



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL

DBN: 01M332

PRINCIPAL: LAURA PEYNADO-CASTRO

EMAIL: LPEYNAD@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Laura Peynado-Castro	*Principal or Designee	
Rachel Grater	*UFT Chapter Leader or Designee	
Jose Figueroa	*PA/PTA President or Designated Co-President	
Alexandra Baker-Collazo	Member/ESL Teacher/	
Hannah Kirschner	Member/Parent Coordinator	
Bernadette Perez	Member/PTA Representative	
Michelle Serrano	Member/PTA Representative	
Mia Hollingsworth	Member/SETSS Teacher	
Nichole Rowe-Small	Member/Guidance Counselor	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

At least 80% of UNMS students will show progress in Literacy, especially in using evidence to support arguments in writing as evidenced in NYS Exam and student work.

Comprehensive needs assessment

This past year only, only 10% of our current 7th grade students met and/or exceeded proficiency in the ELA State Examination. Summative assessments and teacher-created assessments show that the majority of our students struggle significantly with constructing written responses and with the use of evidence to support their ideas and arguments. Therefore, in alignment with the NYCDOE Instructional Expectations focus standards and the Common Core Learning Standards, teachers in all content areas will work strategically in their content and grade teams to increase academic opportunities to implement, teach, and reinforce the newly adopted Common Core State Standards in writing in their curriculum.

Instructional strategies/activities

- Teachers will participate in professional development provided by our CFN103 network and the DOE to delve into the Core Curriculum State Standards and work on curricular alignment starting in the summer of 2011.
- Principal and teacher leaders will continue to participate in Instructional Rounds to learn more about best practices and implications for our own instructional work. UNMS will also host at least one Instructional Rounds this year.
- Teacher leaders will meet in teams to:
 - Study, analyze and use Mike Schmoker's book Focus to inform curriculum development by August 2011
 - Revise grading policy using Marzano's Classroom Assessment and Grading that Work, and Rick Wormelli's Fair Isn't Always Equal to ensure that grading reflects mastering of NY State Standards and CCSS focused Standards by August 2011
 - Study, analyze and use Johnson's book Choice Words: How Language Impacts Student Learning, to inform instruction
- By the first week of each marking period cycle, content teams will have identified measurement topics for one unit around informational text to promote consistency and ensure alignment to the CCSS / NYCDOE Instructional Expectations.
- All teachers will develop and administer at least two tasks by January 2012 that will serve as baseline assessments of students' ability to use evidence to support ideas and/or connect ideas and clarify relationships between ideas.
- Diverse strategies and assessments will be used to address student needs (i.e. NYS ELA Exam results, NYSESLAT results, NYC Progress Report Metrics, and on-demand student work).
- In their content teams, all teachers will look at student work to evaluate a baseline and group students according to proficiency levels using protocols. They will identify different groups, including a group that represents the ""bottom third"" for this standard, and develop teaching points and strategies to improve student performance in this group.
- Throughout the year, teams refine curriculum maps to reflect alignment to the CCSS.
- The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas.
- A UNMS "Emergent Bilinguals" team, an English Language Learner team, will be created to develop an induction plan for newcomers and the following action plan:
 - All ELLs will receive targeted instruction through content-classes.
 - English Language Learners will receive additional academic support from ESL-certified teacher supported by the network specialist and by reducing class and group size as much as possible.
 - Special Education and ELL team will work with other content teachers, school leaders, and network specialists to refine at least one unit and ensure alignment to the CCSS.
 - Early Academy will be offered to all ELLs and will be modified regularly to target as many students as possible.

Strategies to increase parental involvement

- Teachers will help design training modules and information sessions for parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource with user-friendly instructional materials and suggestions.
- Parents will be trained on how to use ARIS Parent Link.
- Parent resource newsletter will be mailed bimonthly to inform parents and help them use strategies that support student learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff and members our UNMS Hiring Committee will attend hiring fairs to identify and help recruit highly qualified teachers when needed.
- The pupil personnel secretary will work closely with the network HR liaison to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

NCLB and Contract for Excellence funds will be allocated to increase the quality and the amount of intervention services provided by highly qualified teachers. Our assistant principal will work closely with principal and teachers to monitor and organize administration of assessments that will be used periodically to inform academic intervention and student grouping.

Budget and resources alignment

- Title 1 funds will be allocated to fund teachers that will provide additional interventions to students during the school day.
- Our assistant principal will be funded using Title 1 funds to support professional development for teachers and monitor academic intervention for students.
- Century 21 grant funds will be used for extracurricular academic interventions in ELA, social studies, math and science.
- Team meetings are scheduled during the day to focus on and analyze student work, identify teaching strategies and instructional models that work.
- Inquiry team TL funds will be used to support data collection and analysis
- NYSTL Library funds will be allocated to purchase quality non-fiction texts
- NYSTL hardware funds will be allocated to promote use of technology (laptops, printers).

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By the end of the year, at least 20% of all UNMS students will meet or exceed proficiency in Mathematics as measured by the NYS Mathematics exam.

