



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 01M332

**PRINCIPAL:** LAURA PEYNADO-CASTRO      **EMAIL:** LPEYNAD@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLA PHILLIPS



**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Laura Peynado-Castro	*Principal or Designee	
Phillip Andrews	*UFT Chapter Leader or Designee	
Haydee Felix	*PA/PTA President or Designated Co-President	
Edwin Colon	Member/Parent	
Cecilia Perez	Member/Parent	
Michelle Serrano	Member/Parent	
Mecca McDougle	Member/Parent	
Alexandra Collazo-Baker	Member/ESL Teacher	
Nichole Rowe-Small	Member/Guidance Counselor	
Daniel Pena	Member/Dean	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.  
Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

“School leaders should work with the Network to find appropriate PD for mathematics teachers that supports the development of their content knowledge. Teacher teams should develop coherent instructional strategies to be used by all teachers to ensure the continuity of instruction for all students. School leaders should regularly monitor the impact of the PD in mathematics classrooms.” P. 5, SQR Spring 2012

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   2.2 School leader’s vision

  X   2.4 School leader’s use of resources

  X   2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

To improve performance in mathematics by providing professional development that supports the incorporation of the CCSS for mathematical practice and mathematical content in unit and lesson planning in alignment with the Citywide Instructional Expectations. By the end of the year, the overall percentage of students meeting or exceeding proficiency in mathematics will increase by at least 15% as measured by the NYS Math exam. At least 25% of Special Education and student who are economically disadvantaged will make one year’s worth of progress as evidence in the NYS math exam.

*This past 2012 year, only 20% of our students met or exceeded proficiency in the NYS Math Exam and only 8% of our special education met or exceeded proficiency; 20% of our economically disadvantaged students met and/or exceeded proficiency.*

### **Instructional strategies/activities**

- Teachers will build upon the work done during the 2011-12 school year, and develop Common Core-aligned units of study in 2012-13 that focus on Mathematical Practices 3 and/or 4 and the selected domain of focus for the grade: 6-7: Ratios and Proportional Relationships; and 8: Expressions and Equations.
- Administrators and teachers will seek opportunities to work with CBOs and not-for-profits to bring academic opportunities and experiences that support real-life application of mathematics.
- Teachers will attend Institute for Learning in the summer of 2012 to improve curriculum and lesson alignment to CCSS standards for mathematical content and mathematical practice.
- Teachers will meet on a weekly basis to implement and reflect on CCSS-aligned instructional practices and strategies.
- Teachers will participate in a CFN 103 QTEL workshop series designed to support English Language Learners using CCSS-aligned instructional strategies.
- Math groupings will be structured to provide enhanced opportunities for acceleration to all students.
- Acuity assessments, Performance Series and Performance Tasks will be utilized and analyzed to address the needs of students, including underperforming student groups to provide specific and meaningful data targeted to instruction occurring in leveled math groups.
- Per-session funding, when available, will be used for common planning time and data analysis to guide instructional decisions to meet student needs.

### **Evidence:**

Acuity, Performance Series, and CCSS-aligned Performance Tasks Assessments

NYS Math results

Programming artifacts to illustrate grouping / acceleration structures

Content Team artifacts – minutes, data analysis.

Lesson plans / Curriculum maps that reflect alignment to the CCSS and NY State Standards

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: Title I Priority Funds

**Service and program coordination**

Title 1 and Priority funds will be allocated to increase the quality and the amount of intervention services provided by highly qualified teachers. Our assistant principal will work closely with principal and teachers to monitor and organize administration of assessments that will be used periodically to inform academic intervention and student grouping.

To support professional development aligned to the recommendations made by our Spring SQR, our Math team will meet with a facilitator from the network to engage in a book study using the book, Developing Essential Understandings of Ratios, Proportions & Proportional Reasoning (Grades 6-8) published by the National Council of Teachers of Mathematics and written by the authors for the Math CCSS. Our Math teachers will also participate in a CCSS-aligned professional development workshop series for ELLs facilitated by QTEL. Teachers will be expected to apply the strategies from this CCSS-aligned work throughout the year. The following CCSS aligned instructional materials will be purchased using priority funds to help support our instruction in class and in the math intervention program:

Buckle Down to the Common Core State Standards, Math

6th grade ISBN-13: 9780783679884

7th grade ISBN-13: 9780783679891

8th grade ISBN-13: 9780783679907

40 copies of each book

Common Core Clinics, Math (4-book set)

6th grade set ISBN-13: 9780783688978

7th grade set ISBN-13: 9780783688985

8th grade set ISBN-13: 9780783688992

40 copies of each set

New York Skill Bridge Math

6th grade ISBN-13: 9781601615787

7th grade ISBN-13: 9781601615800

8th grade ISBN-13: 9781601615824

20 copies of each

Title I Priority Funds will be allocated to purchase CCSS-aligned reading books for students. It is well established that nothing improves a child's reading more than reading. Experts such as Richard Allington and Kelly Gallagher know that the big keys to more reading are access to books, free choice of reading material, and sustained time to read. At UNMS we have an independent reading program that does just that. Over nine years we have refined and revised our program so that students learn to love reading and learn to read better each year. With budget cuts in recent years we have not been able to replenish our library with many of the titles our students crave---both classic young adult titles as well as the hot bestsellers flying off the shelves at Barnes and Noble.

