



**URBAN INSTITUTE OF MATHEMATICS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 08X371**

**ADDRESS: 650 HOLLYWOOD AVENUE, 4<sup>TH</sup> FLOOR**

**TELEPHONE: 718-823-6042**

**FAX: 728-823-6347**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 08x371      **SCHOOL NAME:** The Urban Institute of Mathematics

**SCHOOL ADDRESS:** 650 Hollywood Avenue – 4<sup>th</sup> Floor

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

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Barbara Schiraldi

**PRINCIPAL:** Jennifer Joynt

**UFT CHAPTER LEADER:** Matthew Foglino

**PARENTS' ASSOCIATION PRESIDENT:** Barbara Schiraldi

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 08      **CHILDREN FIRST NETWORK (CFN):** 608

**NETWORK LEADER:** Rudy Rupnarain

**SUPERINTENDENT:** Timothy Behr

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Jennifer Joynt	*Principal or Designee	
Matthew Foglino	*UFT Chapter Chairperson or Designee	
Barbara Schiraldi	*PA/PTA President or Designated Co-President	
Christina Andino	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Debra Oliveri	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Monique Moussot	Member/Parent	
Peter Moussot	Member/Parent	
Rosalie Moloney	Member/Parent	
Margaret Dalton	Member/Parent	
Tracy Brixius	Member/Teacher	
Taryn Ballesty	Member/Teacher	
Norah Flynn	Member/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.

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

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

Our comprehensive after-school enrichment program is another distinctive quality at UIM. We believe in educating the whole child during school hours and beyond. Over the past four years our after school program has offered such options as a Lego Robotics Team, Geography Bee Team, Spelling Bee, Flag Football, Math Team, UIM Student Government, Linguistics Club, Math Explorations, Olympic Handball, Basketball, Cheerleading, tutoring, homework hall, and drama. Scholars attend a variety of programming throughout the week based on their interest and readiness.

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

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

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

### **Overview of Instructional Programs and Special Initiatives**

- College Tour Initiative
- *7 Habits of Highly Effective Teens*
- Curriculum Maps
- Balanced Literacy
- Strong, single-sex advisory program
- Horizontal and vertical alignment in all curriculum areas
- Project-Based Social Studies instruction
- After-school Enrichment Programs
- Culture of Financial Literacy
- Regents Offerings: Integrated Algebra, Living Environment
- Focus on the Arts; dance, drama, music and visual arts
- Orchestra and vocal program

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

Beacon Program, Phipps Program, Fordham University, iLearn, iLead, Lego Robotics, School-wide bookstore, Colonial Williamsburg Teacher Institute, Teaching American History (TAH) Grant, Common Core Standards Pilot Program, CSI-Comprehensive Science Initiative

**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					
<b>School Name:</b>	The Urban Institute of Mathematics				
<b>District:</b>	08	<b>DBN #:</b>	371	<b>School BEDS Code:</b>	320800010371

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					93.8	93.5	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.2	96.6	TBD		
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	130	143	95		60.0	57.7	74.1		
Grade 7		149	149						
Grade 8			141	<b>Students in Temporary Housing: Total Number</b>					
Grade 9				(As of June 30)	2007-08	2008-09	2009-10		
Grade 10					1	4	TBD		
Grade 11				<b>Recent Immigrants: Total Number</b>					
Grade 12				(As of October 31)	2007-08	2008-09	2009-10		
Ungraded		2	1		1	4	2		
<b>Total</b>	<b>130</b>	<b>294</b>	<b>386</b>						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	11	38	43	Principal Suspensions	6	37	111		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	7	12		
Number all others	21	36	44						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	2	10	13	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	2	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	9	21	30
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	3	6
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0	0.0	0.0	Percent more than two years teaching in this school	0	0	7
Black or African American	17.7	18.7	16.8	Percent more than five years teaching anywhere	11.1	9.5	10.0
Hispanic or Latino	53.1	55.4	57.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.9	5.1	5.7	Percent Masters Degree or higher	67.0	71.0	80.0
White	22.3	20.7	19.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial	0	0	0				
<b>Male</b>	47.7	54.4	55.4				
<b>Female</b>	52.3	45.6	44.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			X
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	√	√					
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	√	√					
Multiracial	-	-					
<b>Other Groups</b>							
Students with Disabilities	√	√					
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6					

**Key: AYP Status**

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	Exempt
<b>Overall Score</b>	58.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	n/a
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	n/a
School Performance (Comprises 25% of the Overall Score)	12.2	Quality Statement 3: Align Instructional Strategy to Goals	n/a
Student Progress (Comprises 60% of the Overall Score)	35.1	Quality Statement 4: Align Capacity Building to Goals	n/a
Additional Credit	3	Quality Statement 5: Monitor and Revise	n/a
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
- 