Comprehensive needs assessment

This past year, 25% of our students performed far below standards (level 1) compared to 34% the previous year. Although the overall number of students performing far below standards decreased by 26% from the previous year, only 11% of our current returning 8th graders and 13% of our current returning 7th graders met or exceeded proficiency in the NYS Math Exam. As a result, we were not able to meet our AYP targets this past year.

Instructional strategies/activities

- Throughout the year, all Math teachers will engage in PD that focuses on the use of
 - Formative and summative assessments (i.e. Interim assessments, periodic assessments, etc.) to monitor and revise curriculum
 - Instructional tools (i.e. Cognitive Demand Task Analysis Guide) to increase the use of high-cognitive demanding tasks and to ensure task alignment to the Common Core State Standards.
- Multiple data sources and assessments (i.e. NYSTART, ARIS, Performance Series, and other formative/summative assessments) will be used to assess and monitor student learning, and to inform group and/or individual student intervention. Teachers will also identify daily formative assessments to be used to structure math groupings and interventions to accelerate the learning to all students.
- Principal and Math team will participate in University of Pittsburg Institute for Learning PD series on Secondary Math Instruction that is aligned to the newly adopted CCSS.
- Teachers will meet in content teams to review student data gathered from periodic/interim assessments and strategically use that data to inform instruction, student grouping, and student intervention.
- Teachers will engage in weekly content meetings and will use protocols to analyze student data and student work, and establish, monitor and assess team goals that are aligned to this CEP goal.

Strategies to increase parental involvement

- Math teachers will help design training modules and information sessions for parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource with user-friendly instructional materials and suggestions
- Parent coordinator will work with Math Team and Principal to host Math workshops for parents.
- Parent coordinator and other staff members (e.g., teachers and administrators) will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff and members our UNMS Hiring Committee will attend hiring fairs to identify and help recruit highly qualified teachers when needed.
- The pupil personnel secretary will work closely the network HR liaison to ensure that non-HQT meet all required documentation and assessment deadlines.
- Math Mentor will be assigned to support new Math teacher.

Service and program coordination

NCLB and Contract for Excellence funds will be allocated to increase the quality and the amount of intervention services provided by highly qualified teachers. Title 1 allocation will be used to fund school aide to support our commitment to increase our daily student attendance. Title 1 allocations will be used to fund a full time guidance counselor and school dean that can work with our SAPIS counselor to provide additional at risk counseling for our students in temporary housing and the students who need socio-emotional counseling. Our assistant principal will work closely with principal and teachers to monitor and organize administration of assessments that will be used periodically to inform academic intervention and student grouping. We will continue to collaborate with our NYU partners to provide our students with additional academic support via the America Reads Program.

Budget and resources alignment

- Our assistant principal will be funded using Title 1 funds to support professional development for teachers and monitor academic intervention for students.
- Title 1 funds will be allocated to fund teachers that will provide additional interventions to students during the school day.
- Century 21 grant funds will be used for extracurricular academic interventions in ELA, Math and Science.
- Inquiry team TL funds will be used to support data collection and analysis.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, UNMS will improve the delivery of instruction and teacher feedback to increase the number of students with standard promotional criteria meeting and/or exceeding standards (level 3 and 4) by at least 20% as evidenced in the 2011 ELA and Math State exams.

Comprehensive needs assessment

Although we were able to meet AYP for all students in science, for the first time, we did not meet AYP for all students in ELA and Math. To improve academic performance in our school for all students, including students with IEP, our teachers and administration have committed to participate in the DOE Talent Management Pilot (TMP). This past July, the principal and a teacher leader attended the Talent Management Pilot PD. Through this pilot, we will be able to help improve the quality of instruction and the support the administration gives teachers using the new DOE Instructional Expectations, the newly adopted CCSS, Danielson's Teaching Framework, and the tools (i.e. Talent Management rubric) shared in this pilot

Instructional strategies/activities

- By September 2011, a master program that includes scheduled time for teachers to engage in interdisciplinary collaboration and inquiry in addition in their content teams and grade teams at least 4 times a week.
- Principal and Math team will participate in University of Pittsburg Institute for Learning PD series on Secondary Math Instruction that is aligned to the newly adopted CCSS.
- Teachers will engage in bi-weekly inquiry teams to analyze student work, create and/or refine units, and analyze performance tasks within the curriculum
- Staff and teachers will participate in professional development facilitated by our CFN 103 network and Talent Management Pilot (TMP) team throughout the year to improve instruction as evidenced in formal and informal observations that are aligned to the competencies adapted from Danielson's framework of effective teaching practices.
- Principal and AP will actively engage in work with TMP Coach and network to improve administrators' skills in the areas of teacher feedback and support, and to assess questioning and discussion techniques to identify next steps for teacher and school-wide improvement
- Teachers engage in a self-assessment on selected components of a research-based rubric, and identify at least one area for growth
- Professional development committee will develop and implement a coherent and differentiated teacher support plan that integrates the selected components of the research-based rubric
- School leaders will set up and follow a schedule for teacher observation and feedback using a research-based rubric that will culminate in at least 6 informal and formal observations.

