



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : URBAN INSTITUTE OF MATHEMATICS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **08X371**

PRINCIPAL: **JENNIFER JOYNT** EMAIL: **JJOYNT@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **TIMOTHY BEHR**

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
Jennifer Joynt	*Principal or Designee	
Michael Loeb	*UFT Chapter Leader or Designee	
Barbara Schiraldi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jane Dong	Member/Parent	
Alison Collazo	Member/Parent	
Lee Crespo	Member/Parent	
Rosalie Moloney	Member/Parent	
Thelma Bracer	Member/Parent	
Norah Flynn	Member/UFT Teacher	
Taryn Ballesty	Member/UFT Teacher	
Tracy Brixius	Member/UFT Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- **Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.**
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 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 #1

Goal:

Improve teacher effectiveness by developing a shared understanding of instructional excellence.

By June 2012, 100% of teachers will receive detailed feedback on their instructional practices through 6 informal and 2 formal observations conducted by the principal and AP. Charlotte Danielson's *Framework for Teaching* will be used as the research-based rubric for developing and giving feedback to all teachers.

Comprehensive needs assessment

- On our NYC Progress Report, we scored 29.4 out of 60 for student progress and 10.8 out of 25 for student performance. We received a letter grade of B overall on our NYC Progress Report. On our New York State School Report Card we did not make our AYP in special education ELA. Our inability to meet our AYP has led to us to having a 2011-2012 Differentiated Accountability Status overall of Improvement (year 1), Basic category. As such, we need to improve teacher effectiveness to promote a higher level of academic achievement.

Instructional strategies/activities

As a school we will utilize Charlotte Danielson's Framework for Teaching research-based rubric to assist in improving our teacher effectiveness throughout our entire school. We will focus on six components of this rubric: Designing coherent instruction (1e), Establishing a culture for learning (2b), Managing student behavior (2d), Using questioning and discussion techniques (3b), Engaging students in learning (3c), Using assessment in instruction (3d).

All teachers will receive professional development on this research-based rubric so that they have a thorough understanding of our six target components. We will complete several protocols around these six target components in an effort to develop a shared understanding of instructional excellence. Our staff meets weekly for school-based professional development on Friday afternoons. In an effort to provide this professional development, key staff members will attend our Network's training on the Charlotte Danielson Framework (summer 2011). Our Network will support this work with their partnership with Teachscape.

All staff members will receive copies of the research-based rubric.

Via the "Learn" tab on ARIS, all teachers will take the self-assessment on selected components of Danielson's research-based rubric. Once teachers have completed their self-assessment they will meet individual with either the Principal or the Assistant Principal to review their self-assessment and to co-craft a personal professional development plan to help them target their select component. Teachers will work towards improving their effectiveness in the selected components over the course of the academic year. Teachers will only focus on the components were they have a weakness or a need. Once improvements are made in a selected component, an individual teacher will then move towards working on another component. Again, using the "Learn" tab on ARIS, teachers will be asked to develop personal learning goals and reflect upon their teaching during different points in the academic year. Once a teacher completes a task on ARIS they will make it public or viewable to both the Principal and AP so that a discussion can take place. All teachers have their own laptop computer to facilitate this work. This work can be completed during our PLC time which is incorporated into each teacher's schedule.

Professional development committee (UIM Cabinet) develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric. Such professional development opportunities include, but are not limited to, ARIS Learns webinars, ARIS professional development opportunities, Network provided training, in-house professional development workshops and teacher teams engaged in collaborative inquiry work. These professional development opportunities are in addition to any individual opportunities that a teacher seeks out on their own accord. 100% of teachers serve on at least one inquiry team with some teachers serving on up to three different inquiry teams. Each teacher is scheduled for inquiry time where they can complete/participate in professional development opportunities.

School leaders set up and follow a schedule for teacher observation and feedback using the Danielson research-based rubric. All teachers will receive eight (8) formative observations based on this rubric. Attention will be directed towards the components identified on the self-assessment by each individual teacher.

Inquiry teams will also conduct instructional rounds/learning walks and will provide feedback to teachers that focus on Danielson's research-based rubric. Each collaborative inquiry team will engage in in-depth studies on our selected components of the research-based rubric. Colleagues will serve as critical friends and will assist in improving teacher effectiveness across our school. Each teacher's Circular 6 duty is to participate on an inquiry team at least twice per week.

Strategies to increase parental involvement

- Hold regularly scheduled PTA meetings that are publicized.
- Hold regularly schedule SLT meetings that are publicized.
- Hold Title I meeting yearly. During this meeting we will actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program.
- Develop school-level parent committees that are active in the school.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
- Conduct regularly scheduled parent workshops on topics such as technology and academic expectations. Workshops will be held on CCLS and the required CCLS tasks (ELA and math).
- Host Parent-Teacher Conferences at least twice per year.
- Send our report cards six times per year.
- Maintain an active school website to aid in parent communication.
- Maintain an online grading tool for transparency with parents regarding their scholar's grades.
- Translate all critical school documents.
- Host a family fun day.
- Host our second annual family Walk-a-Thon.
- Include parents in our service initiatives.
- Encourage parents to use and visit ARIS Parent-Link regularly and hold workshops for parents.
- Have all scholars utilize a school planner for consistent communication with families.
- Establish and maintain a parent resource center in our Parent Coordinators office.

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, according to our BEDS survey, all of our teachers are highly qualified. When needed, we will offer mentoring to ensure that staff is highly qualified. Additionally, Professional Development will be offered to train teachers. The Danielson Framework will serve as our research-based framework to define effective teaching. Title 1 funds (5%) will be used to ensure that all teachers become highly qualified.

Service and program coordination

- CBO program, Phipps Beacon
- SES program
- DOE Internal Services (PD)
- Network Support (CFN)

Budget and resources alignment

- We will establish a hiring committee to ensure that we hire and retain highly qualified teachers. They will convene after school and be paid with per session funds via Fair Student Funding.
- We will hire a full time in-house mentor who will be paid with TL Fair Student Funding (76.55%) and TL Salary Subsidy Funding (23.45%)
- We will hire an academic coach to assist in training teachers with Title I SWP Funding (45.4%) and TL Deferred Program Planning Initiative Funds (54.6%).
- We will utilize the following funding sources to pay for per session PD opportunities for staff: TL Fair Student Funding and TL Deferred Program Planning Initiative Funds.
- We will utilize ARRA RTTT Citywide Instructional Expectation funding to conduct inquiry work and to have teachers focus on CCLS and the implementation of the CCLS tasks.
- ARRA RTTT Data Specialist funds will be used to track data and assist teachers in using data to drive their instruction.
- At least 5% of our Title I SWP funds will be used to ensure that all staff members are highly qualified, if needed, according to our BEDS survey.
- Network support will be integral in assisting us in meeting this goal. We will pay our CFN via our TL Children First Network funds (\$34,000).
- Teachers will be allowed to attend off-site PD sessions that are offered by the DOE. Funds for these internal DOE services will be paid via TL Deferred Program Planning Initiative Funds and TL Fair Student Funding.
- All teachers will be trained on the Danielson Framework, a research-based rubric that defines high quality teaching. One lead teacher will be trained over the summer along with our principal and data specialist by our CFN. This small team will take the lead on training all teachers during the two PD days in September. Subsequent PD will be rendered during our in-house professional development periods.
- The teaching and scholar schedules will be created with periods allocated towards common planning, professional development and inquiry work. These professional periods will be utilized to improve teacher practice and for teachers to discuss feedback with each other and the administration.
- The administration will attend PDs on how to offer more effective feedback to teachers.
- Both the Principal and the Assistant Principal will participate in a year-long PD opportunity with is offered by our CFN entitle, "Instructional Rounds". During these PD sessions we will visit other scholars to conduct Instructional Rounds. We will use the Danielson Framework to structure our observations and feedback. This will give the administration an opportunity to discuss effective feedback and observations with colleagues.
- Teachers will be required to attend one-hour of professional development per week in-house.