### **Performance Trends:**

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

- We received a Well Developed overall rating on our 2008-2009 quality review. We received a Well Developed in all five Quality statements. We did not have a QR in 2009-2010.
- We received an A on our 2008-2009 Progress Report with a 94.1% overall rating. We received a B on our 2009-2010 Progress Report.
- Our 58.4% overall rating on the 2009-2010 Progress Report was better than 71% of all Middle schools citywide.
- Based on our 2009-2010 performance, our State accountability status is: In Good Standing.
- Based on our 2009-2010 Progress Report, we received extra credit for showing Exemplary Proficiency gains of 22.5% for our SETTS scholars in ELA.
- Based on our 2009-2010 Progress Report, we received extra credit for showing Exemplary Proficiency gains of 25% for our SETTS scholars in Mathematics.
- Based on our 2009-2010 Progress Report, we received extra credit for showing Exemplary Proficiency gains of 54% for our scholars located in the Lowest Third Citywide in ELA.
- Based on our 2009-2010 Progress Report, we received extra credit for showing Exemplary Proficiency gains of 47.6% for our scholars located in the Lowest Third Citywide in mathematics.
- We have not shown gains in ELA for our Self-Contained scholars.

### **Greatest Accomplishments:**

- Our sphere of success is in aiding scholars in our lowest third. They consistently show one year gains and progress in both ELA and mathematics.
- We received 3 points of extra credit in moving our neediest population/subgroups on our 2009-2010 Progress Report: SETSS (ELA), SETSS (Mathematics), Lowest Third Citywide (ELA), Lowest Third Citywide (Mathematics).
- We have thoroughly developed our data inquiry work. In addition to the core DI team, 100% of our teachers are part of curricular and collaborative teams. They are all involved in data inquiry work to drive instruction.
- All inquiry teams use ARIS to inform instruction.
- All teachers are part of Professional Learning Communities (PLC's) which are designed to examine student work, set goals, progress monitor, and co-create plans of action.

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

- Only 42.4% of our scholars showed Proficiency (Level 3 or 4) in ELA on the 2010 NYS assessments. This percentage must increase this year. A key focus will be on developing a cohesive, comprehensive curriculum in math that is aligned vertically and horizontally. Our PLC's will play a major role in this. Additionally, only 53.1% of our scholars showed Proficiency (Level 3 or 4) in mathematics on the 2010 NYS assessments.
- We are entering our second year at full capacity. As such, our staffing concerns have all been addressed. Additionally, our weekly staff professional development sessions ensure a consistent platform for our staff to further hone their craft for our diverse learners.
- Due to budget constraints, our class sizes are substantially larger than in prior years. We have hired a Dean of Discipline to assist with scholars' misbehaviors that may prevent themselves or their peers from learning.  
We have struggled with our scholars in the top third (our "high flyers"). We have been unable to exhibit success in promoting academic achievement for this population. This group does not show one-year gains on a consistent basis. We now offer an Integrated Algebra course that allows scholars to take the IA Regents exam at the end of 8<sup>th</sup> grade. We also offer the Living Environment Regents to our scholars at the end of 8<sup>th</sup> grade. Our goal is for our scholars to enter high school with as many as two regents' on their transcript.
- Many of our lowest performing scholars have attendance issues.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

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- ✓ To deepen the work of 100% our inquiry teams.
- ✓ To continue to enhance our practice of using multiple data points across all classrooms to differentiate learning activities as well as to set academic goals.
- ✓ To begin to infuse the Common Core State Standards (CCSS) into our curriculum and classrooms. 100% of our faculty will begin incorporating the CCSS in ELA, Mathematics, and Literacy in Social Studies and Science curriculum maps by June 2011.
- ✓ Improve upon our special education department and the value added education that we provide to our scholars with special needs. To raise our current performance index (PI) which stands at 131, to 145.
- ✓ Prepare ourselves for the Phase II special education roll-out that will occur in 2011-2012.
- ✓ To expand upon our advisory program and to focus on educating the whole child in order to promote social and emotional growth for our middle school scholars.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.*