Strategies to increase parental involvement

- Teachers will help design training modules and information sessions for parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school
- Throughout the year, we will create opportunities to celebrate student work before or around PTA or SLT meetings to increase parental involvement
- The school will host a curriculum night and create a parent resource with user-friendly instructional materials and suggestions
- Parent resource newsletter will be mailed bimonthly to inform parents and help them use strategies that support student learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff and members our UNMS Hiring Committee will attend hiring fairs to identify and help recruit highly-qualified teachers when needed.
- The pupil personnel secretary will work closely the network HR liaison to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

NCLB and Contract for Excellence funds will be allocated to increase the quality and the amount of intervention services provided by highly qualified teachers. Our assistant principal will work closely with principal and teachers to provide on-going feedback based on the adapted TMP rubric based on Danielson's framework for effective teaching practices.

Budget and resources alignment

- Title 1 and C4E allocation will be used to fund assistant principal and teacher facilitate onsite PD to support teacher effectiveness.
- TMP funds will be used for teaches to attend PD and to assess/grade performance tasks administered during the first cycle of the year.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To improve our UNMS learning environment in the areas of school-wide “Communication” and “Safety and Respect” by at least 10% from previous academic year

Comprehensive needs assessment

This past year, 86% of our parents completed the NYC DOE 2010-2011 Learning Environment Survey (See Table 2). According to this survey, 77% of our parents “agreed” or “strongly agreed” that, “ the school clearly communicates its expectations for [their] child’s learning to [him/her] and [his/her] child” And 76% of our parents “agreed” or “strongly agreed” that, his/her “child is safe at school). According to this year (SY 2020-2011 Learning Environment Survey), our score in the category of Safety and Respect increased from 8.0 from 7.0. In the area of Communication, our score increased from 6.9 to 7.4. Even though we scored above the City’s average score, these areas were our 2 lowest out of the 4. We are committed to continue to improve our learning environment, particularly in the areas of safety and respect.

Instructional strategies/activities

- Our UNMS CARES Team, comprised of principal, assistant principal, dean, guidance counselor, SAPIS counselor and parent coordinator, will work with the PTA to create calendar of events to identify communication areas in need of improvement and to strengthen communication with community members
- Improve access and navigation of our UNMSLearns.net community website
- The PTA will create and nominate a Communications Sub-committee who will collaborate with the principal and parent coordinator on school-wide communications to parents.
- The CARES Team, in collaboration with members of the PTA, will help organize school-wide monthly events that correlate with PTA meetings to increase parental involvement and communication
- The CARES Team will send a quarterly “UNMS Newsletter” that will mailed and also be posted on the school website
- The CARES Team will create calendar of events and activities that promote Respect for All and give students to the opportunity to become active in our community
- The CARES Team will conduct weekly meetings to monitor and modify, as needed, school discipline systems and intervention plans.
- The CARES Team, in consultation with teacher who participated in the summer grading session, will create a “Life Skills” rubric that is based on Marzano’s book, Classroom Assessment and Grading that Work to communicate and establish our school expectations.
- Our UNMS Guidance Team will meet with our students once a week to provide character education. At this time, students will be taught lessons that promote character development and that reinforce life skills that are essential to their individual success. Students will receive a Life Skills grade will be based on a UNMS Life Skills Rubric that is developed by the UNMS CARES Team, comprised of guidance & administration, to monitor and hold our students accountable for the following essential life skills: attendance (25%), comportment (50%), and communication (25%). Dailey in-class attendance and discipline-related documents, such as discipline referrals & detention referrals, will be used to calculate this grade. Because Town Hall meets only once a week, the weight on this grade is equivalent to 1/5th of a credit or .2 credits. Parents will receive a Life Skills progress report in the middle of each marking period.
- The Guidance and Administration will conduct weekly UNMS Town Hall Meeting, monthly parent workshops, and classroom workshops to support Safety and Respect and Communication in our school

Strategies to increase parental involvement

- The CARES Team will design and conduct training modules and information sessions for parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

- The school will host a curriculum night and create a parent resource with user-friendly instructional materials and suggestions
- Parent resource newsletter will be mailed bimonthly to inform parents and help them use strategies that support student learning
- Throughout the year, we will create opportunities to celebrate student work before or around PTA or SLT meetings to increase parental involvement.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

Title 1 funds will be allocated to continue our school messenger contract and to purchase postage to increase communication with parent. Title 1 allocations will be used to fund a full time guidance counselor and school dean to work with our SAPIS counselor and administration to provide additional at risk counseling for our students in temporary housing and the students who need socio-emotional support. NCLB funds will be used to fund our assistant principal to work closely with principal and teachers to monitor and organize administration of assessments that will be used periodically to inform academic intervention and student grouping. To address and support the emotional needs of our students, we will also continue to collaborate with Educational Alliance and Turning Points to provide onsite and offsite counseling services to our students.

