



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** URBAN INSTITUTE OF MATHEMATICS 08X371

**PRINCIPAL:** JENNIFER JOYNT

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**SUPERINTENDENT:** TIMOTHY BEHR

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

| Name              | Position and Constituent Group Represented   | Signature |
|-------------------|--|-----------|
| Jennifer Joynt    | *Principal or Designee   |           |
| Michael Loeb      | *UFT Chapter Leader or Designee  |           |
| Barbara Schiraldi | *PA/PTA President or Designated Co-President   |           |
|                   | DC 37 Representative, if applicable  |           |
|                   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                   | CBO Representative, if applicable  |           |
| Mary Peters       | Member/Parent  |           |
| Alison Collazo    | Member/Parent  |           |
| Lisa Socia        | Member/Parent  |           |
| JoAnn Balzano     | Member/Parent  |           |
| Taryn Ballesty    | Member/UFT   |           |
| Norah Flynn       | Member/UFT   |           |
| Joseph Martin     | Member/Staff   |           |

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

Build content area teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.

Building off of last year's work, over the course of the 2012-13 school year each department in the core content areas (English, math, social studies, and science) will revise, and all teachers in these departments will implement, *two* Common Core-aligned units that:

- Are well-aligned to selected standards as indicated by CCLS alignment protocols
- Embed the skills outlined in the relevant Common Core instructional shifts
- Assess student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge

#### *Evidence:*

- Regularly scheduled common planning time for departments as evidenced in our UIM 2012-2013 Professional Development plan.
- 1-2 sample units of study that exhibit the qualities articulated above, including copies of performance tasks, rubrics, and student work.

### **Comprehensive needs assessment**

- Data from 2011-2012 Progress Report
- Data from most recent Quality Review
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document
- SED initiatives and directives
- New Standards means new curriculum alignment

### **Instructional strategies/activities**

All English, math, social studies, and science teachers will participate in bi-monthly department meetings during their professional development block, with the support of our school's network achievement coaches and our Aussie Consultant.

- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units. We will use the "Surfacing the Gaps" protocol to streamline this work.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- Teams will use the tasks that are posted on the DOE Common Core Library as a tool as well as the mini-tasks that are posted on EngageNY.
- School leadership will meet weekly with Instructional Leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- Teachers will have additional opportunities to earn per session for curriculum planning and task design.

### **Strategies to increase parental involvement**

- Parent Coordinator will inform parents about new Standards and City-Wide Instructional Expectations. PC attended training on topic and will hold various parent workshops.
- PTA members receive training on Common Core Standards and tasks
- SLT members receive training on Common Core Standards and tasks

- Send home CCLS informational packet

**Budget and resources 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.  
 X  Tax Levy  X  Title I   Title IIA   Title III  X  Grants   Other

If other is selected describe here: MSQI Grant

**Service and program coordination**

- Per Session funds may be used for Professional Development opportunities, however, most PD will be rendered during school time either on-site or off.
- Tax levy OTPS funds will be used to purchase Danielson Framework anchor texts
- Coordinate with Middle School Quality Initiative (MSQI) around this work. Reading specialist employed to support work (MSQI funds).
- Network will provide Task and Text Set exemplars
- Use of DOE Common Core Library and SED EngageNY website
- Regularly scheduled common planning time within the regular school day.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

Students will demonstrate the ability to use clear and relevant evidence to support their assertions in essays aligned to the expectations of the Common Core Learning Standards (CCLS).

- All English, science, and social studies teachers will implement two Common Core-aligned writing units that embed expectations for students to develop claims and counterclaims and “to support claims using valid reasoning and relevant and sufficient evidence.” (W.9-10.1)
- Across subject areas and grades, a minimum of 75% of students will improve at least one level (on a common rubric) in their use of evidence in their essays between the fall and the spring.