**Subject/Area (where relevant):**     All subjects    

<p><b>Annual Goal ONE</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>✓ To begin to infuse the Common Core State Standards (CCSS) into our curriculum and classrooms. To begin to infuse the Common Core State Standards (CCSS) into our curriculum and classrooms. 100% of our faculty will begin incorporating the CCSS in ELA, Mathematics, and Literacy in Social Studies and Science curriculum maps by June 2010.</li> <li>✓ 100% of teachers will engage in professional development around the Common Core State Standards (CCSS), the evolving standards as per the Quality Review rubric. At least three (3) professional development sessions will be conducted for the entire staff around CCSS.</li> <li>✓ Each inquiry team will be engaged in curriculum mapping efforts to begin to horizontally and vertically align curriculum maps in all content areas, with special emphasis on ELA and mathematics, to the CCSS.</li> <li>✓ 100% of our ELA team will participate in a year-long DOE pilot program around CCSS.</li> <li>✓ Each inquiry team (ten in total) will focus on an instructional change strategy that centers on incorporating CCSS into their curriculum and classrooms.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers' schedules allow for a decreased teaching load so that they can engage in PLC work regularly (at least three times per week). All PLCs will focus on some element of the CCSS. Most teams will focus on Tier II and Tier III vocabulary words and infusing writing into their courses. Teams will also work on the alignment between the current state assessments and those that will occur once CCSS is fully rolled-out.</li> <li>• Curriculum Inquiry Teams/PLCs will meet weekly throughout the year to begin to align their curriculum maps to CCSS.</li> <li>• PLCs will focus on an instructional change strategy that centers around incorporating CCSS into their classrooms. They will focus on creating a more rigorous classroom environment that is centered on a thinking curriculum.</li> <li>• Classroom observations (formal and informal) will look for a coherent curriculum that begins to address CCSS. Focus will be placed on college and career readiness.</li> <li>• Our entire ELA team plus one special education teacher, one science teacher and one social studies teacher will be a part of the DOE's CCSS middle school pilot program. As part of this program our team will attend monthly professional development sessions that center around</li> </ul>

	<p>incorporating the CCSS into their middle school classrooms. There will be opportunities for us to visit other schools within our CFN to view best practices. As principal I am also a member of this team which will attend professional development sessions and site visits (Personal Leadership).</p> <ul style="list-style-type: none"> <li>• At least three full-staff professional development opportunities will be conducted on CCSS on-site. At least two will be conducted by the principal (Personal Leadership).</li> <li>• Engage parents in conversations around CCSS. This will be done through our SLT and PTA along with workshops that will be conducted by our Parent Coordinator.</li> <li>• All staff members will receive a copy of the CCSS.</li> <li>• Funds will be allocated towards per session funding in training in this area.</li> <li>• Curriculum Maps will be “unpacked” on a cyclical basis to allow for modifications and enhancements so that we can begin to transition to the new standards.</li> <li>• Funds will be allocated to purchase resources to support this work.</li> <li>• Principal will attend training over the summer to support her personal leadership competency.</li> <li>• This goal will focus our attention on the Curriculum and Instruction Core Competency. The goal is to evaluate our current curricula and create a plan to implement more rigorous curricula which will accelerate learning for all scholars, especially our scholars with special needs. The focus is on college and career readiness.</li> <li>• Continue our college campus visits. This year we will add Vassar to our list of college destinations.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• TL Fair Student Funding for salaries</li> <li>• Inquiry Funds for per session inquiry activities</li> <li>• Contract for Excellence Funds for per session activities</li> <li>• ARIS Parent Link Grant</li> <li>• Title 1 ARRA SWP 5% and 10% allocations for High Quality teaching and PD</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ Vertically and horizontally aligned curriculum maps at each grade level and in each curricular area and begin to align our maps to CCSS.</li> <li>✓ Agendas and sign-in sheets will serve as evidence that staff members attended training on CCSS.</li> <li>✓ Teacher observations (formal and informal) will show CCSS integrated into the classrooms.</li> <li>✓ Bulletin boards and scholars work samples.</li> <li>• Task cards.</li> </ul>
<p><b>Annual Goal TWO</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<ul style="list-style-type: none"> <li>✓ To deepen the work of 100% of our inquiry teams.</li> <li>✓ To continue to enhance our practice of using multiple data points to differentiate learning activities as well as to set academic goals.</li> </ul>