ANNUAL GOAL #2 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 #2

Goal:

Students will show progress in their written analysis of informational texts.

By June 2012, 85% of students in all grades will show progress in their written analysis of informational texts as measured by their final performance on the 2011-2012 Citywide Instructional Expectations CCLS ELA task.

Comprehensive needs assessment

On our NYC Progress Report, we scored 29.4 out of 60 for student progress and 10.8 out of 25 for student performance. We received a letter grade of B overall on our NYC Progress Report. On our New York State School Report Card we did not make our AYP in special education ELA. Our inability to meet our AYP has led to us to having a 2011-2012 Differentiated Accountability Status overall of Improvement (year 1), Basic category. As such, we need to improve teacher effectiveness to promote a higher level of academic achievement.

Instructional strategies/activities

Teachers will develop a Common Core Learning Standard-aligned task and unit of study that incorporates opportunities for students to analyze informational texts by conducting research and using supporting evidence to craft a written analysis of the given text.

Our social studies, ELA and special education inquiry teams will work together to create this literacy unit of study and task that is strategically aligned to the selected CCLS. Teams will begin by taking a closer look at the state of our current student work and tasks via the "Surfacing the Gaps" protocol. This protocol will be modeled by the Principal in September at our Core Data Inquiry Team meeting. From there team leaders will conduct this protocol with their teams to "Surface the Gaps" between what we are currently asking our scholars to know and do and what CCLS expects them to know and be able to do. We will also build upon our work from last year as part of the Text Complexity CCLS DOE pilot.

Teachers, via their collaborative inquiry teams, which meet twice per week, will develop collaborative lessons that incorporate the written skills needed to analyze informational text as well as reading skills necessary to navigate the text complexity in informational writing. Teachers will also co-craft the entire unit of study that is aligned to the CCLS as well as the task noted in the citywide instructional expectations for 2011-2012. As part of this teacher teams will assess student work and revise lessons as necessary. Inquiry teams will develop a rubric to assess their scholars' work. Teams will use the resources that are posted on the Common Core Library website to guide their work.

Strategies to increase parental involvement

- Hold regularly scheduled PTA meetings that are publicized.
- Hold regularly schedule SLT meetings that are publicized.
- Hold Title I meeting yearly. During this meeting we will actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program.
- Develop school-level parent committees that are active in the school.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.

- Conduct regularly scheduled parent workshops on topics such as technology and academic expectations. Workshops will be held on CCLS and the required CCLS tasks (ELA and math).
- Host Parent-Teacher Conferences at least twice per year.
- Send our report cards six times per year.
- Maintain an active school website to aid in parent communication.
- Maintain an online grading tool for transparency with parents regarding their scholar's grades.
- Translate all critical school documents.
- Host a family fun day.
- Host our second annual family Walk-a-Thon.
- Include parents in our service initiatives.
- Encourage parents to use and visit ARIS Parent-Link regularly and hold workshops for parents.
- Send home information regarding the CCLS and the required tasks. Post this information to our website as well.
- Have all scholars utilize a school planner for consistent communication with families.
- Establish and maintain a parent resource center in our Parent Coordinators office.

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, according to our BEDS survey, all of our teachers are highly qualified. When needed, we will offer mentoring to ensure that staff is highly qualified. Additionally, Professional Development will be offered to train teachers. The Danielson Framework will serve as our research-based framework to define effective teaching. Title 1 funds (5%) will be used to ensure that all teachers become highly qualified.

Service and program coordination

- CBO program, Phipps Beacon
- SES program
- DOE Internal Services (PD)
- Network Support (CFN)

Budget and resources alignment

- We will hire an academic coach to assist teachers with the CCLS tasks with Title I SWP Funding (45.4%) and TL Deferred Program Planning Initiative Funds (54.6%).
- We will utilize the following funding sources to pay for per session PD opportunities for staff: TL Fair Student Funding and TL Deferred Program Planning Initiative Funds.
- We will utilize ARRA RTTT Citywide Instructional Expectation funding to conduct inquiry work and to have teachers focus on CCLS and the implementation of the CCLS tasks.
- ARRA RTTT Data Specialist funds will be used have our Data Specialist assist with CCLS tasks.
- Network support will be integral in assisting us in meeting this goal. We will pay our CFN via our TL Children First Network funds (\$34,000).
- Teachers will be allowed to attend off-site PD sessions that are offered by the DOE. Funds for these internal DOE services will be paid via TL Deferred Program Planning Initiative Funds and TL Fair Student Funding.
- All teachers will attend PD on the new Standards (CCLS). One lead teacher will be trained over the summer along with our principal and data specialist by our CFN. This small team will take the lead on training all teachers during the two PD days in September. Subsequent PD will be rendered during our in-house professional development periods.
- Full day PD on Election Day will focus on CCLS and the implementation of the CCLS task.
- The teaching and scholar schedules will be created with periods allocated towards common planning, professional development and inquiry work. These

professional periods will be utilized to improve teacher practice and for teachers to discuss feedback with each other and the administration.

- The administration will attend PDs on how to offer more effective feedback to teachers.
- Both the Principal and the Assistant Principal will participate in a year-long PD opportunity which is offered by our CFN entitled, "Instructional Rounds". During these PD sessions we will visit other schools to conduct Instructional Rounds. This will give the administration an opportunity to discuss CCLS and the implementation of CCLS tasks into the curriculum.
- Teachers will be required to attend one-hour of professional development per week in-house.

ANNUAL GOAL #3 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 #3

Goal:

Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement.

Measurable Objective:

By June 2012, 11% more teachers will report being well supported in addressing student behavior and discipline problems.

Comprehensive needs assessment

NYC School Environment Survey reported that only 78% of teachers felt that, "Order and discipline are maintained at their (my) school." Our goal is to have this number increase to 89% of teachers responding "strongly agree" or "agree" to the question "Order and discipline are maintained at my school". This will be an increase from 78% to 89% between 2011 and 2012. Overall we received 7.0 out of 15 in the "School Environment" category on our NYC Progress Report.

Instructional strategies/activities

Utilize the Charlotte Danielson Framework for Effective Teaching research-based rubric, component 2d *Managing Student Behavior*.

UIM cabinet develops school-wide rules and procedures. All are delineated in our Scholar/Parent Handbook as well as in our Staff Handbook. Dean creates forms and templates, such as behavior tracking sheets, to use for school-wide discipline measures. Create school-wide incentives for good behavior and for upholding our school-wide rules and procedures.

Offer professional development opportunities for staff members regarding discipline, positive reinforcement, and establishing a classroom culture. Train scholars on the Discipline Code and norms of behavior. Have a clear ladder of referral and interventions that are transparent to all.

Work closely with our Youth Development officer.

