESL model, we also believe that providing areas of growth in a native language will help strengthen our students' learning process and will also foster their acquisition of English as a second language. Therefore, we also provide native language instruction in Spanish for our majority Spanish-speaking population.

3. The content areas of Math, Science, ELA, and Social Studies are delivered daily to every student at UNMS. ELA and Social Studies are taught within a two-hour blocked Humanities class. Math is one 1-hour period daily. Science is also one 1-hour period daily. The four content area classes are taught in English. Beginner ELLs in content areas are paired with a bilingual classmate who can act as a translator and guide to the school. Translated materials (dictionary, textbook, workbook, worksheets, etc.) are provided for ELLs. Visual supports are used to further language development. ELLs are also given laptops so they can research items in their native language to help make content comprehensible in English.

4. The UNMS staff is organized by collaborative teams in order to address the needs of our school community together as a unified front. Teams work together on curriculum, unit, and lesson planning and organizing activities, trips, and events. Teachers meet in teams within their content areas. Teachers from different content areas meet together as The ESL Team in order to support our ELL population together. Teams meet in professional learning communities as part of their weekly schedule.

4a. The instructional plan for SIFE is to schedule them in their appropriately assessed groups (usually newcomer/beginner) for English language instruction. Additionally, SIFE will need ample support in the fundamental concepts of reading, writing, arithmetic, scientific method, and logical reasoning. SIFE are given assessments in these categories. Teachers meet to strategize an intervention program for SIFE. Teachers work together with administration to organize the best plan for SIFE for each student involved.

4b. Newcomers to UNMS are supported by the ELL Induction Team. The team meets to plan instruction, events, and field trips that enhance English language learning and the experience of American culture in New York City. ELLs go to libraries, museums, and cultural institutions together to build community and background knowledge. Instruction is based on the Sheltered Instruction Observation Protocol (SIOP) model. Teachers work together to construct content and language objectives that are aligned to the thematic unit. Students complete a content objective that pertains to the content, or the "what," by also completing the language objective that incorporates the four modalities: Listening, Speaking, Reading, Writing. Newcomer ELLs are also scheduled Humanities, where they are given supports for the ELA exam, although they will have an additional year until newcomers need to take the ELA. Test-taking strategies newcomers learned in their first year for the NYSESLAT can be transferred to taking the ELA as well.

4c. ELLs receiving service 4 to 6 years at UNMS are generally in the Intermediate or Advanced levels. Our data show that a significant portion of the intermediate and advanced level students fell short in the reading and writing sub-tests of the NYSESLAT, as opposed to the listening and speaking. Based on this data, ELLs receiving service 4 to 6 years at UNMS are placed in a specific intermediate-advanced reading and writing program (called "Book Club"). The ESL class for intermediates and advanced is heavily intensive in reading and writing.

4d. Long-Term ELLs who have completed 6 years or more of English language instruction have the most difficulty with the writing portion of the NYSESLAT. Long-term ELLs are assessed and placed into a reading and writing program. Teachers meet together to see what persistent issues can be addressed.

4e. ELLs with special needs are supported by the ELL Induction Team and the Special Education Team at UNMS. Teachers from both teams review the students' IEPs, discuss best methods, and plan strategically together. ELLs with special needs participate in the push-in/pull-out model and are grouped by their assessed language levels.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