<p><i>Time-bound.</i></p>	<ul style="list-style-type: none"> <li>✓ UIM will have ten (10) independent inquiry teams functioning during this academic year which will be lead by key members of the staff (distributive leadership). The Core UIM Inquiry Team will be lead by the principal. One hundred percent of UIM's inquiry teams will function as Professional Learning Communities (PLCs) whose focus will be effectively using data to differentiate instruction for our special education population in order to improve the number of those making AYP in ELA for 2010-2011. We will improve upon our students with disabilities performance index (PI) by raising our current performance index (PI) from from 131 to145. These inquiry teams will function as Professional Learning Communities (PLC's) and will meet at least once per week for the duration of the academic year.</li> <li>✓ 100% of teachers will engage in professional development surrounding differentiated instruction, data collection and data utilization. Specific attention will be focused on addressing the individual and unique needs of our sub groups specifically <b><u>our special education population</u></b>, which did not make AYP in ELA for the 2009-2010 academic years.</li> <li>✓ 100% of teachers will not only collect relevant data but improve upon their utilization of this data to inform their practice.</li> <li>✓ 100% of teachers will demonstrate differentiated instruction (at varying levels) strategies and data utilization to inform instruction as observed in lessons (formally and informally) as well as school walkthroughs. We will adopt the <i>Instructional Rounds</i> philosophy.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>✓ All curricular departments will be scheduled so that there are PLC periods embedded within their teaching program. PLCs are to meet regularly each week. Each meeting will follow a set agenda that will focus on developing instructional change strategies to target our subgroups, specifically our scholars with special needs. Special focus will be placed on student work samples and vertical and horizontal alignment of lesson plans. This piece of the action plan is aligned to the Resources and Operations Core Competency as we are managing our resources and operations to improve student learning.</li> <li>✓ Distributive leadership will be used to target leaders for our various inquiry teams (PLCs). This approach to leadership falls into the Staff and Community Core Competency as we aim to develop all teachers and build strong school communities. All team leads will meet with the principal once per week to monitor progress and brainstorm ideas. PLC leaders will engage in professional development sessions focusing on leadership, having difficult conversations (i.e., "critical friends") and team protocols.</li> <li>✓ Create teacher schedules that allow for regular PLC meetings. Teachers will teach less than the maximum 25 periods to accommodate this goal.</li> <li>✓ Utilize various anchor texts that focus on Inquiry work and team work.</li> <li>✓ Train teachers on the use of ARIS, Aquity, Renzulli, MMTIC, Periodic Assessments, DOE accountability tools, Excel, multiple-data point analysis, Santa Cruz model, box.net, etc. Teachers will be transparent about the data that they collect as they will post their data regularly on our in-house database which is stored on box.net.</li> <li>✓ Conduct regularly scheduled Professional Development sessions on the topic in-house. We will utilize our mandatory professional development period on Friday for these workshops.</li> <li>✓ Conduct regularly scheduled meetings on this topic. A key focus will be centered on data-driven instruction and differentiated instruction. Agendas will be kept. Discussions will revolve around</li> </ul>

	<p>how teacher data (hard or soft) should determine targeted lesson planning for scholars.</p> <ul style="list-style-type: none"> <li>✓ Allocate funds toward Professional Development in this area as well as books.</li> <li>✓ PLCs will use data to set high learning goals and increase student achievement. Given that our Progress Report indicated that our student performance and student progress declined from the previous year we will focus on these areas. We need to fine-tune our use of data by zeroing in on our subgroups and creating instructional change strategies that meet our scholars' varying needs.</li> <li>✓ Work hand in hand with our SBST, IEP campus teacher, PPC, and our special education department to hone in on our special education sub group.</li> <li>✓ Work with CFN, specifically our achievement specialist who will be with us every Wednesday, to achieve this goal. Our CFN achievement specialist will sit on our core data inquiry team.</li> <li>✓ Utilize our ARIS Parent Link grant to establish systems that promote learning, collaboration and communication throughout the school community. Via this grant we received technology for parent use. Parents will be able to access ARIS from school. Our Parent Coordinator will conduct workshops on this topic for parents (at least two per year).</li> <li>✓ Focus attention on scholar learning goals and proactively engage our school community in dialogue around these goals.</li> <li>✓ Utilize Data Inquiry per session funds to support this work.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• TL Fair Student Funding for salaries</li> <li>• Circular 6 activities will focus on PLCs</li> <li>• Contract for Excellence Funds for per session activities</li> <li>• Title 1 ARRA SWP funds used to add two extra ELA teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ Inquiry team (PLC) agendas will be kept and notes will be kept at each meeting for accountability purposes. All agendas and notes will be available either in paper copy, on ARIS or via the team's blog.</li> <li>✓ Agendas from professional development sessions that staff members attended. Whether on-site or off-site, teachers are required to attend at least two professional development sessions on this topic (inquiry, data utilization, or differentiation).</li> <li>✓ Teachers will set team and individual goals around moving target groups forward. Goals will be assessed as a means of evidence towards achieving this goal.</li> <li>✓ Observations (formal and informal) and walkthroughs will reveal growth in differentiated instruction and data-driven instruction.</li> <li>✓ Lesson plans and curriculum (cycle) maps show evidence of differentiated instruction. Special note given to sub groups, specifically our scholars with special needs.</li> <li>✓ Differentiated task cards are evident in classroom. Scholars are assigned differentiated tasks based on their individual learning goals. Goals will be determined based on the data.</li> <li>✓ Track data on our subgroups which will show evidence of student achievement. We will utilize Periodic Assessments and benchmark assessments as objective evidence in tracking progress</li> </ul>