Expand our Pupil Personnel Committee (PPC). Our PPC will discuss at-risk scholars, develop a plan of action for them, and track their progress. Our PPC meets weekly for one hour and is spearheaded by one of our guidance counselors. Team members include the following: principal, AP, dean, IEP team teacher, SETSS teachers, guidance counselors, special education teacher, school psychologists, social worker, parent coordinator, and our attendance point person.

School leaders emphasize and reinforce relevant rules and procedures throughout school year.

Strategies to increase parental involvement

- Hire a Dean to focus on discipline, order and safety. This person will serve as the liaison between the home and school on discipline issues. The dean will track suspension numbers and handle discipline issues.
- Hold regularly scheduled PTA meetings that are publicized.
- Hold regularly schedule SLT meetings that are publicized.
- Hold Title I meeting yearly. During this meeting we will actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program.
- Develop school-level parent committees that are active in the school.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.

- Conduct regularly parent workshops on topics such as bullying, cyber bullying, and Respect for All.
- Host Parent-Teacher Conferences at least twice per year.
- Send our report cards six times per year. Conduct grades are awarded on report cards.
- Maintain an active school website to aid in parent communication.
- Translate all critical school documents.
- Host a family fun day.
- Host our second annual family Walk-a-Thon.
- Include parents in our service initiatives.
- Encourage parents to use and visit ARIS Parent-Link regularly and hold workshops for parents.
- Have all scholars utilize a school planner for consistent communication with families.
- Establish and maintain a parent resource center in our Parent Coordinators office.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently, according to our BEDS survey, all of our teachers are highly qualified. When needed, we will offer mentoring to ensure that staff is highly qualified. Additionally, Professional Development will be offered to train teachers. The Danielson Framework will serve as our research-based framework to define effective teaching. Title 1 funds (5%) will be used to ensure that all teachers become highly qualified.

Service and program coordination

- CBO program, Phipps Beacon
- SES program
- DOE Internal Services (PD)
- Network Support (CFN)
- Youth Development Officer and Office of School Safety

Budget and resources alignment

- We will use TL Fair Student Funding to hire our dean.
- We will utilize the following funding sources to pay for per session PD opportunities for staff: TL Fair Student Funding and TL Deferred Program Planning Initiative Funds.
- Network support will be integral in assisting us in meeting this goal. We will pay our CFN via our TL Children First Network funds (\$34,000).
- Teachers will be allowed to attend off-site PD sessions that are offered by the DOE. Funds for these internal DOE services will be paid via TL Deferred Program Planning Initiative Funds and TL Fair Student Funding.
- All teachers will be trained on our school's ladder of referral by our dean. All information will also be present in our UIM Staff Handbook which all staff members receive.
- The Dean will conduct all suspension conferences and attend all superintendent hearings.
- The Dean will man our SAVE room.

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

Goal

Teachers will create at least one curriculum unit and task aligned to the strategically selected Common Core Learning Standards (CCLS) in both literacy and math.

By June 2012, 90% of teachers will create at least one curriculum unit and task which is aligned to strategically selected Common Core standards. By June 2012, all students will complete one CCLS aligned task in ELA and one CCLS aligned task in mathematics.

Comprehensive needs assessment

On our NYC Progress Report, we scored 29.4 out of 60 for student progress and 10.8 out of 25 for student performance. We received a letter grade of B overall on our NYC Progress Report. On our New York State School Report Card we did not make our AYP in special education ELA. Our inability to meet our AYP has led to us to having a 2011-2012 Differentiated Accountability Status overall of Improvement (year 1), Basic category. As such, we need to improve teacher effectiveness to promote a higher level of academic achievement.

Instructional strategies/activities

Teachers will develop a Common Core Learning Standard-aligned task and unit of study. Tasks will be embedded in the CCLS-aligned curricula and include multiple entry points for all learners, including our special education and ELL populations.

Our social studies, ELA and special education inquiry teams will work together to create their literacy unit of study and task that is strategically aligned to the selected CCLS. Our science and math inquiry teams will work together to create their mathematics unit of study and task that is strategically aligned to the selected standard.

Teams will begin by taking a closer look at the state of our current student work and tasks via the “Surfacing the Gaps” protocol. This protocol will be modeled by the Principal in September at our Core Data Inquiry Team meeting. From there team leaders will conduct this protocol with their teams to “Surface the Gaps” between what we are currently asking our scholars to know and do and what CCLS expects them to know and be able to do. We will also build upon our work from last year as part of the Text Complexity CCLS DOE pilot.

Teachers, via their collaborative inquiry teams which meet twice per week, will develop collaborative lessons that focus on the prerequisite skills that our scholars need in order to complete the CCLS-aligned task. Teachers will also co-craft the entire unit of study that is aligned to the CCLS as well as the task noted in the citywide instructional expectations for 2011-2012. As part of this teacher teams will assess student work and revise lessons as needed. Inquiry teams will develop a rubric to assess their scholars’ work. Teams will use the resources that are posted on the Common Core Library website to guide their work.

The ELA task will be completed in Spring 2012 and the math task will be completed in Winter 2011.

Strategies to increase parental involvement

- Hold regularly scheduled PTA meetings that are publicized.
- Hold regularly schedule SLT meetings that are publicized.
- Hold Title I meeting yearly. During this meeting we will actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program.
- Develop school-level parent committees that are active in the school.

- Maintain a Parent Coordinator to serve as a liaison between the school and families.
- Conduct regularly scheduled parent workshops on topics such as technology and academic expectations. Workshops will be held on CCLS and the required CCLS tasks (ELA and math).
- Host Parent-Teacher Conferences at least twice per year.
- Send our report cards six times per year.
- Maintain an active school website to aid in parent communication.
- Maintain an online grading tool for transparency with parents regarding their scholar's grades.
- Translate all critical school documents.
- Host a family fun day.
- Host our second annual family Walk-a-Thon.
- Include parents in our service initiatives.
- Encourage parents to use and visit ARIS Parent-Link regularly and hold workshops for parents.
- Send home information regarding the CCLS and the required tasks. Post this information to our website as well.
- Have all scholars utilize a school planner for consistent communication with families.
- Establish and maintain a parent resource center in our Parent Coordinators office.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently, according to our BEDS survey, all of our teachers are highly qualified. When needed, we will offer mentoring to ensure that staff is highly qualified. Additionally, Professional Development will be offered to train teachers. The Danielson Framework will serve as our research-based framework to define effective teaching. Title 1 funds (5%) will be used to ensure that all teachers become highly qualified.

Service and program coordination

- CBO program, Phipps Beacon
- SES program
- DOE Internal Services (PD)
- Network Support (CFN)

Budget and resources alignment

- We will establish a hiring committee to ensure that we hire and retain highly qualified teachers. They will convene after school and be paid with per session funds via Fair Student Funding.
- We will hire a full time in-house mentor who will be paid with TL Fair Student Funding (76.55%) and TL Salary Subsidy Funding (23.45%)
- We will hire an academic coach to assist in training teachers with Title I SWP Funding (45.4%) and TL Deferred Program Planning Initiative Funds (54.6%).
- We will utilize the following funding sources to pay for per session PD opportunities for staff: TL Fair Student Funding and TL Deferred Program Planning Initiative Funds.
- We will utilize ARRA RTTT Citywide Instructional Expectation funding to conduct inquiry work and to have teachers focus on CCLS and the implementation of the CCLS tasks.
- ARRA RTTT Data Specialist funds will be used to track data and assist teachers in using data to drive their instruction.
- At least 5% of our Title I SWP funds will be used to ensure that all staff members are highly qualified, if needed, according to our BEDS survey.
- Network support will be integral in assisting us in meeting this goal. We will pay our CFN via our TL Children First Network funds (\$34,000).
- Teachers will be allowed to attend off-site PD sessions that are offered by the DOE. Funds for these internal DOE services will be paid via TL Deferred Program Planning Initiative Funds and TL Fair Student Funding.
- All teachers will be trained on the Danielson Framework, a research-based rubric that defines high quality teaching. One lead teacher will be trained over the

summer along with our principal and data specialist by our CFN. This small team will take the lead on training all teachers during the two PD days in September. Subsequent PD will be rendered during our in-house professional development periods.