Budget and resources alignment

- Title 1 and Contract for Excellence funds will continue to be allocated for dean position using Tax Levy Funds to sustain and revise systems that promote safety and respect.
- Title 1 funds will be used to purchase school wide online grading program to increase communication with parents and ensure task alignment to Standards
- 21st Century funds will be used to support extracurricular activities that promote academic, emotional, social and physical development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	24	15	9	3	6	0	0	0
7	25	27	5	2	5	0	0	0
8	33	30	19	11	5	0	1	1
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Students who are far below in reading comprehension, as determined by the Scantron Ed Performance Reading Assessment, received targeted reading intervention at least 3 times a week for 40 minutes in a small group. • Students who are at level 1 and 2 in ELA receive small group instruction 3 times a week in an intervention period for 45 minutes. • Additionally, student progress is monitored through on-going assessments created through CTB-McGraw-Hill Acuity teacher-created reading assessments. • School-wide Scantron Ed Performance Reading assessments are administered quarterly to determine if additional students are in need of AIS services in ELA.
Mathematics	<ul style="list-style-type: none"> • Students who are at level 1 and 2 in mathematics receive targeted intervention 3 times a week. The Scantron Ed Performance Math assessment was administered in September to determine any other students in need of AIS in Math. This assessment is given quarterly to identify other students in need of academic intervention services. • Additionally, student progress is monitored through on-going assessments created through CTB-McGraw-Hill Acuity teacher-created reading assessments. • These students may also receive additional support after-school during Math Academy.
Science	<ul style="list-style-type: none"> • Students will receive assistance in science through content area literacy strategies with a special emphasize on academic vocabulary. • Additionally, student progress is monitored through on-going assessments created through CTB-McGraw-Hill Acuity teacher-created science assessments.
Social Studies	<ul style="list-style-type: none"> • Students will receive assistance in social studies through content area literacy strategies with a special emphasize on academic vocabulary. • Additionally, student progress is monitored through on-going assessments created through CTB-McGraw-Hill Acuity teacher-created social studies assessments.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Small group counseling that addresses the social emotional needs of students. When needed contracts are developed for students on an individualized basis. • SAPIS, guidance counselor and the dean also identify groups of students to work on specific skills throughout the year.

At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ● UNMS has a partnership with Turning Points, Gouverneur Hospital that provides on-site psychological support services. ● UNMS has a partnership with Education Alliance that provides on-site psychological support services.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ● Clinic Plus will be providing a social worker once a week with family counseling available in the evenings.
At-risk Health-related Services	<ul style="list-style-type: none"> ● Weekly Town hall meetings and small groups facilitated by guidance counselor. Curriculum focuses on determining positive and negative choices in one's life as it regards academics, social, emotional, and personal health and hygiene.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**



University Neighborhood Middle School

220 Henry Street, New York, NY 10002 • (212) 267 – 5701 • Fax (212) 349 – 8224

Laura Peynado-Castro, Principal

Anthony Chianese, AP

School Parental Involvement Policy

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

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

Develop working partnerships with additional community based after-school/enrichment programs and local CBOs.

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

School-Parent Compact

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

The School Agrees

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences at least annually
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.
- To monitor his/her child's/children's:
 1. Attendance at school
 2. Homework
 3. Television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

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

This policy was reviewed on **11/14/2011** and will be in approved in December 2011. It will be reviewed annually by the SLT, and where necessary, revised and brought before parents for approval. It will be disseminated annually, by November of each school year. The final version of this document will be distributed to the school community on January 2012 and will be available on file in the Parent Coordinator's office. A copy of the final version of this policy will

also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 01M332 **School Name:** University Neighborhood Middle School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Over the last three years, particularly last year, we experienced an increase in the number of students entering our school with far below performance levels in both the ELA and Math examinations. Many of these students are entering with low literacy and low numeracy skills. Also, we have experienced an increase in students who are ELLs and students with IEPs. The majority of our students who did not meet AYP have demonstrated difficulty identifying relevant from irrelevant information in a text. They are also struggling with the use of context clues and have limited vocabulary and concept knowledge. This year, these students have been identified to receive tier 3 interventions. Our curriculum maps have been modified to include strategies to support these students. Our needs assessments and analysis is based on multiple sources of formal assessments about our school's performance, as well from our own reflections and self-assessment. As per the Accountability and Overview Report, our school did not meet Annual Yearly Progress in ELA and Math for all the students as well as for the Hispanics and Economically Disadvantaged subgroups.

In ELA, 13% of all students scored at or above Level 3; while 87% scored between Levels 1 and 2. Among our two subgroups, 11% of our Hispanic students scored at or above Level 3 in ELA and 10% of Economically Disadvantaged students scored at or above Level 3 in ELA. In Math, 20% of our students scored at or above Level 3; while 80% of our students scored between Levels 1 and 2. Among our two subgroups, 20% of Hispanic students scored at or above Level 3 in Math and 17% of Economically Disadvantaged students scored at or above Level 3 in Math.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Expand practice of creating differentiated goals for Hispanic and Economically Disadvantaged subgroups and students in need of additional support to accelerate learning.
 - Strengthen rigorous habits and high order thinking skills in a coherent way across grades and subjects in lesson planning.
 - Use current data to deepen differentiated instructional strategies that lead to high levels of student engagement with supports and extensions that meet the needs of all students.
 - Strengthen teacher's feedback to student work to include clear next steps for improvement for students and their families.
 - Development/Implementation of Core Instructional Practices: Administration facilitates and monitors use of such best practices as anticipation guides, turn and talk, four-corner reflection, and exit slips. Student work is reviewed in regard to determining breakdown points and appropriate interventions.
 - School wide Professional Development (on-going)- We will meet as a whole staff on a weekly basis to align our work, set goals and measure progress towards our goals. These meetings will be planned by

administration, the PD committee and Team leaders. Any faculty member who would like to share their work is also welcome to request time during these sessions.