	<p>throughout the year towards meeting this goal. We will use data to identify scholar learning trends, set goals, monitor and modify instruction, and increase student achievement.</p> <ul style="list-style-type: none"> <li>✓ Monitor and test our instructional change strategies as evidence to prove what is working to improve student learning.</li> </ul>
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<p><b>Annual Goal THREE</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>✓ Improve upon our special education department and the value added education that we provide to our scholars with special needs.</li> <li>✓ Prepare ourselves for the Phase II special education roll-out that will occur in 2011-2012.</li> <li>✓ 100% of our scholars with special needs will follow a departmentalized schedule to allow for pointed instruction in ELA, mathematics, science and social studies.</li> <li>✓ 100% of our inquiry teams will target our special education subgroup (self-contained and those receiving related services only) in order to prompt higher academic achievement for these scholars, especially in ELA where we did not meet our AYP in 2009-2011.</li> <li>✓ We will improve upon our students with disabilities performance index (PI) by increasing our PI from 131.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>✓ Our special education department will be departmentalized for the 2010-2011 academic year. Self-contained special education scholars will travel from room to room similar to their general education peers. Each special education teacher will become experts in fewer subjects so that they can hone their instruction and focus on their scholars' needs.</li> <li>✓ All self-contained special education scholars will have a double block of ELA and a double block of mathematics daily. They will be separated into homogeneous groups during ELA and math instruction. Scholars will receive cross-grade instruction which focuses on their needs as per baseline and interim assessments. Periodic assessments will be used to monitor progress. Groups will be fluid as scholars can move to a new group based on data which shows student performance.</li> <li>✓ Special education scholars will be mainstreamed with their general education peers during art, music, gym, dance, lunch, recess and drama.</li> <li>✓ Self-contained teachers will set learning goals for their scholars based on data collected throughout the year. Goals will be commemorated on an individual goal template.</li> <li>✓ Allocate funds and time for our special education team, SBST, and IEP campus teacher to attend Phase I and Phase II special education reform training. All material will be turn-keyed to other staff members.</li> <li>✓ Begin to make Phase I accommodations during the 2010-2011 academic year so that we are ready for our Phase II implementation next year. We will begin to service all scholars in-house, with the exception of extreme cases.</li> <li>✓ All inquiry teams (10 in total) will focus on our special education subgroup. Data will be tracked along the way to monitor progress. Data will be monitored towards improving our PI. We will</li> </ul>

	<p>use Periodic assessments/interim assessments to track progress. Predictive exams will help us tailor our instruction.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• TL Fair Student Funding for salaries</li> <li>• Circular 6 activities will focus on PLCs</li> <li>• Contract for Excellence Funds for per session activities</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ Observations (formal and informal) and walkthroughs will allow conclusions to be made about the departmentalized special education model. Scholars and teacher feedback will also be evaluated.</li> <li>✓ Lesson plans and curriculum (cycle) maps show evidence of goal setting and lessons that meet our scholars' needs.</li> <li>✓ Progress monitoring will take place regularly when PLCs review work samples and conduct protocols on data collected.</li> <li>✓ Results of Periodic Assessments.</li> <li>✓ Results of Predictive exams.</li> </ul>
<p><b>Annual Goal FOUR</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>✓ To expand upon our advisory program and to focus on educating the whole child in order to promote social and emotional growth for our middle school scholars.</li> <li>✓ 100% of our scholars will participate in our advisory program which focuses on the 7 Habits of Highly Effective Teens. Scholars will take a survey at various points in the year to gauge their social-emotional growth and how it effects their academic growth.</li> <li>✓ 100% of our teachers will engage in our advisory program as part of their Circular 6 activity (UFT).</li> <li>✓ 100% of our staff and scholars will take the Myers Briggs Indicator which identifies personality type and traits. Our entire population will utilize this information to determine how we can work better together (adult to adult, adult to scholar, and scholar to scholar).</li> <li>✓ Integrate at least three (3) Youth Development programs into our year-wide plan which focus on bullying, cultural awareness, and cyber offenses.</li> <li>✓ 100% of our scholars will use the Renzulli database to track their personal learning preferences. Teachers will then use this program to differentiate their lessons according to scholars' preference.</li> </ul>