The high expectations of the Common Core only intensify the need for our students to read more complex titles and for more sustained periods of time. The titles we have selected span the spectrum of text difficulty so we can meet lower level readers where they are and challenge higher level readers to push their limits. In this

way, all of our students will continue to grow their sophistication as readers. We can think of no better investment in our young readers than access to the best young adult literature out there.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

“School leaders should conduct PD on a regular basis and monitor instruction by teachers to ensure that they are using the techniques learned in PD to improve instruction. School leaders should use the resources available from the Network, including the achievement coach, PD opportunities and inter visitations to similar schools within the Network, that have proved to be effective in improving student performance.” P. 4, SQR Spring 2012

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   3.2 Enacted curriculum

  X   3.4 Teacher collaboration

  X   3.3 Units and lesson plans

  X   3.5 Use of data and action planning

**Annual Goal #2**

To improve Literacy performance across content areas by increasing teacher teams’ capacity to align units of study with the Common Core Learning Standards (CCLS) and UDL principles, in response to student learning needs. In alignment with the NYCDOE Instructional Expectations focus standards and the Common Core Learning Standards, UNMS students will show progress in Literacy, especially in using evidence to support arguments in writing. Over the course of the 2012-13 school year, each content team (Humanities, math, and science) will revise at least two units to reflect the Citywide Instructional Expectations focus standards as well as the principles of Universal Design for Learning.

**Instructional strategies/activities**

- Teachers will participate in professional development provided by our CFN103 network and the DOE to delve into the Core Curriculum State Standards and continue to support curricular alignment starting in the summer of 2012 and implement Citywide Instructional Expectations for 2012-2013 using UDL.
- Principal and teacher leaders will continue to participate in Instructional Rounds to learn more about best practices and implications for our own instructional work. UNMS will also host at least one Instructional Rounds this year.
- Starting in September, all teachers, including Humanities, math, and science teachers will participate in weekly professional learning time, formerly known as common planning time, to study and implement best practices from the following mentor texts: Anne Reeves’ Where Great Teaching Begins and Heidi Hayes-Jacobs’s Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening
- By the first week of each marking period cycle, content teams will have identified measurement topics for one unit around informational text to promote consistency and ensure alignment to the CCSS / NYCDOE Instructional Expectations.
- Diverse strategies and assessments will be used to address student needs (i.e. NYS ELA Exam results, NYSESLAT results, NYC Progress Report Metrics, and on-demand student work).
- In their content teams, all teachers will look at student work to evaluate a baseline and group students according to proficiency levels using protocols. They will identify different groups, including a group that represents the ""bottom third"" for this standard, and develop teaching points and strategies to improve student performance in this group. Content teams will examine student work to understand gaps in student knowledge or skill; and to inform the revision of their instructional units. During these meetings, content teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core Learning Standards.
- Throughout the year, teams refine curriculum maps to reflect alignment to the CCSS.
- The teaching and reinforcement of reading, speaking, listening and writing skills will be infused in all subject areas.
- A UNMS “Emergent Bilinguals” team, an English Language Learner team, will be created to develop an induction plan for newcomers and the following action plan:
  - All ELLs will receive targeted instruction through content-classes.
  - English Language Learners will receive additional academic support from ESL-certified teacher supported by the network specialist and by reducing

class and group size as much as possible.

- Special Education and ELL team will work with other content teachers, school leaders, and network specialists to refine at least one unit and ensure alignment to the CCSS.

An Afterschool Program will be offered to all ELLs and will be modified regularly to target as many students as possible.

**Evidence:**

Teacher-developed units aligned to the CCLS/NYCDE CIE Focus Literacy Standards, including performance tasks, activities, and rubrics.

Google Doc minutes and agendas from content team meetings that detail the analysis of student work and lesson refinement.

Data analysis tool that demonstrate student outcomes and growth over time.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy



Title IA



Title IIA



Title III



Set Aside



Grants



Other-describe here: Title I Priority Funding and 21<sup>st</sup> Century Funds

**Service and program coordination**

- Title I Priority funds will be allocated to increase the quality and the amount of intervention services provided by highly qualified teachers. Our assistant principal will work closely with principal and teachers to monitor and organize administration of assessments that will be used periodically to inform academic intervention and student grouping. The 21<sup>st</sup> Century Grant will be used to support instruction after school. One of our Humanities teachers will be trained to use the Wilson program to support students at risk. Title I Priority funding will be used to purchase the following items,

6WRS Student Readers 1-6 Set 567780651

6WRS Stories for Older Students Set (All 4 Books)

6WRS Student Workbooks 1-6 B Set 567781259

1WRS Student Dictation Notebook (10 -Pack)

1Wilson Student Notebook (10-Pack)

6Magnetic Journal with Letter Tials 567781631

1WADE Recording Forms (25 Forms) 567781321

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

“School leaders should identify teachers who need additional support using questioning skills and provide additional PD for those teachers. Teacher lesson plans should include pre created questions that require critical thinking and discussion. Teachers should use wait time and not allow students to opt out of class discussion. Teachers should use random selection and avoid calling exclusively on willing student volunteers.” P.3  
“Strategies taught during PD should focus on developing learning tasks that match the academic needs of students. School leaders should regularly monitor teachers’ planning and instructional practice in the classroom to ensure that teachers consistently use differentiated activities to support student learning throughout the school.” P. 4

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

To improve teacher effectiveness by deepening our understanding of instructional excellence using a research-based rubric based on Danielson’s framework and by providing meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation. Administrators will identify teachers who need additional support using questioning and discussion techniques and provide PD as needed. In addition to formal observations as required by the UFT contract, principal and assistant principal will visit each teacher’s classroom at least 4 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 6 school-selected competencies.

**Instructional strategies/activities**

- Teachers engage in a self-assessment on selected components of a research-based rubric, and identify at least one area for growth
- In the fall of 2012, principal will meet with each teacher (and mentor if applicable) to develop a coherent and differentiated support plan that integrates the selected components of the research-based rubric.
- School leaders will set up and follow a schedule for teacher observation and formative feedback using a research-based rubric that will culminate in at least 6 informal and formal observations.
- Early in the school year, school leaders will ask for teachers’ input on the type(s) of feedback they find most helpful.
- Principal and AP will actively engage in work with network to improve administrators' skills in the areas of teacher feedback and support, and to assess questioning and discussion techniques to identify next steps for teacher and school-wide improvement.
- All school-wide PD is aligned to at least one of competency in Danielson’s framework.