- Content Specific-Teams- In content teams, faculty members will work together to develop their ability to gather and analyze data, to differentiate, and to plan assessments, including portfolios.
 - Grade Teams- In teams, faculty members build on best practices, look at student work, share observations of students, and align their instruction to individual student needs.
 - Observation, Inter-visitation and Mentoring- At UNMS, teacher practice is improved via peer inter-visitations and observation-debriefs with mentor teachers and administrators, and self-reflection. Administrators actively participate in teacher development, observing classes, and following up with individual meetings.
 - DOE Workshops and PD opportunities within our network- Teachers attend workshops, visit other schools, and enroll in classes to build upon their content knowledge or pedagogy.
 - Targeted Instruction- Teachers, in teams, identify subgroups of students to provide in-class and after-school targeted interventions for ELA and Math. Students are also periodically assessed to guide next steps and drive targeted instructional groupings.
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

This year's Title 1 Professional Development funds (10%), has been allocated to help fund our assistant principal. Our Assistant Principal, Mr. Anthony Chianese, is responsible for training, facilitating, and monitoring professional development in the following areas:

A. Data Sources

- Content-area teachers have been familiarized with and trained to access such data sources as McGraw-Hill Acuity Periodic Assessment, NYSTART, and Scantron Education Performance. Results of student assessments are categorized through item analysis of skills and standards to determine individual areas of need.
- Content-area teachers have been trained how to create and administer online support materials in Mathematics, Language Arts, Science, and Social Studies using McGraw-Hill Acuity and Scantron Education Performance. Students can access these supports using a computer at school or at home that match NY State and Common Core standards. Printed versions of online assessments are available for students without computers at home or for when computers are not available to them during the school day. In this way, content-area teachers can increase their ability to identify at-risk students and to provide academic supports that are specific to students' individual academic needs.
- Content-area teachers maintain and update observation notes of formative and summative assessments, examples student work, and conferencing notes regarding strengths and challenges. This accomplished through a shared data base using google docs. Content teams and grade teams analyze responses to determine best instructional practices for individual students, as well as creating a rigorous classroom environment for all students, those below, at, or above expected instructional outcomes.

B. Practice

- Content-area teachers participate in on-going professional development in the areas of high-order questioning, meaningful feedback, and checking for student understanding.
- Examples of best practices from such mentor texts as Tomlinson's *How To Differentiate Instruction in Mixed-Ability Classrooms*, Allen's *Looking at Student Work*, Heacox's *Tiered Instruction*, and Marzano's *Classroom Instruction that Works*.
- Teachers share instructional practices that were presented and discussed at previous professional development sessions. They identify positive changes in their lesson planning and practice that has increased their ability to differentiate, to provide meaningful feedback, and to include all students in a rigorous learning environment.

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

A. Teacher Development

- Content-area teachers are provided transcripts of their lessons delivered to their classes. Transcripts are done by their supervisor. The supervisor and the teacher reviews these transcripts to determine areas of best practice and areas that can be improved. In particular, the discussion centers on high-order questioning, feedback, differentiated practice, and instructional rigor for all students. The teacher and supervisor develop long term and short term goals, usually organized by lesson and by unit.

B. Mentor Texts

- In addition to the professional texts cited above, content-area teachers and their supervisor explore instructional strategies that include recommendations from our 2010-2011 quality review but also expand their development in regard to other school-wide goals such as reading and writing across all content-areas. One of the mentor texts in this regard is Jacobs *Active Literacy Across the Curriculum*.

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.

A. Outreach

- Parents will be informed of our school's identification as school in need of improvement through letters backpacked home, through PTA meetings, and through school messenger. Our parent coordinator also will contact parents through email when possible.
- Information will be distributed in all the languages that are students speak: English, Spanish, Mandarin, and Bengali.
- Translation services will be made available to parents that want to discuss any aspect of our SINI status.