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- ✓ By way of a private donation from CAPT, we will work regularly with a Myers Briggs (MMTIC) liaison to assist us in our work around personality types and traits. The work will focus on how we, as humans, interact and get along. We will focus on adult to adult interactions and how they play out in our PLCs. Teachers will take the Myers Briggs indicator which reveals their "type". From there, teachers will have the opportunity to verify their type by engaging in regular professional development sessions and type training activities. Our liaison will meet with PLCs at least eight times per year. Teachers will take surveys regarding their PLC interactions and feelings at least three times per year. Scholars will also take the Myers Briggs which reveals their "type". Scholars will have a chance to explore their "type" through activities that will occur during advisory. Scholars will explore the idea of appreciating the uniqueness in all of us. Teachers will utilize their scholars "type" information as they differentiate their instruction based on "type" and group their scholars accordingly. CAPT will analyze our academic data to find trends between a focus on "type" and academic gains. CAPT will regularly report their findings and assist us in altering our course if necessary. The focus is on building a strong school community.
- ✓ Scholars will engage in "type" book clubs during advisory. These book clubs will focus on the main characters in the books and their "traits". Students will focus on activating schema by making text to self and text to world connections. These purposefully selected books will allow scholars to see how characters with the same traits manage in their lives.
- ✓ All teachers will engage in professional development around the 7 Habits of Highly Effective Teens, which will serve as the underpinning of our behavior management system at UIM. Funds will be allocated to purchase resources for this program. Professional development will be provided by Premier. Scholars will take a survey at various points in the year to assess its effectiveness.
- ✓ Hire a dean to assist with Youth Development initiatives and positive school behaviors. Our dean will start the year by thoroughly reviewing the Discipline Code with our school community and by conducting activities around this document. Our dean will be supported by our CFN's Youth Development Director. We will integrate at least three YD programs into our year-long plan.
- ✓ Our Parent Coordinator will host many parent workshops (before, during and after school) that will center on Youth Development. Possible topics are cyber interactions and infractions, proper technology usage, drugs and alcohol awareness, hygiene, bullying and cultural awareness. Our PC will plan week-long initiatives on various topics such as Red Ribbon Week which focuses on drug awareness. This will be a campus-wide initiative and will involve our CBO.
- ✓ Create a Pupil Personnel Committee (PPC) which meets weekly to discuss individual scholar needs. Our PPC will be lead by our guidance counselor and will be comprised of the principal, vice principals, SBST, IEP campus teacher, attendance teacher, SETSS teacher, dean, and general education teachers.
- ✓ Create a Pupil Intervention Team (PIT) that focuses on intervention strategies. This team will spend time crafting our Functional Behavioral Analysis (FBA) and Behavior Intervention Plans (BIPs).
- ✓ Allocate funds to hire a bilingual guidance counselor to assist in the area of Youth Development,

	<p>translation services, and mandated counseling.</p> <ul style="list-style-type: none"> <li>✓ Enhance our guidance program by offering more at-risk services. In addition to our current guidance counselor, we will add an intern to assist with at-risk scholars and parent outreach.</li> <li>✓ Integrate Renzulli Learning into our advisory program and classrooms. Renzulli is an interactive database that will allow scholars to create a personality profile and then will allow teachers to differentiate their instruction via technology based on their scholars' personality profiles. We will use our NYSTL software allocation to fund this initiative. This site license also comes with scholar and staff professional development opportunities for the entire year.</li> <li>✓ Allocated NYSTL software funds towards Renzulli learning.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• TL Fair Student Funding for salaries</li> <li>• Circular 6 activities will focus on PLCs</li> <li>• Contract for Excellence Funds for per session activities</li> <li>• NYSTL funds for Renzulli</li> <li>• CAPT Grant</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ OORS reports should show a decrease in offenses around the topics within our focus.</li> <li>✓ All scholars and teachers will participate in an advisory program.</li> <li>✓ The results of the advisory surveys from the beginning of the year until the end.</li> <li>✓ The results of the PLC surveys which will gauge morale and achievement of team and personal goals.</li> <li>✓ Results from surveys given after our Youth Development programs.</li> <li>✓ Observations (informal and formal) will show use of Renzulli and MMTIC in the classrooms. These tools should lend themselves to differentiated instruction.</li> <li>✓ Data provided from CAPT regarding MMTIC work and the impact it has on achievement data.</li> </ul>

## **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	30	30	30	30	3	0	0	0
7	30	30	30	30	3	0	0	0
8	40	40	40	40	9	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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Takes place during the day via push-in model. Administered by our SETSS teacher and IEP teacher who aid scholars with their normal day to day class work and homework assignments.</li> <li>• Additional work takes place during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials as well as Coach materials.</li> <li>• 6<sup>th</sup> and 8<sup>th</sup> graders receive five extra periods of ELA instruction per week.</li> <li>• Scholars also participate in a pull-out program which is taught by our SETSS teacher and IEP teacher.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Takes place during the day via push-in model. Administered by our SETSS teacher and IEP teacher who aid scholars with their normal day to day class work and homework assignments.</li> <li>• Additional work takes place during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials as well as the Coach Math Program.</li> <li>• Scholars also participate in a pull-out program which is taught by our SETSS teacher and IEP teacher.</li> <li>• 8<sup>th</sup> graders taking our Integrated Algebra course receive AIS in math during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Barron’s review, teacher materials and Study Island.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Takes place during the day via push-in model. Administered by our SETSS teacher and IEP teacher who aid scholars with their normal day to day class work and homework assignments.</li> <li>• Scholars also participate in a pull-out program which is taught by our SETSS teacher and IEP teacher.</li> <li>• 8<sup>th</sup> graders taking our Living Environment course receive AIS in science during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials, Barron’s review guides and Study Island.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Takes place during the day via push-in model. Administered by our SETSS teacher and IEP teacher who aid scholars with their normal day to day class work and homework assignments.</li> <li>• Scholars also participate in a pull-out program which is taught by our SETSS teacher and IEP teacher.</li> <li>• Takes place during our 37.5 minute tutoring sessions after school where scholars work in small groups with a 10:1 ratio. During this time we utilize Kaplan test preparation materials, Buckle</li> </ul>

	Down and Taking the High Road.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ol style="list-style-type: none"> <li>1. Provided by our Guidance Counselor or Guidance Intern during our school day Monday through Friday.</li> <li>2. Sessions are held with a 1:1 ratio or higher as needed.</li> </ol>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

**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.

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**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.