**Evidence:**

Observation schedule as tracked by school leaders.

Observation reports

1-2 sample development plans for individual teachers that include dates of each observation and dates formative feedback provided

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Priority Funding

**Service and program coordination**

- Title 1 and Priority funds will be allocated to increase the quality and the amount of intervention services provided by highly qualified teachers. Our assistant principal will work closely with principal and teachers to provide on-going feedback based on the adapted TMP rubric based on Danielson’s framework for effective teaching practices. Priority funds will be allocated to provide professional development for teachers to improve their teaching practices using Danielson’s framework as a guide.

**Professional Development Sessions**

**Reading Enrichment Book Club 2012-2013**

**CCSS Alignment**

November 2012	<i>Reading: Informational Text RI1, RI2, RI3</i> Participants focused on strategies and activities regarding 1] Citing text evidence to support claims; 2] Determining central ideas in text, analyzing their development, and summarizing main idea of the text; and 3] Analyzing interactions of individuals, ideas, and events in text. This focus is part of the end of the year goal that students will read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently.	3 Teacher X 5hrs 1 Supervisor/Facilitator X 5hrs
February 2013	<i>Writing: Making Text-Based Arguments W1 and W2</i> Participants will focus on strategies and activities regarding 1] Writing arguments to support claims with clear reasons and relevant evidence; and, 2] Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. This focus is part of the end of the year goal that students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3 Teacher(s) X 5hrs 1 Supervisor/Facilitator X 5hrs
April 2013	<i>Speaking and Listening: Presentation of Knowledge and Ideas SL3 and SL4</i> Participants will focus on strategies and activities regarding 1] Delineating a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence; and, 2] Presenting claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	3 Teacher(s) X 5hrs 1 Supervisor/Facilitator X 5hrs
June 2013	<i>Language: Vocabulary Acquisition and Use L4 and L6</i> Participants will focus on strategies and activities regarding 1] Determining	3 Teacher(s) X 5hrs

	<p>or clarify the meaning of unknown and multiple-meaning words and phrases; and 2] Acquiring and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1 Supervisor/Facilitator X 5hrs</p>
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**Professional Development Sessions  
Winter Retreat & Spring Retreat**

<p>Winter Retreat March 2013</p>	<p><i>Universal Design for Learning</i> Participants will focus on strategies and activities to 1] Promote and instill the core objectives of UDL:</p> <ul style="list-style-type: none"> <li>· Provide multiple means of representation.</li> <li>· Provide multiple means of action and expression.</li> <li>· Provide multiple means of engagement.</li> </ul> <p>2] Review current unit plans and determine areas of instruction to include UDL and provide further access or all students.</p>	<p>12 Teacher(s) X 9hrs  2 Supervisor/Facilitator(s) X 9hrs</p>
<p>Spring Retreat May 2013</p>	<p><i>Past &amp; Future Protocol</i> Participants in both large format and content-team format will 1] Review essential components of our learning culture/community:</p> <ul style="list-style-type: none"> <li>· Positive culture</li> <li>· Collaboration</li> <li>· Communication</li> <li>· Achievement</li> <li>· School Environment</li> </ul> <p>2] Develop an outline with indicators/examples of how positive additions will be implemented in each of these essential areas. 3] Review student work to analyze the relationship between data, instruction, and performance this current school year.</p>	<p>12 Teacher(s) X 9hrs  2 Supervisor/Facilitator(s) X 9hrs</p>

## **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

### **Major Recommendation**

- No recommendation was made in this area in the 2011-2012 SQR. However, we have identified areas of improvement based on data sources like our 2011-2012 NYC Learning Environment Survey. *Even though our LES scores in 2011-2012 were well above average in the areas of “Academic Expectations”, “Communication”, “Engagement”, and above average in “Safety and Respect”, 25% of students disagreed with the following statements: “Most students in my school treat each other with respect”; and “most students in my school help and care about each other.” 25% of the students also felt somewhat uncomfortable “talking to teachers and other adults at our school about something that is bothering them.”*

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

To improve student social and emotional development at UNMS as evidenced by our NYC Learning Environment Survey, especially in the areas of “Safety and Respect,” and as evidenced by a 5% decrease in the total number of student suspensions compared to the previous academic year.

### **Instructional strategies/activities**

Principal will continue to work with CARES Team, parent coordinator, our SLT, and our PTA to create calendar of events to identify areas in need of improvement in the areas of “safety and respect” with community members. This calendar will include activities that promote and support our DOE’s Respect for All initiative and give students to the opportunity to become active in our community.

The school principal/designee, guidance counselors, and school dean will identify students who are responsible for infractions during SY 2012-2013.

Students will receive at least one (1) hour of counseling every week for a total of 90 days.

Counselors meet and/or communicate with parents/guardians at least two (2) times a month to discuss children’s progress.

Surveys will be created by SLT and administered to student by December to identify next steps.

Weekly UNMS Town Hall Meetings, monthly parent workshops, and classroom workshops will to be led by the guidance and administration to promote a positive learning environment and to increase Safety and Respect and Communication in our school.

Guidance team will develop and deliver lessons during Town Hall to educate students about safety and respect.

UNMS will develop partnerships with not-for-profits like Credit Do to help students become more actively involved in the Lower East Side community.

CARES Team weekly meetings to monitor and modify, as needed, school discipline systems and intervention plans.

Revisit a “Life Skills” rubric that was created last year based on Marzano’s book, Classroom Assessment and Grading that Work to communicate and establish our school expectations.