B. Existing Core Practices

- Hold regular consultative and collaborative meetings including Parent Teacher Association/Title 1 Parent Advisory Council (PTA/Title1 PAC) meetings and School Leadership Team meetings. Parents will participate in a School Leadership Team retreat, at which they will review the previous year's CEP in preparation for the creation of a new CEP. Parents will also participate in PTA and SLT meetings which will occur on a monthly basis; each of these teams will select a contact person who parents may go to with concerns and feedback. Title 1 Committee meetings will occur bi-annually. SLT retreats will occur annually.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Yuet Chu	District 01	Borough Manhattan	School Number 332
School Name University Neighborhood Middle School			

B. Language Allocation Policy Team Composition [?](#)

Principal Laura Peynado-Castro	Assistant Principal Anthony G. Chianese
Coach Binh Thai	Coach type here
ESL Teacher Alexandra Collazo-Baker	Guidance Counselor Nichole Rowe-Small
Teacher/Subject Area Mia Hollingsworth/ Math	Parent type here
Teacher/Subject Area Julissa Duran/Spanish	Parent Coordinator Hannah Kirschner
Related Service Provider Judy Gruen	Other Daniel Pena (Dean)
Network Leader Yuet Chu	Other Lilly Cai (Paraprofessional)

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	116	Total Number of ELLs	22	ELLs as share of total student population (%)	18.97%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The following steps are taken to identify students at UNMS who may possibly be ELLs. Newly admitted students to UNMS and their parents first meet our bilingual Spanish-speaking secretary, Fatima Rodriguez. Upon initial screening, the parent/guardian is administered the Home Language Identification Survey. This Home Language Identification Survey is administered by our English as a Second Language teacher, Ms. Alexandra Collazo-Baker, in collaboration with our bilingual pupil accounting secretary, Ms. Fatima Rodriguez. If HLIS indicate that the student's native language is other than English, an informal interview is conducted in their native language and/or in English. The informal interview is conducted by our ESL Program coordinator Julissa Duran (who is currently earning her ESL certification) and Alexandra Collazo-Baker, an ESL certified teacher, and is translated by bilingual staff members as necessary. Information on the student's educational and cultural background is culled from the interview.

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

2. & 3. Parents of ELLs are informed of their rights during the ELL Parent Orientation that is conducted by members of the ELL Induction Team. Members of the ELL Induction Team include Laura Peynado (Principal), Daniel Pena (Dean), Agustin Mejia (Assistant Principal), Binh Thai (Mentor), Mia Hollingsworth (Math Teacher), Katharyn Yew, Julissa Duran (ESL/Spanish Teacher), Lilly Cai (Paraprofessional), Fatima Rodriguez (Secretary), Australia Goris (Pupil Accounting Secretary), Nichole Rowe-Small (Guidance Counselor), and Hannah Kirschner (Parent Coordinator). Entitlement letters are mailed home or sent home with students once the LAB-R is scored. Our Parent Coordinator, Ms. Hannah Kirschner, ensures that letters are delivered and received. These letters indicate a student's proficiency level and invites the parents to an ELL Parent Orientation. Duplicates of these letters are maintained and in the Main Office.

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							7	4	11					22
Total	0	0	0	0	0	0	7	4	11	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	14
Special Education	7		

Number of ELLs by Subgroups											
SIFE	2	ELLs receiving service 4-6 years					5	Long-Term (completed 6 years)			3

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	2	2	5	0	2	3	0	3	22
Total	14	2	2	5	0	2	3	0	3	22

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							6	4	10				20	40
Chinese							1						1	2
Russian													1	1
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other														0
TOTAL	0	0	0	0	0	0	7	4	11	0	0	0	22	44

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. University Neighborhood Middle School (UNMS) utilizes Pull-Out and Push-In organizational models to deliver ESL instruction.
 1b. ESL program models at UNMS are homogenous for beginners and newcomers and heterogeneous for intermediate and advanced levels.

2a. Explicit instructional minutes are delivered as per CR Part 154. Each English Language Learner is programmed for ESL instruction based on the levels at which they were assessed upon admittance to our school. Beginners (and Newcomers) are programmed for 360 minutes per week of Pull-Out Beginner ESL class. Intermediates are pulled out for 360 minutes per week of Pull-Out Intermediate-Advanced ESL Class. Advanced ELLs are pulled-out 180 minutes per week. Classes at UNMS are 60 minutes long, which means that Beginners and Intermediates meet for six 1-hour class sessions per week and Advanced meet for three 1-hour sessions per week. Most ELLs are pulled out from their 2-hour humanities block, where they receive ELA and Social Studies instruction. Although UNMS follows the Freestanding ESL model, we also believe that providing areas of growth in a native language will help strengthen our students' learning process and will also foster their acquisition of English as a second language. Therefore, we also provide native language instruction in Spanish for our majority Spanish-speaking population.

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

A. Programming and Scheduling Information

supports are used to further language development. ELLs are also given laptops so they can research items in their native language to help make content comprehensible in English.

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

5a. The instructional plan for SIFE is to schedule them in their appropriately assessed groups (usually newcomer/beginner) for English language instruction. Additionally, SIFE will need ample support in the fundamental concepts of reading, writing, arithmetic, scientific method, and logical reasoning. SIFE are given assessments in these categories. Teachers meet to strategize an intervention program for SIFE. Teachers work together with administration to organize the best plan for SIFE for each student involved.