### **Evidence:**

- Within each discipline, our online grading tool Engrade and our data collection tool box.net shows that, using the common rubric as the tool of measurement, a minimum of 75% of students advanced at least one level from the first to the second essay.
- NYC School Survey results will reflect that at least 50% of students agree that their teachers asked them to “complete an essay or project where you had to use evidence to defend your own opinion or ideas” 5 times or more (up from 40% percent last year).
- Sample student essays showing growth from fall to spring and representing a range of performance levels across the common rubric.

### **Comprehensive needs assessment**

- Data from 2011-2012 Progress Report
- Data from most recent Quality Review
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document
- SED initiatives and directives
- New Standards means new curriculum alignment

### **Instructional strategies/activities**

- After participating in professional development sessions about Common Core-aligned, evidence-based essay-writing units (including grading these essays using common rubrics), teachers will collaboratively plan writing units that develop students’ capacity in the targeted areas. This is work that will be continued from the 2011-2012 academic year.
- Teachers will implement writing unit and, during teacher team meetings throughout the year, teachers will use protocols to assess the effectiveness of the writing unit. Instructional resources from the Common Core Library and EngageNY will serve as design models.
- The Tri-State Rubric (EngageNY) or the DOE’s Literacy Instructional Materials Review Rubric (Library) will be used to assess the tasks and a common rubric will be used to grade the work. The work will be assessed by two traits; a primary (content) trait and a secondary (writing mechanics) trait.
- All English, science, and social studies teachers will implement two of these writing units with their students by April 2013.
- We will use the program Word Generations to assist our scholars in improving their use of “high octane” vocabulary in their writing.

**Strategies to increase parental involvement**

- Parent Coordinator will inform parents about new Standards and City-Wide Instructional Expectations. PC attended training on topic and will hold various parent workshops.
- PTA members receive training on Common Core Standards and tasks
- SLT members receive training on Common Core Standards and tasks
- Send home CCLS informational packet

**Budget and resources 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.

  X   Tax Levy     X   Title I              Title IIA              Title III     X   Grants              Other

MSQI Grant

**Service and program coordination**

- Per Session funds may be used for Professional Development opportunities, however, most PD will be rendered during school time either on-site or off.
- Tax levy OTPS funds will be used to purchase Danielson Framework anchor texts
- Coordinate with Middle School Quality Initiative (MSQI) around this work. Reading specialist employed to support work (MSQI funds).
- Network will provide Task and Text Set exemplars
- Use of DOE Common Core Library and SED EngageNY website
- Regularly scheduled common planning time within the regular school day.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

Deepen the school community's understanding of what high-quality teaching looks like through professional development on 3 school-selected competencies (1e, 3b, and 3d) from Charlotte Danielson's *Framework for Teaching* that support implementation of the Common Core.

- By the end of the 2012-13 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across the school's 3 selected competencies.
- 90% of teachers will participate in at least 7 hours of professional development throughout the 2012-13 school year on norming teacher practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area, identifying areas of growth based on prior observations of each other's practice, and developing personal development plans.

#### **Evidence:**

- Data from school-based PD sessions that demonstrates increased skill among teachers and school leaders in using the Danielson competencies to assess videos of teacher practice. Data may be in the form of school-based rating guides.
- School-made teacher survey indicates that at least 75% of teachers agree that "Teachers and administrators at my school have a shared understanding of effective teaching."
- On Spring 2013 NYC School Survey, at least 90% of teachers agree or strongly agree that "my PD experiences this school year have been sustained and coherently focused, rather than short-term and unrelated" (up from 87% last year).

#### **Comprehensive needs assessment**

- Available Teacher Data Reports
- Classroom Observations
- Danielson Self-Evaluation Survey Data
- Data from 2011-2012 Progress Report
- Data from most recent Quality Review
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document

#### **Instructional strategies/activities**

- In the fall, hold professional development to help teachers deeply understand 3 school-selected competencies; follow up with additional PD sessions throughout the school year on Chancellor's conference days and during regularly scheduled teacher team meetings and designated professional development time.
- Identify resources and structures to support teachers' understanding of the Danielson *Framework* (e.g., videos on ARIS Learn, teacher team meetings, inter-visitations, Common Core Library, EngageNY, books).
- As a faculty, over the course of the school year watch at least 4 classroom videos together and record low-inference observations. Dig deeply into 1 competency at a time and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations.
- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.