### **Evidence:**

School Survey metrics

Agendas / Sign-ins from parent events  
Calendar of Events  
Screen shots from school website

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: 21<sup>st</sup> Century Funds

**Service and program coordination**

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

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

No recommendation was made in this area in the 2011-2012 SQR. However, according to our 2010-2011 NYC QR, our school needs to “strengthen teacher’s feedback to student work and increase communication with families to support student learning needs and outcomes. The school provides progress reports to parents that include academic performance and student behavior, but lack information on next steps to assist their children at home. Teachers’ comments on student’s published work include comments like “try to write neater and more legible” with very few comments that would improve the content of student writing. The lack of guiding comments and rubrics do not assist students with identifying their next steps for improvement. One teacher effectively used a class rubric to assist students in gauging their own level of understanding and another asked students to form groups based on their level of understanding. However, this practice is not widespread, thereby missing an opportunity for students to take control of their learning.” P.5, NYC QR Winter 2011

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

  X   6.2 Welcoming environment

  X   6.4 Partnerships and responsibility

  X   6.3 Reciprocal communication

  X   6.5. Use of data and families

**Annual Goal #5**

To improve communication between school and families and parent engagement to support student learning at home. The percentage of student responding in disagreement to the following questions under the “Communications” and “Safety and Respect” sections will decrease by 5%: “Most students in my school treat each other with respect”; “most students in my school help and care about each other”; and how comfortable students feel “talking to teachers and other adults at our school about something that is bothering them.”

**Strategies to increase parental involvement and engagement**

Principal will continue to work with CARES Team, parent coordinator, our SLT, and our PTA to create calendar of events to identify communication areas in need of improvement and to strengthen communication with community members. This calendar will include activities that promote and support our DOE’s Respect for All initiative and give students to the opportunity to become active in our community.

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

Actively involve and engage parents and other community members in addressing issues and concerns during Parent/Teacher Conference, PTA meetings, School Leadership Team meetings and other community events.

Identify at risk students during weekly CARES and Attendance meetings.

- Use school messenger to notify parents about attendance and detention.
- Grade teams notify and invite parents to participate in an academic and/discipline intervention meeting using ‘kid talk’ protocol.

Weekly UNMS Town Hall Meetings, monthly parent workshops, and classroom workshops will to be led by the guidance and administration to promote a positive learning environment and to increase Safety and Respect and Communication in our school.

Guidance team will develop and deliver lessons during Town Hall to educate students about safety and respect.

UNMS will develop partnerships with not-for-profits like Credit Do to help students become more actively involved in the Lower East Side community.

CARES Team weekly meetings to monitor and modify, as needed, school discipline systems and intervention plans.

Revisit a "Life Skills" rubric that was created last year based on Marzano's book, Classroom Assessment and Grading that Work to communicate and establish our school expectations.

**Evidence:**

School Survey metrics

Agendas / Sign-ins from parent events

Archived copies of UNMS Newsletter

Screen shots from school website

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Priority Funds and Contract for Excellence

**Service and program coordination**

- Title 1 and Contract for Excellence funds will continue to be allocated for dean position using Tax Levy Funds to sustain and revise systems that promote safety and respect.
- Title 1 funds will be used to purchase school wide online grading program to increase communication with parents and ensure task alignment to Standards
- 21st Century funds will be used to support extracurricular activities that promote academic, emotional, social and physical development.
- Title I Priority funding will be used to pay for postage using Galaxy budget title "non-contractual/parent involvement" to increase parental engagement and support communication.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Reading Intervention Program: Guided reading, repeated readings, recognizing text features, predict and confirm, re-tell and summarize, draw conclusions, discuss and reading response journals, active listening, accountable talk, annotating text, anticipation guide and graphic organizers to assist students in organizing and expressing ideas.</p> <p>Humanities Study Hall</p>	<p>-In a small group setting 3 times per week in an intervention period of 50 minutes.</p> <p>-One-to-one tutoring two to three times per week.</p> <p>- Targeted Small group &amp; open to all students</p>	<p>-During school</p> <p>-During the school day. At times before and after school.</p> <p>-After school once a week.</p>
Mathematics	<p>Math Enrichment &amp; Intervention: Fluency and accuracy, skill sequence, applied practice, error/solution explanation, peer tutoring, active listening, accountable talk</p> <p>Math Study Hall</p> <p>ELL Math Support in Native Language</p>	<p>-In a small group setting 3 times per week in an intervention period of 50 minutes.</p> <p>-One-to-one tutoring two to three times per week. These students may also receive additional support after-school during Math Academy.</p> <p>- Targeted Small group &amp; open to all students</p> <p>- Beginner &amp; Intermediate ELLs</p>	<p>-During school</p> <p>-During the school day. At times before and after school.</p> <p>-After school once a week.</p> <p>- Before school five times a week.</p>

Science	Science Study Hall: Content-area literacy strategies, vocabulary development, connecting background knowledge, active listening, accountable talk, guided reading.	- Targeted Small group & open to all students	-After school once a week.
Social Studies	Humanities Study Hall: Content-area literacy strategies, vocabulary development, connecting background knowledge, active listening, accountable talk guided reading.	- Targeted Small group & open to all students	-After school once a week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling for At-Risk Students.  Peer Tutoring Group  Small group counseling that addresses the social emotional needs of students. When needed contracts are developed for students on an individualized basis. SAPIS, guidance counselor and the dean also identify groups of students to work on specific skills throughout the year.	-One-to-one  -Small group	-During school.  -Before and after school when requested by parent or when necessary to address student need.

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At UNMS, Administrative staff and members our UNMS Hiring Committee attend hiring fairs to identify and help recruit highly-qualified teachers as needed. The principal and pupil personnel secretary works closely the network HR liaison to ensure that non-HQT meet all required documentation and assessment deadlines. This year's Title 1 Professional Development funds (10%), has been allocated to help fund our assistant principal. Our Assistant Principal, Mr. Anthony Chianese, is responsible for training, facilitating, and monitoring professional development using Danielson's framework and Universal Design for Learning as a frame of reference. Our Priority funds to provide professional development for our teachers focused on curriculum development and alignment to the CCSS and the use of UDL to support student learning and differentiation.

All new teachers are mentored by a master teacher who has demonstrated highly effective teaching practices. All teachers have been familiarized with and trained to access such data sources as McGraw-Hill Acuity Periodic Assessment and NYSTART.