- The teaching and scholar schedules will be created with periods allocated towards common planning, professional development and inquiry work. These professional periods will be utilized to improve teacher practice and for teachers to discuss feedback with each other and the administration.
- The administration will attend PDs on how to offer more effective feedback to teachers.
- Both the Principal and the Assistant Principal will participate in a year-long PD opportunity which is offered by our CFN entitled, "Instructional Rounds". During these PD sessions we will visit other schools to conduct Instructional Rounds. We will use the Danielson Framework to structure our observations and feedback. This will give the administration an opportunity to discuss effective feedback and observations with colleagues.
- Teachers will be required to attend one-hour of professional development per week in-house.

ANNUAL GOAL #5 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 #1

Goal:

Improve our students' with special needs performance in ELA so that our school makes strides towards meeting our AYP in that category.

By June 2012, 25% of students in self-contained special education will show growth in ELA as per the NYS ELA assessment.

Comprehensive needs assessment

- On our NYC Progress Report, we scored 29.4 out of 60 for student progress and 10.8 out of 25 for student performance. We received a letter grade of B overall on our NYC Progress Report. On our New York State School Report Card we did not make our AYP in special education ELA. Our inability to meet our AYP has lead to us to having a 2011-2012 Differentiated Accountability Status overall of Improvement (year 1), Basic category.

Instructional strategies/activities

We have restructured our self-contained special education department to aid us in meeting our AYP in ELA. One special education teacher will focus on ELA instruction solely and will provide our 7th graders and 8th graders ELA instruction. This will cut down on the planning load for this teacher and will allow this practioner to improve their craft in an effort to improve our ELA instruction for our self-contained special education scholars. This teacher will be offered extensive professional development opportunities in the area of ELA instruction and how to best teach students with special needs. We will use data driven instruction to target the needs of each individual in our self-contained program. Our teacher will track student progress in an effort to progress monitor their performance. Benchmark exams will be given to determine our course of action with this population.

We will work with a Special Education School Improvement Specialist (SEIS) to assist us in making improvements towards our AYP in ELA. This specialist will be in-house once per week to offer assistance, expertise, professional development and to monitor progress. Our specialist will develop a QIP, a quality improvement plan, to assist us in making gains towards AYP in ELA. We will also work hand-in-hand with our Network's special education liaison who will offer assistance, expertise and professional development. Our Senior School Improvement Specialist will be invited to visit the school and to offer insights towards improvement.

Our self-contained special education instruction will follow the Workshop Model of instruction (Hook, mini lesson, group work, independent work and closing). Paraprofessionals will be used to work with small groups and individuals. Stations or centers will be used to differentiate the instruction according to each students' needs. The administrators will offer regular feedback in terms of the quality of teaching ensure that we are making strides towards meeting this goal.

Our Pupil Personnel Committee (PPC) and guidance counselors will assist with the social emotional piece of the puzzle that accompanies this population. Parents will be included in our educational planning and IEP writing.

Strategies to increase parental involvement

- Hold regularly scheduled PTA meetings that are publicized.
- Hold regularly schedule SLT meetings that are publicized.
- Hold Title I meeting yearly. During this meeting we will actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program.
- Develop school-level parent committees that are active in the school.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.

- Host Parent-Teacher Conferences at least twice per year.
- Our IEP teacher will serve as a liaison between our special education department and families.
- Our SBST (school based support team) will assist in diagnostic testing, evaluations and IEP writing.
- Use SESIS to write and update IEPs.
- Send our report cards six times per year.
- Maintain an active school website to aid in parent communication.
- Maintain an online grading tool for transparency with parents regarding their scholar's grades.
- Translate all critical school documents.
- Host a family fun day.
- Host our second annual family Walk-a-Thon.
- Include parents in our service initiatives.
- Encourage parents to use and visit ARIS Parent-Link regularly and hold workshops for parents.
- Have all scholars utilize a school planner for consistent communication with families.
- Establish and maintain a parent resource center in our Parent Coordinators office.

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, according to our BEDS survey, all of our teachers are highly qualified. When needed, we will offer mentoring to ensure that staff is highly qualified. Additionally, Professional Development will be offered to train teachers. The Danielson Framework will serve as our research-based framework to define effective teaching. Title 1 funds (5%) will be used to ensure that all teachers become highly qualified.

Service and program coordination

- School Based Support Team
- CBO program, Phipps Beacon
- SES program
- DOE Internal Services (PD)
- Network Support (CFN)

Budget and resources alignment

- Use TL SBST Shared funding and IDEA SBST Shared funding to fund our SBST (social worker, DC 37 paraprofessional and school psychologist).
- Use TL IEP PARA funding and IDEA IEP PARA funding to fund our paraprofessionals.
- We will establish a hiring committee to ensure that we hire and retain highly qualified teachers. They will convene after school and be paid with per session funds via Fair Student Funding.
- We will hire a full time in-house mentor who will be paid with TL Fair Student Funding (76.55%) and TL Salary Subsidy Funding (23.45%)
- We will hire an academic coach to assist in training teachers with Title I SWP Funding (45.4%) and TL Deferred Program Planning Initiative Funds (54.6%).
- We will utilize the following funding sources to pay for per session PD opportunities for staff: TL Fair Student Funding and TL Deferred Program Planning Initiative Funds.
- We will utilize ARRA RTTT Citywide Instructional Expectation funding to conduct inquiry work and to have teachers focus on CCLS and the implementation of the CCLS tasks.
- ARRA RTTT Data Specialist funds will be used to track data and assist teachers in using data to drive their instruction.
- At least 5% of our Title I SWP funds will be used to ensure that all staff members are highly qualified, if needed, according to our BEDS survey.
- Network support will be integral in assisting us in meeting this goal. We will pay our CFN via our TL Children First Network funds (\$34,000).
- Teachers will be allowed to attend off-site PD sessions that are offered by the DOE. Funds for these internal DOE services will be paid via TL Deferred

Program Planning Initiative Funds and TL Fair Student Funding.

- The teaching and scholar schedules will be created with periods allocated towards common planning, professional development and inquiry work. These professional periods will be utilized to improve teacher practice and for teachers to discuss feedback with each other and the administration. Our special education department will have three professional learning community/inquiry team meetings per week factored into their teaching schedule.
- The administration will attend PDs on how to offer more effective feedback to teachers.
- Both the Principal and the Assistant Principal will participate in a year-long PD opportunity which is offered by our CFN entitled, "Instructional Rounds". During these PD sessions we will visit other scholars to conduct Instructional Rounds. We will use the Danielson Framework to structure our observations and feedback. This will give the administration an opportunity to discuss effective feedback and observations with colleagues.
- Teachers will be required to attend one-hour of professional development per week in-house.