**Strategies to increase parental involvement**

- N/A

**Budget and resources 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.

X  Tax Levy  X  Title I   Title IIA   Title III  X  Grants   Other

If other is selected describe here: MSQI Grant

**Service and program coordination**

- Per Session funds may be used for Professional Development opportunities, however, most PD will be rendered during school time either on-site or off.
- Tax levy OTPS funds will be used to purchase Danielson Framework anchor texts
- Coordinate with Middle School Quality Initiative (MSQI) around this work. Reading specialist employed to support work (MSQI funds).
- Network will provide PD
- Use of DOE Common Core Library and SED EngageNY website
- Regularly scheduled common planning time within the regular school day.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

Improve teacher effectiveness, including those new to the profession and those who transferred via the Open Market, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

- Principals and assistant principals will visit each teacher's classroom at least ten (10) times over the course of the year, and provide teachers with formative written feedback aligned to 3 school-selected competencies (1e, 3b, 3d).
- This formative feedback will be provided within 48 hours of ALL observations.
- Feedback will result in improvement in teacher practice.

#### **Evidence:**

- Observation schedule as tracked by school leaders.
- Development plans for individual teachers that include dates of each observation and dates formative feedback provided.
- Examples of formative observation feedback, including next steps, provided at different times of school year, that demonstrate teachers' development in areas in which feedback was provided (evidence that feedback was effective in impacting on teachers' classroom practice).

#### **Comprehensive needs assessment**

- Available Teacher Data Reports
- Classroom Observations
- Danielson Self-Evaluation Survey Data
- Data from 2011-2012 Progress Report
- Data from most recent Quality Review
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document

#### **Instructional strategies/activities**

- Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.

#### **Strategies to increase parental involvement**

- N/A

**Budget and resources 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 I  Title IIA  Title III  Grants  Other

If other is selected describe here: MSQI Grant

**Service and program coordination**

- Per Session funds may be used for Professional Development opportunities, however, most PD will be rendered during school time either on-site or off.
- Tax levy OTPS funds will be used to purchase Danielson Framework anchor texts
- Coordinate with Middle School Quality Initiative (MSQI) around this work. Reading specialist employed to support work (MSQI funds).
- Network will provide Task and Text Set exemplars
- Use of DOE Common Core Library and SED EngageNY website
- Regularly scheduled common planning time within the regular school day.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**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  | Wilson Reading System<br>Wilson Just Words<br>Achieve 3000 (technology)<br>ELA Enrichment<br>Reciprocal Reading<br>Guided Reading<br>Early Morning Tutoring<br>SETSS | Small Group (5:1)<br>Small Group (15:1)<br>Mid-sized Group (20:1)<br>Small Group (15:1)<br>Whole Class & Small Group<br>Small Group (6:1)<br>One to One Tutoring<br>Small Group | During Day<br>During Day<br>During Day<br>During Day<br>During Day<br>During Day<br>Before School<br>During School |
| Mathematics  | Early Morning Tutoring<br>Guided Groups<br>SETSS   | One to One Tutoring<br>Small Group<br>Small Group   | Before School<br>During Day<br>During Day  |
| Science  | Early Morning Tutoring<br>Guided Groups  | One to One Tutoring<br>Small Group  | Before School<br>During Day  |
| Social Studies   | Early Morning Tutoring<br>Guided Groups  | One to One Tutoring<br>Small Group  | Before School<br>During Day  |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Pull Out At-Risk<br>FEGS (CBO)   | Small group or individual one to one service  | During Day   |

### 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.

- We have a hiring committee who engages perspective candidates in a rigorous interview process. The team evaluates each candidate.
- Professional development is offered regularly as part of teachers regular work schedule
- Recruitment is done via TFA, NYCTF, Teacher Finder, and Network Support
- Teachers are assigned in alignment with their certification and license.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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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**PARENT INVOLVEMENT POLICY (PIP) FOR THE  
URBAN INSTITUTE OF MATHEMATICS 08X371**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time
- encourage my child to follow school rules and regulations and discuss this Compact with my child
- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- respond to surveys, feedback forms and notices when requested
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams
- share responsibility for the improved academic achievement of my child