Content-area teachers have been trained how to create and administer online support materials in Mathematics, Language Arts, Science, and Social Studies using McGraw-Hill Acuity and Scantron Education Performance. This year we are using two new CCSS-aligned programs, IXL for math and I-Ready for Literacy. Results of student assessments are categorized through item analysis of skills and standards to determine individual areas of need. Students can access these supports using a computer at school or at home that match NY State and Common Core standards. Printed versions of online assessments are available for students without computers at home or for when computers are not available to them during the school day. In this way, content-area teachers can increase their ability to identify at-risk students and to provide academic supports that are specific to students' individual academic needs.

Teachers have the opportunity to share instructional practices that were presented and discussed at previous professional development sessions. They identify positive changes in their lesson planning and practice that has increased their ability to differentiate, to provide meaningful feedback, and to include all students in a rigorous learning environment.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**University Neighborhood Middle School**

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**Laura Peynado-Castro, Principal**

**Anthony Chianese, AP**

**Section I: School Parental Involvement Policy**

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

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

A Title 1 representative, elected by the PTA/Title 1 PAC, will attend District-sponsored Title 1 Meetings. The Principal &/or designee will meet bi-annually with the CEC member assigned to UNMS.

The PTA/Title 1 PAC will conduct a review of the School Parent Involvement Policy at a PTA meeting (as referenced in item 1). This meeting will be scheduled in early Spring to coincide with the annual Quality Review of the school. Data will be collected in the form of survey and written feedback. Surveys will be mailed to homes and available on the school website, in major

languages of the parent population at UNMS. The PTA will conduct recruitment of parents for maximum participation in the annual Quality Review of the school.

Every fall, the SLT will review data collected in the DOE Learning Environment Surveys submitted by parents, as well as the parent section of the Quality Review. Suggested revisions and improvements to the School Parent Involvement Policy will be made at the SLT and brought to the PTA/Title 1 PAC at a monthly PTA meeting in the Fall (as referenced in item 1).

Coordinate parent outreach, collaborate on workshops and share resources with our after-school partners and providers, Henry Street Settlement. Develop working partnerships with additional community based after-school/enrichment programs and local CBOs.

Provide workshops for parents in areas of specific interest and concern to be determined through a survey of parents (by PTA and school). These workshops will include presentations in curriculum and instruction, performance standards and testing, and promotion policy by administrative/guidance staff.

UNMS will maintain a comprehensive website. The website will function as a means of disseminating school-based information from administrators, teachers, guidance/counseling staff and the PTA. It will contain relevant materials and links for parents to improve their children's academic achievement and foster social-emotional development. It will also contain information and links to resources on a variety of parenting and health issues. The website will develop as an interactive tool, serving as a means to collect feedback and data directly from parents.

UNMS will employ a phone message system that will be used to broadcast important daily, weekly and monthly information. Messages will be sent in two major languages. We will disseminate vital written material in English and Spanish languages, while continuing to improve our ability to connect engage non-English speaking parents.

A comprehensive Parent Handbook, to include this policy, the School Parent Compact and other relevant information to the UNMS community will be created. It will be available in English and Spanish.

## **Section II: School-Parent Compact**

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

### **The School Agrees:**

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

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

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

To provide parents with timely information about all programs.

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

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

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

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

### **The Parent/Guardian Agrees:**

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

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

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

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

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

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

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

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

This policy was reviewed on **11/14/2011** and will be in approved in December 2011. It will be reviewed annually by the SLT, and where necessary, revised and brought before parents for approval. It will be disseminated annually, by November of each school year. The final version of this document will be distributed to the school community on January 2011 and will be available on file in the Parent Coordinator's office. A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

The goals of our program are:

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

Instruction by highly qualified staff:

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

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

Our school professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. These needs are identified by the teachers using Danielson's Framework for Teacher Effectiveness and via observations. Throughout the year, staff members will participate in the following professional development:

School wide Professional Development (August, November, June)- We will meet as a whole staff three times per year to align our work, set goals and measure progress towards our goals. These meetings will be planned by administration, the PD committee and Team leaders. Any faculty member who would like to share their work is also welcome to request time during these sessions.

Content Specific-Teams- In content teams, faculty members will work together to develop their ability to gather and analyze data, to differentiate, and to plan assessments, including portfolios.

Interdisciplinary Teams- In teams, faculty members build on best practices, share observations of students, and align their instruction to individual student needs.

Observation, Inter-visitation and Mentoring- At UNMS, teacher practice is improved via peer inter-visitations and observation-debriefs with mentor teachers and administrators, and self-reflection. Administrators actively participate in teacher development, observing classes, and following up with individual meetings.

DOE Workshops and PD opportunities within our network- Teachers attend workshops, visit other schools, and enroll in classes to build upon their content knowledge or pedagogy.

Strategies to attract high-quality highly qualified teachers to high-need schools:

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

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

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

## **Universidad Neighborhood Middle School**

**220 Henry Street, New York, NY 10002**

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**Laura Peynado-Castro, director Anthony Chianese, AP**

### **Sección I: Póliza de participación de los padres**

El personal y la administración en la Universidad Neighborhood Middle School (UNMS) reconocer la asociación crucial que debemos desarrollar con los padres para que los estudiantes puedan aprender y crecer. Trabajando juntos podemos ofrecer un apoyo constante a nuestros

estudiantes en su trabajo y su vida. Nuestros estudiantes se beneficiarán mejor en una cultura que valora el diálogo, la consulta y la colaboración entre el personal de la escuela, la administración y los padres/tutores. Con este fin, UNMS ha desarrollado lo siguiente:

Mantener consulta regular y reuniones de colaboración, incluyendo la Asociación de Padres y Maestros / Title 1 Parent Advisory Council (PAC PTA/Title1) las reuniones y de las reuniones del Equipo de Liderazgo Escolar. Los padres de familia participan en un retiro equipo de liderazgo escolar, en el que se revisará el PAC del año anterior, en preparación para la creación de un nuevo CEP. Los padres también participaran en las reuniones de la PTA y TR que se producirán una vez al mes, cada uno de estos equipos se selecciona una persona de contacto que los padres pueden ir a las preocupaciones y opiniones. Las reuniones del Comité de Título 1 tendrán lugar cada dos años. Los retiros de SLT se producirán anualmente.