**Section I. Student and School Information**

Grade Level(s) 6-8                      Number of Students to be Served: 10 LEP        Non-LEP

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

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

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

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

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

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

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

**Section III. Title III Budget**

**\*Zero dollars allocated.**

**Title III LEP Program**

**School Building Budget Summary**

School: 08x371 BEDS Code: 320800010371

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	* Zero dollars allocated.	
Professional salaries (schools must account for fringe benefits)	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
- Per session	\$0	

- Per diem		
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000) \$0	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500) \$0	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000) \$0	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$0	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

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

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

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

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$364,732	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$3,647	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_100%\_\_\_\_\_

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.

\* 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**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## PART I GENERAL EXPECTATIONS

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

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

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

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

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

## PART II

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

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

1. The Urban Institute of Mathematics will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings

2. The Urban Institute of Mathematics will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

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

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

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

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

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

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

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

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

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

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

(e) Building Capacity for Involvement of the ESEA:

Other activities may include:

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

PART IV ADOPTION

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

Jennifer Joynt, Principal

**This policy was adopted by The Urban Institute of Mathematics on 06/06/07 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2007. There will be an annual review of this policy during the month of May before the writing of the new School Comprehensive Education Plan (CEP) for the following year.**

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(Signature of Principal)

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(Date)

## 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.

Refer to Page 11 of our CEP.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

- Scholars will receive instruction in ELA, math, science and social studies daily. Additionally they will participate in arts or physical education classes five days per week. Scholars may be enrolled in visual arts, music, orchestra, drama or dance in addition to physical education.
- We have comprehensive, cohesive curriculum maps in all subjects that are aligned vertically and horizontally.
- Refer to Appendix 1 on page 21 of our CEP for information on our AIS programs.
- We offer a range of after school programming in the following areas: tutoring, Lego Robotics, National Geography Bee, drama, Student Government, music, drama, sports, math team, etc.
- 8<sup>th</sup> grades Regents courses are offered in Integrated Algebra and Living Environment science.
- Our sphere of success has been in addressing the needs of our neediest scholars, those who are in our lowest third. We received a perfect score in the area of "Student Achievement" on our 2008-2009 Progress Report. Roughly 86% of our scholars are performing at the proficient level in mathematics and roughly 77% in ELA. Additionally we received extra credit in several categories.

- We have heavy focus on data inquiry work which aids in differentiated instruction.
  - Teachers and scholars set goals together in all content areas.
  - Portfolios are kept in all subject areas.
3. Instruction by highly qualified staff.
- 100% of our teachers are highly qualified.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- Staff members participate in one hour of professional development every Friday. Topics include data-driven instruction, inquiry work, differentiated instruction, ARIS, Acuity, technology, curriculum mapping, etc.
  - All teachers participate in weekly Professional Learning Community (PLC) meetings. Agendas are kept as are detailed notes.
  - 100% of teachers participate in inquiry teams.
  - Staff members attend off-site professional development sessions offered by our CFN, the ISC or DOE central.
  - Staff members attend other off-site PD sessions offered by TAH or other professional institutions.
  - A school-wide professional development needs-assessment survey was administered in the spring of 2010.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- We have no vacancies for the 2010-2011 academic years.
6. Strategies to increase parental involvement through means such as family literacy services.
- PTA
  - SLT
  - Parent Coordinator activities and events
  - CBO Night Center
  - ARIS Parent-Link Grant
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Our UIM Cabinet Administrative Team (Tier III) meets weekly to discuss such issues. This team consists of twelve members, ten of which are teachers.
  - Teachers lead data inquiry teams that focus on this area. 100% of our teachers participate in this work.
  - Ten staff members participate in our central UIM Data Inquiry Team. We lead efforts in this area.
  - Teacher teams meet bi-weekly to discuss the use of data and setting individual student goals.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Teacher teams meet bi-weekly to discuss the use of data and setting individual student goals.
  - See our AIS information on page 11.
  - Offer 37.5 minutes of tutoring Monday-Thursday in a 10:1 ratio.
  - All teachers follow the Workshop Model of instruction daily (mini lesson, group work and independent work)
  - Rigorous lessons daily
  - Differentiated instruction strategies employed. Staff members receive PD in this area.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Work with CFN and Office of Youth Development
  - Work with District 8 Family Advocate
  - Parent Coordinator planned workshops and activities
  - CBO Night Center and adult classes
  - Collaboration with local police precinct

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide 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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> 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		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$364,732	✓	Pages 14-19
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			\$1,622,087	✓	Pages 14-19

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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:** In Good Standing (2009-2010) **SURR<sup>3</sup> 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 years, 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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have no scholars in this category.