5b. Newcomers to UNMS are supported by the ELL Induction Team. The team meets to plan instruction, events, and field trips that enhance English language learning and the experience of American culture in New York City. ELLs go to libraries, museums, and cultural institutions together to build community and background knowledge. Instruction is based on the Sheltered Instruction Observation Protocol (SIOP) model. Teachers work together to construct content and language objectives that are alligned to the thematic unit. Students complete a content objective that pertains to the content, or the “what,” by also completing the language objective that incorporates the four modalities: Listening, Speaking, Reading, Writing. Newcomer ELLs are also scheduled Humanities, where they are given supports for the ELA exam, although they will have an additional year until newcomers need to take the ELA. Test-taking strategies newcomers learned in their first year for the NYSESLAT can be transferred to taking the ELA as well.

5c. ELLs receiving service 4 to 6 years at UNMS are generally in the Intermediate or Advanced levels. Our data show that a significant portion of the intermediate and advanced level students fell short in the reading and writing sub-tests of the NYSESLAT, as opposed to the listening and speaking. Based on this data, ELLs receiving service 4 to 6 years at UNMS are placed in a specific intermediate-advanced reading and writing program (called “Book Club”). The ESL class for intermediates and advanced is heavily intensive in reading and writing.

5d. Long-Term ELLs who have completed 6 years or more of English language instruction have the most difficulty with the writing portion of the NYSESLAT. Long-term ELLs are assessed and placed into a reading and writing program. Teachers meet together to see what persistant issues can be addressed.

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

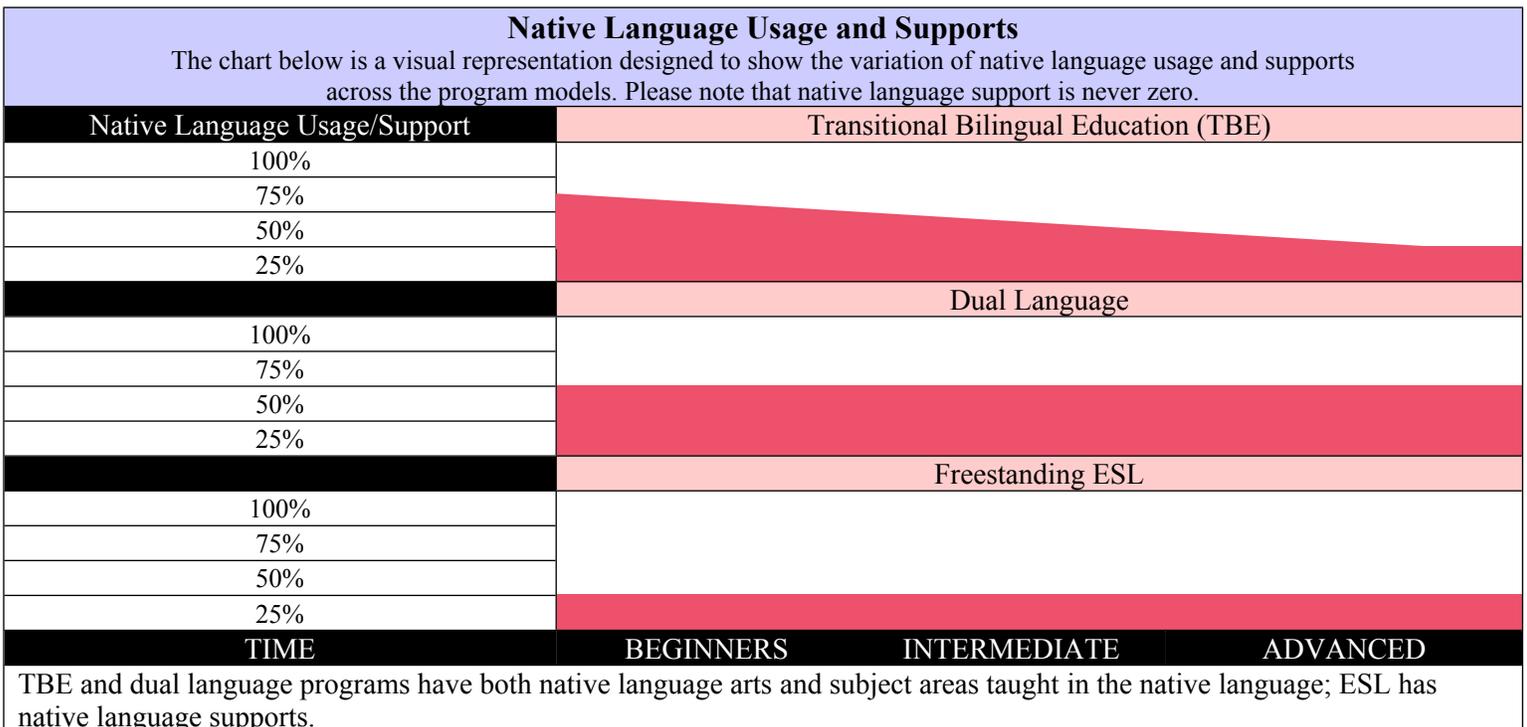
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

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

CTT (ELLs in Co-Teaching Model)

SETTS (ELLs with IEPs)

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

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

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

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

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

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

Book Club (Reading Intervention for all ELLs)

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

Clinic Plus Counseling

Turning Points Counseling

Casa Leaps (Counseling)

Occupational Therapy (ELLs mandated for OT)

Speech Therapy (ELLs mandated for Speech)