El representante de Título 1, elegido por la PTA / Título 1 PAC, asistirá a las juntas de Título 1 patrocinadas por el Distrito. El director y / o persona designada se reunirá dos veces al año con el miembro de la CEC asignado a UNMS.

El PTA / Título 1 PAC llevará a cabo una revisión de la Política de Participación de los padres en una reunión de PTA (como se indica en el punto 1). Esta reunión será programada a principios de primavera, coincidiendo con la revisión de calidad anual de la escuela. Los datos serán recogidos en el formulario de la encuesta y los comentarios por escrito. Las encuestas serán enviadas por correo a los hogares y disponibles en el sitio web de la escuela, en los principales idiomas de la población de los padres en UNMS. El PTA llevará a cabo la contratación de los padres por la máxima participación en la revisión de calidad anual de la escuela.

Cada otoño, el SLT revisará los datos recogidos en las encuestas de clima de aprendizaje del DOE presentadas por los padres, así como la sección principal de la revisión de calidad. Las revisiones sugeridas en la Póliza de Participación de los Padres se realizará en el SLT y será llevado a la PAC PTA / Título 1 a la reunión mensual del PTA en el otoño (como se indica en el punto 1).

Coordinar la participación de padres, colaborar en talleres y compartir recursos con nuestros socios y proveedores extra-escolares, Henry Street Settlement. Establecer alianzas de trabajo con otros programas comunitarios after-school y organizaciones comunitarias locales.

Ofrecer talleres para padres en áreas de interés específico y la preocupación por determinar mediante una encuesta a los padres (por PTA y de la escuela). Estos talleres incluyen presentaciones en currículo e instrucción, normas de funcionamiento y pruebas, y la política de promoción del personal administrativo / orientación.

UNMS mantendrá un sitio web completo. El sitio funciona como un medio de difusión de información basada en la escuela de los administradores, maestros, personal de orientación / consejería y el PTA. Este contendrá los materiales pertinentes y enlaces para padres para mejorar el logro y rendimiento académico de sus hijos y fomentar el desarrollo socioemocional. También incluirá información y enlaces a recursos sobre una variedad de temas de salud y crianza de los hijos. La página de web se desarrollará como una herramienta interactiva, que sirve como un medio para recoger información y datos directamente de los padres.

UNMS empleará un sistema de mensajes de teléfono que se utilizará para transmitir información importante diariamente, semanalmente y mensualmente. Los mensajes se enviarán en dos idiomas principales. Vamos a difundir material vital por escrito en inglés y en español, sin dejar de mejorar nuestra capacidad de conectar con los padres que no hablan inglés.

Un Manual para Padres integral, que incluya esta política, la Escuela de Padres Compacto y otra información relevante para la comunidad UNMS se creará. Estará disponible en inglés y español.

## **Sección II: Escuela y los Padres**

La escuela y los padres que trabajan cooperativamente para proveer a la educación exitosa de los niños de acuerdo:

### ***La escuela está de acuerdo:***

Convocar a una reunión anual de padres del Título I para informarles sobre el programa Título I y su derecho a participar.

Ofrecer un número flexible de reuniones en diversas ocasiones, y si es necesario, y si hay fondos disponibles, que permitirá visitar transporte, cuidado de niños o el hogar para aquellos padres que no pueden asistir a una reunión en la escuela regular.

Involucrar activamente a los padres en la planificación, revisión y mejora del Título I programas y la política de participación de los padres.

Proporcionar a los padres información oportuna acerca de todos los programas.

Para proporcionar los perfiles de desempeño y resultados individuales de evaluación de los estudiantes para cada niño y otra persona pertinente y la información de la escuela de educación del distrito.

Proporcionar currículo de alta calidad e instrucción.

Para hacer frente a los problemas de comunicación entre los maestros y padres de familia a través de:

1. Conferencias de padres y maestros por lo menos dos veces anualmente
2. Informes frecuentes a los padres sobre el progreso de sus hijos
3. Acceso razonable al personal
4. Oportunidades para ser voluntarios y participar en la clase de su hijo
5. La observación de las actividades de clase

Para asegurar que los padres pueden participar en actividades de desarrollo profesional, si la escuela determina que es apropiado, es decir, clases de alfabetización, talleres sobre estrategias de lectura.

### ***El padre / tutor está de acuerdo a:***

Participar en el desarrollo, la implementación, la evaluación y la revisión de la póliza de participación de la escuela y los padres.

Participar o solicitar capacitación en el área de asistencia técnica que la autoridad educativa local o la escuela ofrece sobre la educación infantil y la enseñanza y estrategias de aprendizaje.

Trabajar con su su / hijo / hijos en las tareas escolares, y leerles por 15 a 30 minutos por día.

Monitorear la conducta de su / su niño / niños:

1. La asistencia a la escuela
2. Tarea
3. Ver la televisión

Compartir la responsabilidad de mejorar el rendimiento académico.

Comunicarse con los maestros de su hijo / a / de los niños acerca de sus necesidades educativas.

Como padres y grupos de padres, proveer información a la escuela acerca del tipo de asistencia que desean y / o necesitan para ayudarles a ser más eficaces a ayudar a su hijo / hijos en el proceso educativo.

Esta Póliza de Participación de Padres y Acuerdo entre la escuela y los padres se han desarrollado conjuntamente con, y en acuerdo con los padres de los niños que participan en el Título I, Parte A (PTA / Título 1 PAC) como lo demuestra hoja de registro y agenda de PTA reunión de noviembre de 2010.