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	47	47	0	0	2	0	0	0
7	32	32	0	0	6	0	0	1
8	61	61	0	0	8	0	0	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	<p>We offer tutoring during our 37.5 minute instructional period (UFT mandated). Scholars who attend this program meet for 37.5 minutes of small group instruction (10:1 or 5:1 in special education) four days per week, after school. We use Kaplan test preparation materials such as Kaplan Keys and Kaplan Advantage. We also use the Coach test preparation materials. We integrate technology into our AIS program as well by using Acuity and Achieve 3000.</p> <p>Our SETSS teachers offer at-risk resource room services via a push-in and pull-out method. This instruction occurs during the course of the academic day. This occurs either in small group or one-to-one. Pull-out services occur during non-core course periods such as during advisory.</p>
Mathematics	<p>We offer tutoring during our 37.5 minute instructional period (UFT mandated). Scholars who attend this program meet for 37.5 minutes of small group instruction (10:1 or 5:1 in special education) four days per week, after school. We use Kaplan test preparation materials such as Kaplan Keys and Kaplan Advantage. We also use the Coach test preparation materials. We integrate technology into our AIS program as well by using Acuity and Achieve 3000.</p> <p>Our SETSS teachers offer at-risk resource room services via a push-in and pull-out method. This instruction occurs during the course of the academic day. This occurs either in small group or one-to-one. Pull-out services occur during non-core course periods such as during advisory.</p>
Science	N/A

Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Our guidance counselor leads the following group sessions once per week: “How to grieve”, “Anger Management 101”, and “How to manage academic stress”. All sessions are delivered in a small group. The groups meet during the academic day during non-core course periods.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	Services to these two scholars are offered as per their 504 plan. Both receive services during the day in a one-to-one setting.

**PARENT INVOLVEMENT POLICY (PIP) FOR THE
URBAN INSTITUTE OF MATHEMATICS 08X371**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds,

which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, Urban Institute of Mathematics, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to the Common Core State Learning Standards
- offering high quality instruction in all content areas
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community
- supporting parental involvement activities as requested by parents
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time
- encourage my child to follow school rules and regulations and discuss this Compact with my child
- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- respond to surveys, feedback forms and notices when requested
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams
- share responsibility for the improved academic achievement of my child

III. Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time
- follow the school rules and be responsible for my actions
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully
- always try my best to learn

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X371 **School Name:** Urban Institute of Mathematics

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.

Our special education population did not make AYP for two consecutive years. This student population is reading and writing well below grade level as per running records, soft data (classroom based), hard data (Acuity, NYS assessments, etc.). Benchmark data shows that they are making small gains, but not enough to move levels on the NYS ELA assessment (move from Level 1 to Level 2). As such, this population was not able to make AYP in ELA. Specifically, it is our self-contained special education population that needs to make academic gains as our SETSS population received extra credit in ELA on our NYC Progress Report.

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.

In an effort to make improvements, we are compartmentalizing our special education department. One teacher will be in charge of teaching ELA (and social studies via literacy) while the other teacher will focus on math (and science through mathematics). This will lessen the work load and planning responsibilities for the teachers. In turn, our ELA teacher can focus their attention on promoting greater academic achievement for this population. We conducted a baseline assessment to gauge the starting point for this target population. We conducted running records to calculate their reading level at the start of the academic year and gave a baseline writing assessment to gauge their entry point in terms of their writing. Our self-contained population is a 12:1:1 population that will have double blocks of ELA instruction daily (90 minutes). We will focus on data driven instruction to target the needs of this population. We will utilize our SESIS support person to assist us in this mission. Our special education department's teaching schedule will allot for four inquiry periods per week. During this time teachers will focus on student work, common assessments and lesson planning. After school we will provide a school-based tutoring program for this cohort of scholars in addition to the SES services and we are mandated to provide. We have yet to select an SES provider at this time.

We will work with AUSSIE to assist us in making improvements as well. AUSSIE interventions will focus on the ELA teachers and the Special Education teachers, through the use of consultancy support. The AUSSIE consultant will base the professional development on the school's data and the school leadership team's professional decisions.

AUSSIE will provide support in ELA, with a focus on strategies for Students with Disabilities. The work with AUSSIE will be designed around the critical assumption that the single most important factor in improving student outcomes is the quality of classroom instruction. We know that in order to support excellent teaching, teachers need to understand and develop expertise about what constitutes powerful instruction for Students with Disabilities. The greater the challenge of the student needs, the greater the need for a deliberate focus on student learning and well-being.

To achieve the goal of raising student achievement, the AUSSIE consultant will work collaboratively with the principal and staff to create structures that sustain professional learning and will, from the outset, support and guide the teachers to ensure there is internal capacity.

The professional development will focus on:

- supporting the school in holding Students with Disabilities accountable for goals that are standards-based. IEPs should reflect Common Core Learning Standards and emphasize long-term educational outcomes.
- supporting teachers to focus on student achievement particularly for students at risk;
- supporting the curricular, instructional, and scheduling flexibility needed to meet the diverse needs of Students with Disabilities;
- supporting the principal and teachers as they respond to the learning needs of an increasingly diverse student population, including those with learning challenges and to better serve students at risk.

The ability to guide schools in implementing and developing a rigorous, engaging, standards-based and assessment driven curriculum is a key feature of AUSSIE work in schools. Research shows that it is the capacity of the teacher that has the greatest impact on student achievement (Hammond) therefore the intervention plan will be teacher centered, targeted, and relevant to their classroom practice in order to cultivate their capacity.

This plan is based on an assessment of the school staff needs and the student needs and is integrated into the on-going educational plan of the school.

During this intervention the consultant will:

- provide the ELA and Special Education teachers with support as well as directly coaching teachers through assisting with planning, demonstrations and coaching in instruction;
- assist teachers in the development of differentiated lesson plans and curriculum adjustments to address the needs of all students;
- deepen teachers' understanding of the Common Core Learning Standards and support their planning in relation to these standards;
- support the use of the Inquiry process to act on the findings of assessment data;
- assist teachers to analyze their data and to use this to inform instruction and to develop rigorous differentiated strategies;
- be flexible and responsive to the diverse needs of the school community through the content and implementation of their work;
- draw on their extensive experience and expertise in catering to the needs of Middle School teachers in designing experiences that improve instruction for the target groups;
- focus on the development of content knowledge and pedagogical content knowledge as well as convert theory into practice;
- focus on building internal capacity and liaise closely with the ELA and Special Needs teachers, so that support for the work can continue between consultant visits;
- facilitate learning through demonstration and practice, building on what the learner knows, and encouraging reflective teaching at all times.

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.

These funds will be used to train our special education staff on teaching practices. We will utilize our Network's special education point person to identify specific trainings and professional development opportunities for my special education department to attend. Our SESIS point-person will also offer training to our staff. We will use some of the funding to pay for per diem coverage as our special education teachers are out of the building at training. Some of these funds will be allocated towards our literacy coach. This person will offer professional development sessions that focus on meeting the needs of our special education subgroup in ELA. The focus of our PD for the year will be on using data to drive instruction.

As previously noted, AUSSIE is developing a PD model that will meet our needs. This funding, along with the \$20,000 grant money, will be used partially to fund this outside provider. Our AUSSIE consultant will assist the school in critical reflection of current programs, creating meaningful, inquiry-based instruction and, using a backwards design approach, tailor curricula that are aligned to the new Common Core Learning Standards and current research.