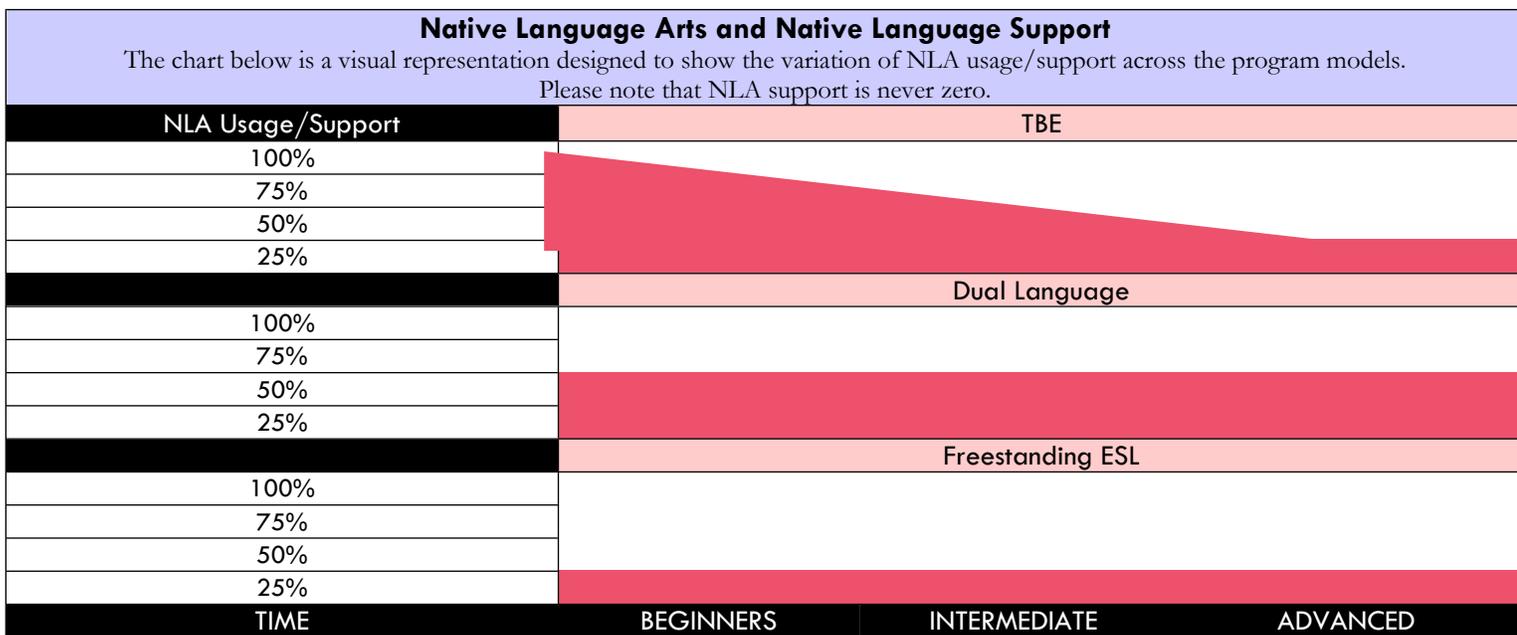
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The following targeted intervention programs are provided for the ELL subgroups indicated. Services are primarily in English, with a translator provided as needed.

CTT (ELLs in Co-Teaching Model)

SETTS (ELLs with IEPs)

AIS Math (ELLs who are SIFE in need of Math intervention)

Math Enrichment (Intervention/Enrichment math program for low-level ELLs in math)

Counseling (ELLs in need of counseling and/or guidance services)

SAPIS Counseling (ELLs receiving mandated and non-mandated SAPIS counseling)

After School (Newcomer After School Program / ESL Study Hall)

RIP (Reading Intervention Program for Proficient L&S ELLs with low literacy)

Book Club (Reading Intervention for all ELLs)

America Reads (1-on-1 for low literacy and ELLs with special needs)

Clinic Plus Counseling

Turning Points Counseling

Casa Leaps (Counseling)

Occupational Therapy (ELLs mandated for OT)

Speech Therapy (ELLs mandated for Speech)

Hearing Education Services (ELLs who are hearing impaired)

6. ELLs reaching proficiency on the NYSESLAT are entitled to translated materials, translated references, and testing mods. For continuing transitional support, teachers provide their students with all modifications that they are allowed.

7. For the upcoming school year, we are considering partnering with a Community Based Organization so that we may offer Adult ESL classes to the parents of our ELLs. Additionally, UNMS is considering taking part in a Newcomer ELL Welcome Program that is being piloted by New York City.

8. No programs/services for ELLs will be discontinued due to our consistently expanding ELL enrollment.

9. ELLs are afforded equal access to all school programs by open invitation to all after school activities at the beginning of the school year. All information for ELL parents are provided with translations. Additionally, members of the ELL Induction Team are able to translate and communicate any pertinent information relating to after school and supplemental services to our ELLs. In partnership with the 21st Century After School Program, UNMS provides a myriad of clubs and activities for all students, including all ELLs, ranging from rugby to film club. Most newcomer ELLs elect to take ESL Study Hall after school. Supplemental services at UNMS that are mandated, such as speech and OT, are also provided to ELLs. The entire school community works together to ensure that all services, mandated or recommended, are provided to all students, including ELLs.

10. Rosetta Stone is used for Newcomer and Beginner ELLs in ESL class.

Content areas of math, science, and humanities utilize the following instructional materials:

Smartboard

Laptops

Audio inputs

Video clips (discovery channel, etc)

Modified & translated materials

Trnslation online reference

11. For TBE, native language support is 100% for beginners, 50% for intermediates, and 25% for advanced.

For Dual Language, native language support is 50% for all levels.

For ESL, native language support is 25% for all levels.