Esta póliza ha sido revisada y aprobada el **11/14/2011**, y estará en vigor a partir de ahora. Será revisada anualmente por el SLT, y en caso necesario, revisada y presentada ante los padres para su aprobación. Se difunde anualmente, en noviembre de cada año escolar. La versión final de este documento se distribuirá a la comunidad escolar en enero de 2011 y estará disponible en los archivos de la Oficina de la Coordinadora de los Padres. Una copia de la versión final de esta póliza también se presentará a la Oficina de Mejoramiento de la Escuela como un anexo al CEP de la escuela y presentado ante la Oficina para la Participación y Representación Familiar.

## **Parte C: escuelas de Título I PROGRAMA DE LA ESCUELA**

### **Sección I: Programa de toda la escuela (SWP) Componentes necesarios**

En UNMS, ofrecemos una amplia gama de experiencias académicas intelectualmente desafiantes diseñadas para promover el desarrollo de los estudiantes que están bien preparadas y muy motivadas para seguir las posiciones de liderazgo.

*Los objetivos de nuestro programa son:*

- Hacer frente a las necesidades académicas, físicas y emocionales de nuestros alumnos, por lo que son capaces de desarrollar un sentido de bienestar, auto-descubrimiento y el respeto y la valoración de su propia cultura y la de sus compañeros de clase
- Cultivar una cultura de investigación, reflexión y colaboración, donde los estudiantes a pensar críticamente y comunicar claramente
- Crear una crianza centrada en el niño donde los estudiantes aprenden a través relevantes, experiencias del mundo real

- Reconocer las interconexiones de la materia en todas las disciplinas académicas
- Cultivar un ambiente rico en tecnología que integre la tecnología educativa en la enseñanza en el aula
- Construir una comunidad conectada de alumnos integrados por padres de familia, estudiantes, maestros y la comunidad en general
- Satisfacer las necesidades de nuestros estudiantes diversos, hemos diseñado nuestro programa escolar para disminuir la proporción de estudiantes por maestro.

*Instrucción por personal altamente cualificado:*

Siempre que sea posible, todos los maestros contratados serán certificados. Nuestro personal es altamente educado y altamente motivado. Todos los maestros o tienen "un posgrado (o más allá) o están inscritos en programas para obtener un posgrado (Masters)."

Desarrollar profesionalmente a los maestros, directores y asistentes (y, en su caso, el personal de servicio a los estudiantes, padres y personal de otro tipo) para que todos los niños en el programa de la escuela cumplan con las normas académicas del Estado para los estudiantes.

El desarrollo profesional en nuestra escuela se centrará en las necesidades pedagógicas según las evaluaciones del personal y en el desarrollo diferenciado de alta calidad profesional. Estas necesidades son identificadas por los profesores utilizando las prácticas de enseñanza efectiva según el marco de Danielson a través de la enseñanza y observaciones. A lo largo del año, los miembros del personal participarán en el siguiente desarrollo profesional:

Desarrollo Profesional en todo la Escuela (agosto, noviembre y junio) - Nos reuniremos como todo el personal tres veces al año para coordinar nuestras actividades, establecer objetivos y medir el progreso hacia nuestras metas. Estas reuniones serán planeadas por la administración, el comité de PD y jefes de equipo. Cualquier miembro de la facultad que le gustaría compartir su trabajo también será bienvenido a solicitar tiempo durante estas sesiones.

Equipos de Contenido Específico -En equipos de contenido, los profesores trabajarán juntos para desarrollar su capacidad de recopilar y analizar los datos, diferenciar y planificar las evaluaciones, incluidas las carteras.

Equipos de Curso-En equipos, los profesores se basan en las mejores prácticas, las observaciones de las acciones de los estudiantes, y adaptar su enseñanza a las necesidades individuales del estudiante.

Observación, Inter-visitaciones y Tutoría- En UNMS, la práctica docente se mejora a través de inter-visitaciones y debriefs observaciones de maestros y administradores, y la auto-reflexión. Los administradores participan activamente en el desarrollo docente, observación de clases, y el seguimiento con reuniones individuales.

Talleres de DOE y oportunidades de Desarrollo Profesional dentro de nuestra red-Los maestros asisten a talleres, visitar otras escuelas, e inscribirse en clases para construir sobre su conocimiento del contenido o la pedagogía.

*Estrategias para atraer maestros de alta calidad altamente calificados a las escuelas de alta necesidad:*

*Los directores, en colaboración con nuestro CFN 103 Director de Recursos Humanos y amistades, seguirán las pólizas establecidas por el Departamento de Educación para garantizar que la selección de profesores altamente cualificados sigan las directrices establecidas por el Estado de Nueva York Departamento de Educación.*

*Estrategias para aumentar la participación de los padres a través de medios tales como los servicios de alfabetización familiar:*

A lo largo del año, diversos talleres se ofrecen durante las reuniones de padres de la Asociación de maestros y reuniones del Equipo de Liderazgo Escolar. Los padres son activamente reclutados a través de llamadas telefónicas y correos personales. A lo largo del año, eventos familiares se organizan para fortalecer nuestra asociación con los padres. Por ejemplo, en diciembre, un Festival de Invierno se celebrará para los padres, maestros y estudiantes a construir relaciones positivas con la comunidad.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 <b>Yuet Chu</b>	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>390</b>
School Name <b>University Neighborhood Middle School</b>			

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

Principal <b>Laura Peynado-Castro</b>	Assistant Principal <b>Anthony G. Chianese</b>
Coach <b>Rachel Grater</b>	Coach <b>type here</b>
ESL Teacher <b>Alexandra Collazo-Baker</b>	Guidance Counselor <b>Nichole Rowe-Small</b>
Teacher/Subject Area <b>Julissa Duran/Spanish</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Binh Thai/Humanities</b>	Parent Coordinator <b>Hannah Kirschner</b>
Related Service Provider <b>Judy Gruen</b>	Other <b>Daniel Pena</b>
Network Leader <b>Yuet Chu</b>	Other <b>Lily Cai/Paraprofessional</b>

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

### D. School Demographics

Total number of students in school	<b>118</b>	Total Number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>19.49%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

On the first day of student's attendance, following an informal interview of the student and parent, parents are scheduled to return to

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In							5	12	6					23
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	2
SIFE	7	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. 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	21	7		0	1		2		1	23
<b>Total</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>23</b>

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
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	11	6					21
Chinese							1	1						2
Russian									1					1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

## A. Programming and Scheduling Information

instruction in Spanish for our majority Spanish-speaking population.