The consultant will support the school in developing a thinking curriculum, arising out of analysis of data. This analysis will drive instruction. The consultant will assist teachers in developing sound strategies to ensure a differentiated approach. This will promote an emphasis on creating programs that identify and disseminate best practices in teaching and learning.

The consultant will support teachers through faculty meetings and job embedded professional development as they:

- build on their foundation knowledge of the CCLS;
- examine student work to understand what is required for ELA Students with Disabilities to reach the appropriate CCLS level;
- develop meaningful performance tasks which are strategically aligned to the CCLS;
- develop curriculum maps and unit maps that are aligned to the CCLS and which include entry points for all learners and provide for rigorous differentiated instruction;
- design interim assessments, aligned to the CCLS and which provide the data to inform ongoing instruction.

During the consultancy period the consultant will:

- meet with the school leadership team to perform a needs assessment, evaluate the school's strengths and needs and ascertain in collaboration with you the goals of the consultancy period;
- develop a school based plan that will outline the specific professional development for the teachers that they will be working with in order to meet these goals;
- provide advice on appropriate use of current resources and suggestions for resources that would support the goals of the project;
- demonstrate exemplary practice using existing programs, encouraging as many teachers as possible to observe demonstrations, provide times for teachers to meet to discuss these demonstrations, and become involved in the learning with the teachers;
- work one on-one with teachers modeling strong pedagogy and planning ensuring a differentiation of support as appropriate to individual needs and experience levels;
- coach teachers so that they are able to work independently and articulate what they have learned and how it has been applied to their teaching;
- facilitate workshops, meetings, and discussion where necessary throughout the consultancy period, with particular emphasis on achieving success for all students;
- establish a consistent evaluation system and ongoing student assessment (as part of the daily work with students), train teachers to use these evaluations to inform their teaching, and to use continual monitoring of students to ensure their needs are met.

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

We have a full-time mentor on staff. Our mentor will spend time in our special education rooms and render high-quality professional development. Our IEP teacher, SETTS teacher and SBST serve as an asset and will offer professional development opportunities for staff. Our dean is a certified special education teacher and will offer professional development as well. Our AUSSIE consultant, via the consultancy model, will mentor our ELA and special education departments and offer professional development to this cohort of teachers.

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.

We will send out the SINI Notification Letter to inform parents about our school's identification for school improvement. We will also host a meeting to discuss our status and the next steps that we will follow in an effort to show academic

gains. Our SLT will serve as an integral role in getting the message out to the parents as well. We will host an SES meeting for parents as well. Parents will select which SES vendor we will use. AUSSIE will also hold a parent meeting if needed.

**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 Jose Ruiz/Rudy Rupnarain	District 08	Borough Bronx	School Number 371
School Name Urban Institute of Mathematics (08X371)			

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

Principal Jennifer Joynt	Assistant Principal Joseph Martin
Coach N/A	Coach N/A
ESL Teacher Vacancy-using a substitute	Guidance Counselor Jennifer Perugini
Teacher/Subject Area Douglas Koeber/Social Studies	Parent Barbara Schiraldi
Teacher/Subject Area Norah Flynn	Parent Coordinator Christina Andino
Related Service Provider Joan DiSalvatore	Other
Network Leader	Other

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	286	Total Number of ELLs	18	ELLs as share of total student population (%)	6.29%
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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. 

The Urban Institute of Mathematics (UIM) has a freestanding English as a Second Language (ESL) program servicing sixth, seventh, and eighth grade. Each student is assessed using either the Language Assessment Battery Revised (LAB-R) results or the New York State as a Second Language Achievement Test (NYSESLAT) scores from the previous year. We have 18 students who will receive ESL services for the 2011-2012 school year. We have five in grade 6, four in grade 7, and nine in grade 8. All of the English Language Learner population speaks Spanish (17), except one child who speaks Albanian (1).

The students are grouped according to level as beginners, intermediate or advanced. Beginner and intermediate (360 minutes weekly) students are pulled out and receive eight periods (2 full units), the mandated amount, per week. The advanced students receive four periods per week (180 minutes weekly), which also meets the mandate (1 unit). The language of instruction is English and the instructional components include: English as a Second Language, English Language Arts and content areas in English using ESL methodologies. Students enrolled in our ESL program, regardless of level, also receive the required amount of English language arts (ELA) instruction. Each student receives 450 minutes of ELA (ten 45-minute periods) instruction per week which exceeds to minimum requirement of one unit. Additionally, all LEP/ELL scholars receive the required amount of instruction in all other content areas such as mathematics (250 minutes), science (250 minutes), and social studies (250 minutes). Due to the retirement of our ESL teacher in October 2011, all ESL services are currently provided by a substitute teacher until we are able to permanently hire a certified teacher.

The analysis of LAB-R and NYSESLAT results show that thirteen of the eighteen ELL students scored at the intermediate and advanced levels. ELL students at UIM scored consistently lower on the writing, listening and reading portions than they did on the speaking portion. This indicates that more support and assistance is needed to increase their reading and listening comprehension skills and that work needs to be done to improve the grammar and structure of their writing. The ELLs have been focusing on the parts of speech and conventions of the English language and reading skills. Upon analyzing the NYSESLAT we found: nine scholars at the Advanced level, four at the Intermediate level, and five at the Beginner level.

We identify possible ELL scholars in our school by administering the Home Language Identification Survey (HLIS), which includes the formal oral interview in English and in the native language as well as the formal initial assessment. ATS reports including the RNMR are followed to ensure scholars are properly administered the NYSESLAT. All initial assessments, such as the HLIS and LAB-R, were administered by our certified ESL teacher prior to her retirement. Going forward, we are using a substitute teacher to conduct initial assessments as well as serve as our ESL teacher. The NYSESLAT will be administered by our substitute ESL teacher (or permanent hire) as well as other support staff that comprise our LAP Team. This individual will be trained on the administration of the NYSESLAT (and will receive the directions booklet) as well as the proper accommodations for the students. This individual, who speaks Spanish, will also be responsible for communicating with parents (via phone, email, and letters home) with respect to testing accommodations and procedures for the Spanish LAB.

In order to inform parents on their choices regarding their scholar's education, letters are sent home at the beginning of the school year

or immediately after a new student enters the school system. Forms and letter responses are maintained at the school in the main office, where a posting is displayed for both homework help and NYCDE translation services. Once scholars enroll at our school, ARIS is accessed to provide an accurate picture of his/her performance preceding UIM. Additionally, an orientation meeting describing those choices is held soon after the letters are sent home in order to provide parents with as much information as possible. Parents of students with native language support also meet with members of the administration who speak Spanish as well as the bilingual guidance counselor to assist with a smooth transition to our school. Additionally, the support staff is bilingual as is the Parent Coordinator who regularly meets with parents. We follow up via phone and email to ensure that parents are aware of their rights and scheduled meetings. This meeting was conducted in September prior to our ESL teacher retiring. Both last year and this year have shown that parents are consistently choosing ESL instruction at UIM over removing the students to attend a transitional bilingual education (TBE) program at another school in District 8. This can be ascribed in part to the long distance that Spanish speakers would have to travel to the closest available bilingual program in the region, as well as the fact that after students have settled into one school, they are hesitant to move schools again. We have worked to align our ESL program to the needs and desires of our scholars and their families. Parents of ELLs are meaningfully involved in the education of their children. Every six weeks reports are sent home to inform parents of the child's progress. Parents are provided with strategies to increase their ability to assist their children in their academic work. We also use a system called Engrade which allows parents to electronically monitor their students' progress throughout the year.