12. Yes, required services and resources do indeed support and correspond to ELLs' ages and grade levels.

13. Newly enrolled ELLs are introduced to members of the ELL Induction Team (who are also on the office staff) right away when they enrolled. Our bilingual office staff welcomes newly enrolled ELLs and their parents and gives them translated information and other materials to help orient them to their new school. Newly identified ELLs then begin the ELL induction process, including the ELL Parent Orientation and Welcome Session.

14. ELLs are offered Spanish as the language elective.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1 Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers are able to access ProTraxx and ASCD to elect to take professional development on their own. UNMS also fosters professional development among the staff by providing team meetings to address our students' needs. Our staff regularly engages in professional development together as an on-going part of weekly routines. Common Core Writing Standards, Facilitative leadership, SIOP, Instructional Rounds, and Inter-visitations are a few of the professional development courses taken thus far this school year.

2.

3.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement at UNMS is significant on the individual basis. By that, it is meant that parents on the whole are very responsive to the needs of their individual students. We have significant attendance at all parent-teacher conferences (approximately 75%) as well as consistent responsiveness to the on-going academic, behavioral, and social needs of their children (which can also include parent-team conferences, academic intervention plans, and behavioral intervention plans). For ELLs, specifically, we have developed different strategies and “programs” to expand ELL services, such as language acquisition and social acculturation. ESL after school program 2x a week, Newcomer Induction Program with monthly field trips, 1-on-1 tutoring, and additional interventions. Parents of ELLs are required to attend an orientation that informs them of the options available to their ELL students. At these orientations, we take the opportunity to learn what specifically the parents feel are the needs of their individual child and we plan with this information in mind.

2. We are currently hoping to offer an ESL program in conjunction with “We Are New York”, an initiative out of the Mayor’s office. The program requests twenty participants and so we are looking to establish this in collaboration with the two other schools in the building. Our after school partnership with Henry Street Settlement, and Vision Urbana, an additional after school provider in the building, offer a range of services to parents as well (such as computer classes, social services, tax help). These services are available in multiple languages such as Spanish and Chinese.

3. We learn of parents needs in two ways, through conferencing and surveys. Our school website gives parents an accessible way to give feedback on any area of concern for them including SLT, policies, Title I, Title 3, PTA, and other school matters and policies (electronics policy, dress code policy, discipline policy, ect.) The school leadership team also evaluates very carefully parent feedback on the learning Environment Surveys and uses it to inform goal-setting for the year.

4. The PTA provides an arena to address group parent concerns on an as needed basis. Through our 21st Century After School grant, we are able to offer parent workshops, through the organization ENACT, on a variety of academic and social-emotional topics.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	2	5					10
Intermediate(I)							0	3	2					5
Advanced (A)							2	4	3					9
Total	0	0	0	0	0	0	5	9	10	0	0	0	0	24

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							2	1	4				
	I							0	0	1				
	A							2	3	1				
	P								1	5	4			
READING/WRITING	B							3	2	5				
	I							0	3	2				
	A							2	4	3				

	P							0	0	0				
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	3			7
7	1	3	1		5
8	5	5			10
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		3						7
7	3		2		1				6
8	6		2		1		1		10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		6		3				11
8									0
NYSAA Bilingual Spe Ed					1				1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		3		2				11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

2. The data patterns across proficiency levels and grades on the LAB-R and NYSESLAT reveal that ELLs at UNMS are mostly at the beginner level (10 ELLs) or advanced level (9 ELLs) with only half that number (5 ELLs) at the intermediate level. Also, the data show that our largest ELL group is in grade 8 (10 ELLs), followed by grade 7 (9 ELLs). Our smallest number of ELLs is in grade 6 (5 ELLs).

3. Patterns across NYSESLAT modalities reveal that ELLs who have been here for 2 or more years who score Advanced or Proficient in listening/speaking modalities need to raise their scores for reading/writing modalities in order to score Proficient on the NYSESLAT as a whole. This data affects instructional decisions in terms of how the students are grouped and how instructional time is organized. A reading/writing cluster was established in the ESL classroom to address the importance of those modalities so that students may work on writing in a safe space together and also participate in group reading.

4a. The pattern across proficiencies and grades is that the lowest scores overall are consistently in the writing modality.

4b. The school leadership and teachers use the results of the ELL Periodic Assessments to establish systems to improve student performance and to inform and plan instruction.

5. N/A

6. We evaluate the success of our programs for ELLs by analyzing student performance on the NYSESLAT, ELL Periodic Assessments, teacher assessments, and student/parent involvement.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		