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

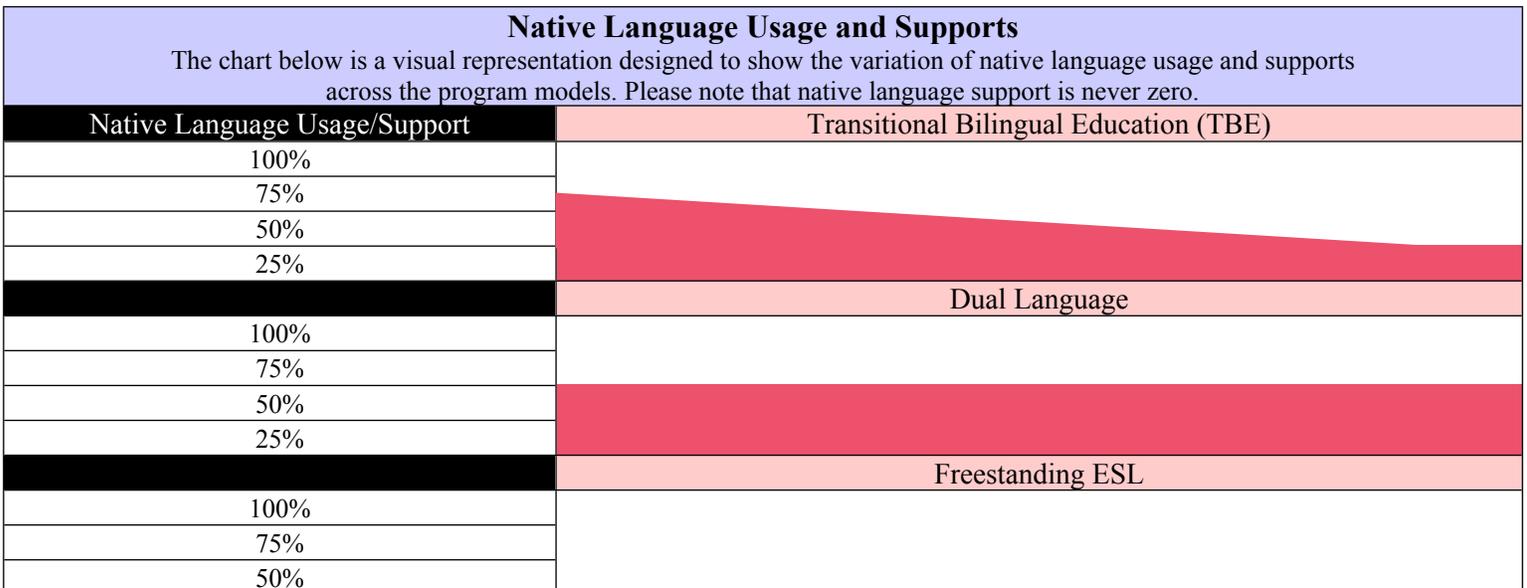
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Native Language Arts	
Social Studies:	
Math:	
Science:	


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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

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

CTT (ELLs in Co-Teaching Model)

SETTS (ELLs with IEPs)

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

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

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

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

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

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

Book Club (Reading Intervention for all ELLs)

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

Clinic Plus Counseling

Turning Points Counseling

Casa Leaps (Counseling)

Occupational Therapy (ELLs mandated for OT)

Speech Therapy (ELLs mandated for Speech)

Hearing Education Services (ELLs who are hearing impaired)

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

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

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

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

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

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

Smartboard

Laptops

Audio inputs

Video clips (discovery channel, etc)

Modified & translated materials

Trnslation online reference

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

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

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

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

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

17. ELLs are offered Spanish as the language elective.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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

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

### **E. Parental Involvement**

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

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

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

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

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

## **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)							2	4	2					8
Intermediate(I)							2	3						5
Advanced (A)														0
Total	0	0	0	0	0	0	4	7	2	0	0	0	0	13

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

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

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

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

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)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

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

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

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

5. N/A

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

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>University Neighborhood Middle</u>		School DBN: <u>01M332</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Peynado-Castro	Principal		1/18/13
Anthony G. Chianese	Assistant Principal		1/18/13
Hannah Kirschner	Parent Coordinator		1/18/13
Alexandra Collazo-Baker	ESL Teacher		1/18/13
	Parent		1/18/13
Julissa Duran	Teacher/Subject Area		1/18/13
Binh Thai	Teacher/Subject Area		1/18/13
Rachel Grater	Coach		1/18/13
	Coach		1/18/13
Nichole Rowe-Small	Guidance Counselor		1/18/13
	Network Leader		1/18/13
Daniel Pena	Other <u>Teacher</u>		1/18/13
Lily Cai	Other <u>Paraprofessional</u>		1/18/13
	Other		1/18/13
	Other		1/18/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

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

**Cluster:** 1      **Network:** 103

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

**Part A: Needs Assessment Findings**

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

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

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

The information from our home language surveys indicate the following:

Spanish-speaking parents/guardians: 41  
Mandarin-speaking parents/guardians: 2  
Bengali-speaking parents/guardians: 1  
Sign-Language speaking parent/guardian: 1  
English-speaking parents/guardians: 76

## Part B: Strategies and Activities

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

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

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

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

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

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