Hearing Education Services (ELLs who are hearing impaired)

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

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

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

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

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

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

Smartboard

Laptops

Audio inputs

B. Programming and Scheduling Information--Continued

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

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

CTT (ELLs in Co-Teaching Model)

SETTS (ELLs with IEPs)

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

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

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

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

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

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

Book Club (Reading Intervention for all ELLs)

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Audio inputs

E. Parental Involvement

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

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

2. We are currently hoping to offer an ESL program in conjunction with “We Are New York”, an initiative out of the Mayor’s office. The program requests twenty participants and so we are looking to establish this in collaboration with the two other schools in the building. Our after school partnership with Henry Street Settlement offers a range of services to parents as well (such as computer classes, social services, tax help). These services are available in multiple languages such as Spanish and Chinese. Our guidance counselor attends monthly meetings sponsored by our network CFN 103 to support the needs of students, including the needs of English Language Learners.

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

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

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.

1. All teachers are able to access ProTraxx and ASCD to elect to take professional development on their own. UNMS also fosters professional development among the staff by providing team meetings to address our students’ needs. Our staff regularly engages in professional development together as an on-going part of weekly routines. Common Core Writing Standards, Facilitative leadership, SIOP, Instructional Rounds, and Inter-visitations are a few of the professional development courses taken thus far this school year. Every week, teachers meet in grade teams (twice a week), in content teams (twice a week) and as a faculty (once a week) to engage in inquiry based work that includes looking at student work and instructional practice using excerpts from the book Choice Words: How Language Affects Children’s Learning by Peter Johnson, the book How’s it Going? by Carl Anderson, the book Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention by Douglas Fisher & Nancy Frey, and the book The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners by David H. Rose and William H. Tierney.

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2. ELLs are encouraged to practice support strategies in high school that they have been using during their middle school years. Specifically, ELL students have experience using and creating graphic organizers to support their understanding of information. ELL students may continue using a computer to assist with writing. In addition, ELL students have been shown how to access translation sites for written language.

3.

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Part V: Assessment Analysis

A. Assessment Breakdown

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.

1. UNMS uses Fountas and Pinnell and QRI to assess early literacy skills of our ELLs. The data provides insights into phonemic awareness and reading comprehension. This information helps the school to plan for instruction accordingly in the areas of grouping, placement,

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

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

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)							4	3	4					11
Intermediate(I)									2					2
Advanced (A)							3	1	5					9
Total	0	0	0	0	0	0	7	4	11	0	0	0	0	22

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	3			4
7	1				1
8	4	3			7
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	

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		2				5
7	1								1
8	4		2						6
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	1		1	1	3	1			7
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. UNMS uses Fountas and Pinnell and QRI to assess early literacy skills of our ELLs. The data provides insights into phonemic awareness and reading comprehension. This information helps the school to plan for instruction accordingly in the areas of grouping, placement, scheduling, and differentiation.

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

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

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

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

5. N/A

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peynado-Castro, Laura	Principal		1/1/01
Anthony G. Chianese	Assistant Principal		11/10/11
Hannah Kirschner	Parent Coordinator		11/10/11
Collazo-Baker, Alexandra	ESL Teacher		11/10/11
	Parent		1/1/01
Duran, Julissa/Spanish	Teacher/Subject Area		11/10/11
Hollingsworth, Mia/Math	Teacher/Subject Area		11/10/11
Thai, Binh	Coach		11/10/11
	Coach		1/1/01
Rowe-Small, Rowe	Guidance Counselor		11/10/11
Chu, Yuet	Network Leader		11/10/11
Pena, Daniel/Dean	Other		11/10/11
Cai, Lilly/Paraprofessional	Other		11/10/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M332 **School Name:** UNMS

Cluster: 103 **Network:** CF

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

Part A: Needs Assessment Findings

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

Home Language Survey data are the initial indicator of parents' language and interpretation needs. ATS reports that support this are the RSDS and the RAPL.

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

The information from our home language surveys indicate the following:

Spanish-speaking parents/guardians: 41
Mandarin-speaking parents/guardians: 1
Bengali-speaking parents/guardians: 1
Sign-Language speaking parent/guardian: 1
English-speaking parents/guardians: 76

Part B: Strategies and Activities

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

Our school accesses the appropriate DOE resources to download translated versions of all mandated information that needs to be sent to parents. The results from our home language survey indicates the language needs of our parents and families.

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.

Our primary second language group is Spanish. 35% of our staff is bilingual in Spanish, so when meeting with Spanish speaking parents, we utilize our staff as oral interpreters. We have one bilingual Chinese staff member who provides us with oral interpretation during the school day, and during evening conferences we ascertain whether or not there is a need to provide oral interpretation. For our one Bengali student, we ascertain the need on a case by case basis and then provide oral interpretation accordingly. For our one deaf parent, we provide a sign language interpreter from the Office of Sign Language Interpretive Services for all meetings.

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>.

The school sends all policies, procedures, correspondence, and mandated DOE documents in all languages represented in UNMS. Information displayed on the Parent Bulletin board is translated into the languages represented in our UNMS.