2. Please describe the services you are planning to provide to the STH population.
  - We will provide the same solid programming and services as we provide our other populations. Additionally we will offer the support of our attendance teacher and family worker.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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**

<b>School Name:</b>	Urban Institute of Mathematics					
<b>District:</b>	8	<b>DBN:</b>	08X371	<b>School</b>		320800010371

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		93.8	93.5	91.2
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	143	95	91				
Grade 7	149	149	103				
Grade 8	0	141	151				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	2	1	1				
<b>Total</b>	<b>294</b>	<b>386</b>	<b>346</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.2	96.6	97.1

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	74.1	66.5

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	4	1

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	4	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	38	43	46	Principal Suspensions	6	37	45
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	7	12
Number all others	36	44	33				

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	Number of Teachers	9	21	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	6
# receiving ESL services only	10	13	TBD	Number of Educational Paraprofessionals	2	3	7
# ELLs with IEPs	2	7	TBD				

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
	0	0	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	19.4
				% more than 5 years teaching anywhere	11.1	9.5	29.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	71.0	90.3
American Indian or Alaska Native	0.0	0.0	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	95.2
Black or African American	18.7	16.8	15.3				
Hispanic or Latino	55.4	57.8	58.4				
Asian or Native Hawaiian/Other Pacific	5.1	5.7	5.5				
White	20.7	19.7	19.9				
<b>Male</b>	54.4	55.4	59.0				
<b>Female</b>	45.6	44.6	41.0				

#### 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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### 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:		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
<b>All Students</b>	v	v					
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	58.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>608</b>	District <b>08</b>	School Number <b>371</b>	School Name <b>Urban Institute Math</b>
Principal <b>Jennifer Joynt</b>		Assistant Principal <b>Joseph Martin</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Joel Arce</b>		Guidance Counselor <b>Jennifer Perugini</b>	
Teacher/Subject Area <b>Christina Costanz</b>		Parent <b>Rosalie Moloney</b>	
Teacher/Subject Area		Parent Coordinator <b>Christina Andino</b>	
Related Service Provider <b>Maria Giancarli</b>		Other	
Network Leader <b>Rudy Rupnarain</b>		Other	

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

### C. School Demographics

Total Number of Students in School	<b>347</b>	Total Number of ELLs	<b>14</b>	ELLs as Share of Total Student Population (%)	<b>4.03%</b>
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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.

- 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.)
- 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.

We utilize the HLIS to indentify our ELL population in addition to their elementary school records. Our ESL teacher does an initial screening at the beginning of the year and administers the LAB-R if necessary. Our ESL teacher handles all parent communication including entitlement letters and surveys. We only have a pull-out ESL program due to the fact that three schools share one ESL teacher.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							3	6	5					14
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	3	6	5	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	14	<b>Newcomers (ELLs receiving service 0-3 years)</b>	3	<b>Special Education</b>	1
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	10	<b>Long-Term (completed 6 years)</b>	1

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	
<b>TBE</b>										0



Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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							3	4	2					9
Chinese														0
Russian														0
Bengali								1	1					2
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other									1					1
<b>TOTAL</b>	0	0	0	0	0	0	3	6	5	0	0	0	0	14

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - 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)?
  - 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?
  - 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.

The program that we have is an ESL pull-out program. Currently, UIM has 14 ELL students that are serviced by a certified ESL teacher according to the service provider regulations. The instruction is in English. The students' native languages are Spanish, Albanian, Portuguese, French and Filipino. We only offer ESL because we don't have enough students of one native language to form a bilingual class. Based on last year's NYSESLAT and this year's LAB-R, the students are grouped as beginners, intermediate or advanced. The beginners and intermediate students receive 8 periods or 360 minutes of ESL instruction per week. The advanced students get 4 periods or 180 minutes weekly. The program is for the entire school year. In May the students take the NYSESLAT to determine if they will continue to receive ESL instruction the following year.

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

#### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

#### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

**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?

We offer targeted intervention in core subject areas to our ELL population via our at-risk resource room program. This a push-in program where are intervention specialist pushes into core subject classrooms daily to offer assistance. Some scholars may also be enrolled in the 37.5 minute tutoring program if they need additional support. In conjunction with the aforementioned interventions, our ESL teacher plans for the continuing transitional support for our ELL population. With such a small ELL population (14 students) we do not offer any additional programs or supports for this group.

**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)?

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.

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

#### 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?

With such a small ELL population, our parent involvement in this area is limited. We do not partner with any outside agencies. We evaluate the needs of this population via the Home Language Survey, our parent coordinator, and our in-house needs assessment survey.

## 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	<b>A</b>													
	<b>P</b>													
READING/ WRITING	<b>B</b>													
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 as 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:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

For data we rely on the NYS assessment results as well as teacher made assessments. We see a wide range of proficiencies and needs across our ELL population.

### 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		