Information is provided to teachers regarding professional development activities that would help them meet the needs of the ELL students in the content classrooms. A series of workshops were available from the beginning of the year (September, October) that included topics such as: Differentiating Instruction for ELLs and Scaffolding Tasks for ELLs. Our Network hosts workshops as well that our teachers attend on this matter. Many teachers, from content areas of mathematics, ELA, social studies, science, and the arts, have sought advice on the best ways for them to ensure that their ELL students are not left out of the learning in the classroom. Utilizing visuals, word walls, graphic organizers and different learning modalities are all implemented in the content area classrooms to ensure that ELL students have adequate materials to support their learning. Assignments that amplify instead of simplify language are given to ELLs to maintain academic rigor. Our annual summer orientation is hosted for parents to meet with administration and staff and address any questions/concerns they may have about the school. Staff members in attendance include those who are bilingual and are able to clarify any parent concerns about the programs that our school offers (we do not offer TBE/DL, Dual Language).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
--	--

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	To t #
Transitional Bilingual														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	5

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	0	1	6	0	3	5	0	1	18
Total	7	0	1	6	0	3	5	0	1	18

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	3	9					17

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other														0
TOTAL	0	0	0	0	0	0	5	4	9	0	0	0	0	18

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?

Instruction is delivered in a push-in and pull-out manner. As a push-in model our ESL teacher (substitute currently) works in unison with our general education teacher to provide instruction to our ELL scholars, regardless of the amount of years they have been receiving service (short term or long term). Scholars are heterogeneously grouped together in their classes. As a pull-out model scholars work with our ESL teacher in small groups typically focusing on parts of speech, conventions, vocabulary, reading and writing using ESL methodologies. Pedagogues move through the various gradients of text complexity with our ELL scholars from simple texts to more complex texts. Scaffolds are used to assist scholars as the complexity increases. Instruction focuses on word difficulty, context clues,

A. Programming and Scheduling Information

language structure, colloquialisms, text structure, genre, text features, background knowledge, connections to text, format and length of text. Graphic organizers and anticipation guides are used as scaffolds for this subgroup. Our ELL population (18 scholars) only comprises 6% of our overall student population. None of our scholars receive SIFE.

As previously noted, our ESL teacher retired in the fall. We are currently using a substitute teacher to provide ESL instruction via a pull-out and push-in manner. We are actively seeking to hire a full-time, fully certified ESL teacher. We have been in constant contact with our Network’s ESL point person, Human Resources and our Bronx ESL liaison regarding this matter. Until we hire a full time staff member, the substitute will provide all mandated ESL hours to our scholars, both disabled and non-disabled, so that we are in full compliance given each scholar’s proficiency levels. In terms of ELA instruction, all scholars have a reading teacher and a writing teacher. These are highly qualified, fully certified teachers, as per our recent BEDS survey. These ELA teachers provide direct ELA instruction in accordance with the mandated number of ELA hours for middle school. In addition to ESL and ELA instruction, all ELL scholars take mathematics, social studies, science, visual arts, music, dance and physical education. All content area instruction is provided by a certified teacher in their respective field. Via differentiated instruction, these content area teachers target the needs of our ELL subgroup. All instruction is provided in English. Small group work, technology and hands-on assignments are used as innovative instructional approaches to target the needs of all of our ELL scholars regardless of their years of service. Good instruction is good instruction for all scholars. All ELL scholars are targeted more individually by teachers to ensure that they progress academically. All of the aforementioned teaching strategies and instructional approaches apply to our population of ELLs that are students with disabilities (SWD). Students with disabilities are placed in a small class setting, 12:1:1, where they receive more individualized instruction as per their IEP. SWD utilize more technology-based learning, hands-on learning, and interdisciplinary approaches. SWD also have an arts-focused and physical education focus curriculum where they use the Arts to access the ELA curriculum. These scholars are also services by our SETSS and IEP teachers as well as their related service providers.

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

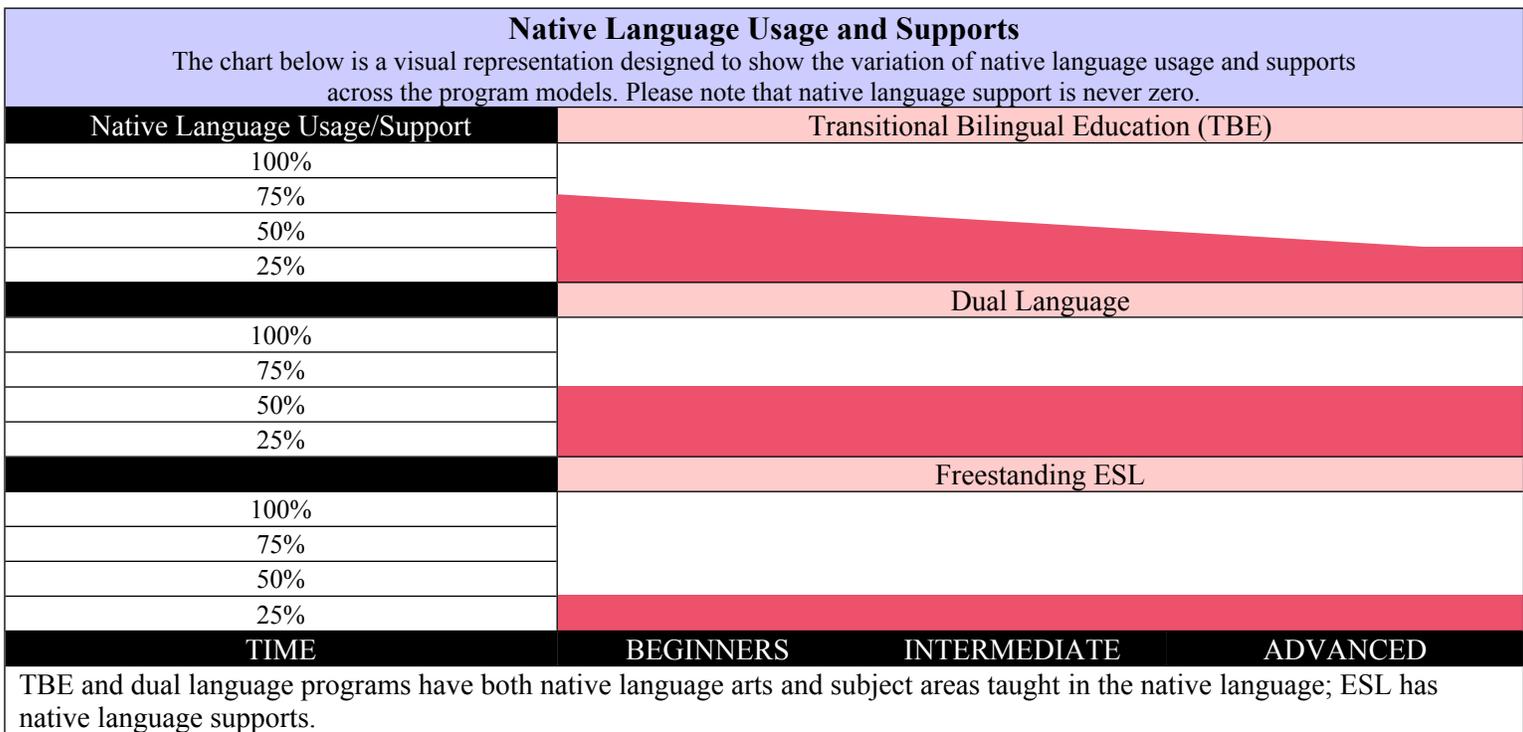
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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?