## **III. Student Responsibilities:**

- attend school regularly and arrive on time

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

|  |                    |                      |                          |
|--|--------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader<br><b>Jose Ruiz/Rudy Rupnarain</b> | District <b>08</b> | Borough <b>Bronx</b> | School Number <b>371</b> |
| School Name <b>Urban Institute of Mathematics (08X371)</b>       |                    |                      |                          |

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>286</b> | Total Number of ELLs | <b>18</b> | ELLs as share of total student population (%) | <b>6.29%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

#### **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 | To<br>t # |
| <b>Transitional Bilingual</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | <b>0</b>  |

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

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| ESL           | 7                 | 0        | 1                 | 6                | 0        | 3                 | 5                                  | 0        | 1                 | 18        |
| <b>Total</b>  | <b>7</b>          | <b>0</b> | <b>1</b>          | <b>6</b>         | <b>0</b> | <b>3</b>          | <b>5</b>                           | <b>0</b> | <b>1</b>          | <b>18</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     |

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <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       | 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>                                   | <b>0</b> |  |

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

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

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

## Freestanding English as a Second Language

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          | 1        |          |          |          |          |          | 1         |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <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>4</b> | <b>9</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>18</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?

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

## A. Programming and Scheduling Information

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

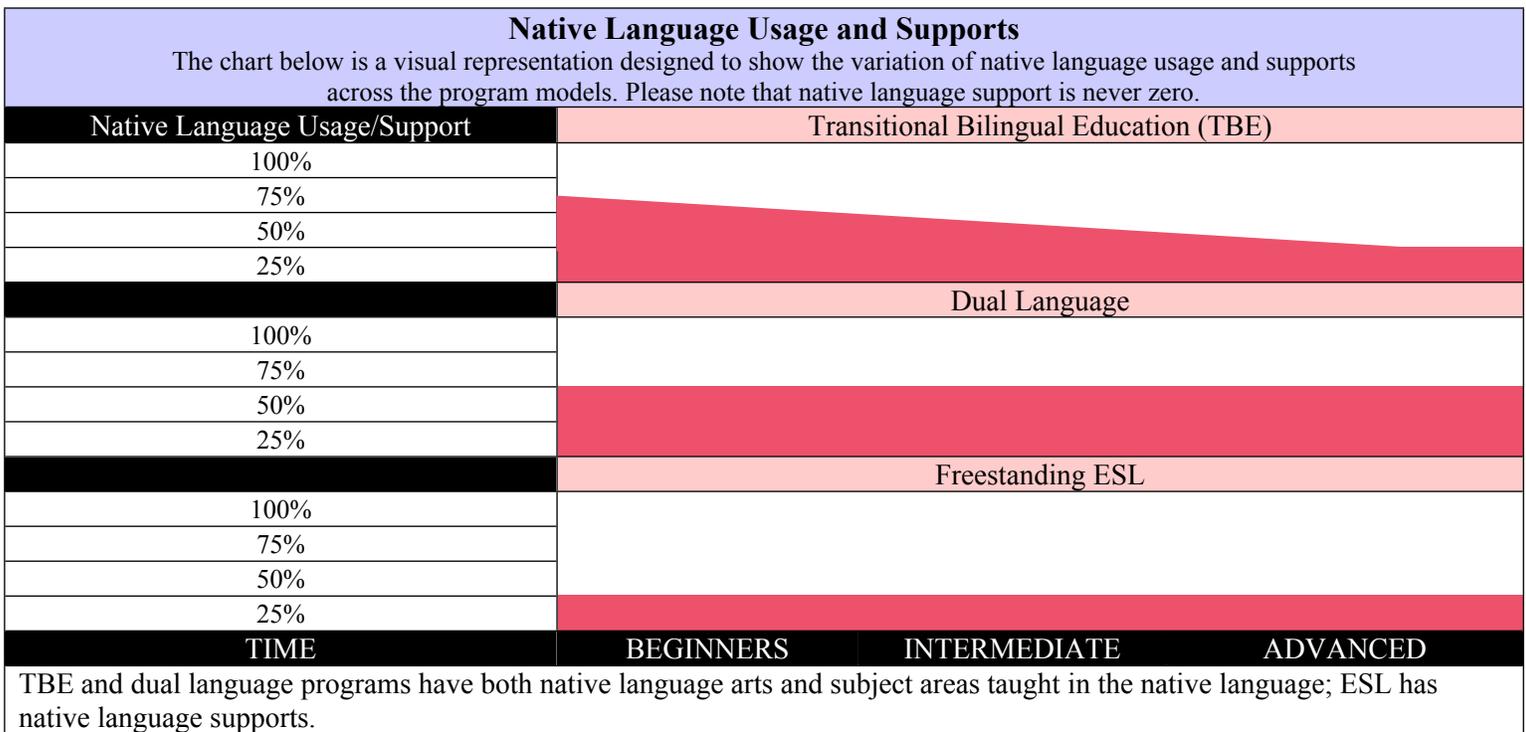
| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |         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