As previously mentioned, our ELL subgroup is targeted in all content area classes, including ELA, mathematics, social studies, and science in differentiated instruction. This includes targeted activities (i.e., summer activities) for math and science activities as well as speaking

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?

As previously mentioned, our ELL subgroup is targeted in all content area classes, including ELA, mathematics, social studies, and science via differentiated instruction. This includes tactile activities (i.e., manipulatives) for math and science activities as well as graphic organizers geared towards ELA and social studies (i.e., the writing process). Teachers allow their assessment data to drive their instruction. This data is derived from teacher observations, both formal and informal assessment as well as ARIS. Teachers craft small group lessons that focus on the needs of this population. Our ELL scholars have equal access to all content areas including the Arts. We provide these scholars with an array of programs and instructional strategies to help them improve their linguistic and academic skills in an effort for them to become English proficient, meet State standards and promotion/graduation requirements. Our ELL scholars are also enrolled in our tutoring program which meets Monday-Thursday from 2:50-3:28 pm. Each tutor group is comprised of a 10:1 scholar to teacher ratio. During this time scholars focus on basic needs in ELA and mathematics. Scholars remain with the same tutor from September until June. Additionally, many of our ELL scholars are enrolled in our at-risk Resource Room program where our Resource Room/SETSS teacher pushes-in to these scholars' ELA and math classes daily. This teacher provides these scholars with individual attention and assistance that aids them in improving their academics. Again, all instruction is provided in English and all supports are age and grade-level appropriate. Testing accommodations for former ELL's is implemented with their respective proctors. Currently we do not offer any language classes.

Supports for scholars who are transitioning out of the ESL program or are being discontinued will be created on a case-by-case basis. The preliminary plan will be for them to continue to be enrolled in our tutoring program and our Resource Room program. They will continue to receive the same level of highly quality education while in the classroom. At this time we do not have any activities to welcome new ELL scholars with the exception of the orientation meeting that our ESL teacher provides. We host an annual Open School Night/Summer Orientation for all scholars, ELL scholars included, where we discuss the policies and procedures of the school. We review scholars' schedules, curriculum and grading policy. Our Parent Coordinator hosts various workshops for all parents as well. As a result of a grant, our scholars have laptops which enables the integration of technology in classrooms as well as websites that aid in translation. We currently do not offer electives in our program. Once a permanent ESL teacher is hired, we hope the individual will utilize his/her expertise to make suggestions on how to improve our current program. This may or may not involve certain amendments or discontinuances to parts of the program.

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.

All staff members participate in one-hour of professional development each week. Professional development focuses on a wide range of topics such as differentiated instruction, inquiry work, data, Danielson Framework, CCLS, etc. We have offered ESL specific training as well to fulfill all mandates and required hours. Most recently, our Network ESL liaison offered a PD session last spring on ESL best teaching practices. We also send a representative to Network trainings on ESL topics who turnkeys all information to the entire staff. Most recently one staff member who sits on our LAP team attended a Network based ESL training on text complexity and ESL mandates. Records of PD and trainings are maintained by administration, typically with an agenda and/or sign-in sheets. Our Parent Coordinator also work with parents who attend Parent-Teacher conferences (twice per year). Furthermore, one of our guidance counselors is bilingual and serves as an interpreter to many parents to ensure the school's messages are properly conveyed. Additionally, this counselor works closely with the LAP team for cohesiveness for ELL's and their parents.

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?

We provide many opportunities for parental involvement. Our parent coordinator and dean assist in this realm as they serve as the liaison between the parents and the school. We have an Open School Night for all parents; this is specifically focused on scholars transitioning from elementary school to middle school. Although we currently do not have a partnership with a CBO, we do host a summer orientation program where families learn about the school and get assimilated into our school culture. We hold monthly curriculum nights and parent workshops in addition to our regularly scheduled PTA and SLT meetings which are open to all parents. Flyers and agendas are translated into our most prevalent language, Spanish. We often take a Needs Assessment Survey to determine the needs of the parents and we try to tailor our parental activities towards these ever-changing needs. This fall we realized that parents wanted to learn more about the technology applications that their scholars use in school so we hosted a workshop on the Smart Board, Excel, PowerPoint and Microsoft Word. My Parent Coordinator also hosted a session on ARIS Parent Link and Engrade, our electronic grade book.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1	5					7
Intermediate(I)							4	0	1					5
Advanced (A)							1	3	2					6
Total	0	0	0	0	0	0	6	4	8	0	0	0	0	18

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		2		2		1		11
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.

Teachers use Fountas and Pinnell and conduct running records on scholars to assess their independent reading level. We follow the

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.

Part VI: LAP Assurances

School Name: Urban Institute of Mathematics		School DBN: <u>08X371</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Joynt	Principal		12/1/11
Joseph Martin	Assistant Principal		12/1/11
Christina Andino	Parent Coordinator		12/1/11
	ESL Teacher		12/1/11
Barbara Schiraldi	Parent		12/1/11
Douglas Koeber	Teacher/Subject Area		12/1/11
Norah Flynn	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Jennifer Perugini	Guidance Counselor		12/1/11
Rudy Rupnarain	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X371 **School Name:** Urban Institute of Mathematics

Cluster: 608 **Network:** 608

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.

Our Home Language Survey served as our starting point. The findings of our school's written translation and oral interpretation are as follows: all of our families either speak English or Spanish. Of our ELL population, 17 of the 18 ELLs speak Spanish as their Native Language. The one exception speaks Albanian but states that they read and write English. Based on this data, we send home all correspondences (in the form of typed letters) in both English and Spanish. As additional assistance, two members of our main office staff are fluent in Spanish, our parent coordinator speaks Spanish, our assistant principal speaks Spanish as does one of our two guidance counselors.

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.

Our findings show that English and Spanish are our predominate languages. As such, all materials are translated into these two languages to ensure accurate messages are received and understood.

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 Spanish speaking staff members offer translation services. When needed a Spanish speaking staff members attend conferences, parent meetings, IEP meetings, etc. Written documents are translated by in-house school staff who are bilingual (main office staff, parent coordinator, guidance counselor, assistant principal) . The dean distributed the Code in both English and Spanish, at the beginning of the school year. Additionally, the parent coordinator maintains copies of the Spanish version for any additional inquiries.

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 Spanish speaking staff members (parent coordinator, AP, office staff, teachers and/or guidance counselor) offer translation services. When needed a Spanish speaking staff members attend conferences, parent meetings, IEP meetings, etc. Written documents are translated by support staff who are bilingual. The main office also contains signage for contacting translation services should a parent desire.

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>.

We will meet this regulation by translating all written documents. All documents are provided in English and Spanish. Primary language will be identified within 30 days of a scholar enrolling at our school. Such information will be maintained at our school and logged into ATS. Staff will provide written and oral translation. Families have the right to provide their own translation such as by a friend, relative or companion. Translation funds will be scheduled as per session funds to provide translation and interpretation to families.