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

|  |           |              |          |
|--|-----------|--------------|----------|
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|

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

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| 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><br>Native Language Arts                             | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



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

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

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

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

## E. Parental Involvement

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Integrated Algebra           |                            |                 |                             |                 |
| Geometry                     |                            |                 |                             |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

**Native Language Tests**

|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

Teachers use Fountas and Pinnell and conduct running records on scholars to assess their independent reading level. We follow the Teacher's College format of conducting running records. We also participate in the NYC Reading Tracker pilot which allows us to use the online reading tracker database to log reading level date, track progress and monitor small group strategies. We found that many of our ELL scholars are reading below level; 3 on Level L, 2 on Level M, 5 on Level S, and 8 on Level K. We utilize this data as we differentiate our instruction. In ELA classes teachers meet with guided reading groups where scholars are grouped homogeneously. Teachers focus on reading skills and strategies that will assist in ELA progress. We found that scholars need assist in all modalities and focus on such in academic classes as well as during ESL instruction. All scholars who received a Level 1 on either the NYS ELA or Math exam (or both) are SWD. This shows that scholars may not only have a language barrier but that their disability impedes their progress as well. As a staff we offer all related services and provide extra supports and scaffolds. These SWD are in smaller classes with extra adults in a least-restrictive environment. Teachers differentiate their instruction to meet their scholars' needs. This may include, when necessary, technology, tactile activities, graphic organizers, role play, etc. The results of of Periodic Assessments further provide teachers with authentic and timely data to differentiate their instruction. The item analysis tool identifies specific standards and indicators that must be honed in on.

Improvements that our ELL population make will show that all of our programs are successful. Without isolating one program we cannot tell which one thing lead to the improvement.

### Additional Information

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

## Part VI: LAP Assurances

**School Name:** Urban Institute of Mathematics

**School DBN:** 08X371

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|-------|-----------|-----------------|
|--------------|-------|-----------|-----------------|

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

| Name (PRINT)      | Title                | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| Jennifer Joynt    | Principal            |           | 12/1/11         |
| Joseph Martin     | Assistant Principal  |           | 12/1/11         |
| Christina Andino  | Parent Coordinator   |           | 12/1/11         |
|                   | ESL Teacher          |           | 12/1/11         |
| Barbara Schiraldi | Parent               |           | 12/1/11         |
| Douglas Koeber    | Teacher/Subject Area |           | 12/1/11         |
| Norah Flynn       | Teacher/Subject Area |           | 12/1/11         |
|                   | Coach                |           | 1/1/01          |
|                   | Coach                |           | 1/1/01          |
| Jennifer Perugini | Guidance Counselor   |           | 12/1/11         |
| Rudy Rupnarain    | Network Leader       |           | 12/1/11         |
|                   | Other                |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 608      **Network:** 608

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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