



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** UNIVERSITY NEIGHBORHOOD MIDDLE SCHOOL

**DBN (i.e. 01M001):** 01M332

**Principal:** LAURA PEYNADO

**Principal Email:** [LPEYNAD@SCHOOLS.NYC.GOV](mailto:LPEYNAD@SCHOOLS.NYC.GOV)

**Superintendent:** DANIELLA PHILLIPS

**Network Leader:** YUET CHU

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Laura Peynado	*Principal or Designee	
Phillip Andrews	*UFT Chapter Leader or Designee	
Erica Washington	*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	
Edwin Colón	Member/ PTA Parent Member	
Eileen Rodriguez	Member/ PTA Parent Member	
Bernadette Perez	Member/ PTA Parent Member	
Maria Gardner	Member/ PTA Parent Member	
Anthony Chianese	Member/ Intervention Supervisor	
Alexandra Collazo-Baker	Member/ ESL Teacher	
Charles Testagrossa	Member/ Humanities Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **School Comprehensive Education Plan (SCEP) Requirements**

## **Which Schools Need to Complete the SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	• A major recommendation with HEDI rating
	• Statement Of Practice (SOP) selected aligned to the goal
	• A goal aligned to the major recommendation
	• Instructional Strategies section, A-E for each strategy or activity that supports the goal
	• Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### Priority Schools Only

<b>X</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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**School Information Sheet for 01M332**

School Configuration (2013-14)

<b>Grade Configuration</b>	06,07,08	<b>Total Enrollment</b>	100	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	7	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	13
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	N/A	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	3	<b># Dance</b>	3	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	85.2%	<b>% Attendance Rate</b>	90.2%		
<b>% Free Lunch</b>	90.6%	<b>% Reduced Lunch</b>	2.6%		
<b>% Limited English Proficient</b>	18.8%	<b>% Students with Disabilities</b>	28.2%		
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	N/A	<b>% Black or African American</b>	21.4%		
<b>% Hispanic or Latino</b>	73.5%	<b>% Asian or Native Hawaiian/Pacific Islander</b>	3.4%		
<b>% White</b>	N/A	<b>% Multi-Racial</b>	1.7%		
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	4.19	<b># of Assistant Principals</b>	1		
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>	1		
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>	2.4%		
<b>% Teaching with Fewer Than 3 Years of Experience</b>	35.7%	<b>Average Teacher Absences</b>	2.6		
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	7.5%	<b>Mathematics Performance at levels 3 &amp; 4</b>	7.9%		
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	22.6%		
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>	N/A		
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>	N/A		
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>	N/A		
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			
<b>Priority School</b>	X				

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	Yes	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	Yes		

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Our 2012-13 CEP was based on intensive data review and reflected the needs of our school and outlined the needed steps to continually improve student achievement at our school. We also embraced the community focus that has allowed UNMS to provide comprehensive support for all our students and families. The document was created collaboratively with input from all constituents.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Our strategies and activities can be more streamlined so as to convey clearly our priorities for school improvement.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. The enrollment of many schools in our district has decreased substantially over the past years due to an increase in the opening of new schools, especially charter schools. This has resulted in major structural and programmatic changes that continue to impact our school in many ways. Despite our community's ongoing recruitment efforts, which include many after school hours of brainstorming, event planning and parent outreach, we continue to experience a significant decline in enrollment – largely due to the opening or relocation of several charter schools to our district.  Because our enrollment is not at full capacity, we receive a significant number of students throughout the year. These students are either English Language Learners and/or students with IEPs with diverse academic and emotional needs. Even though we have been successful at showing progress, especially in contrast to our peer schools (this past year we scored in the 93rd percentile among all middle in the city), the test scores may not accurately reflect our instructional impact due to the time constraints caused their mid-year and/or late enrollment. As a Title 1 school, over 90% of our students are far below poverty and require significant academic and social interventions that require additional time to reflect in the current measures of student performance. As a small school, we have limited opportunities to offer before and after school enrichment and intervention programs. Even though our attendance this past year was at least 91% and this year is current above that percentage, our students are reluctant to come before and/or stay later than the school day, especially if our teachers do not facilitate the programs. As a result, we have embedded the 37.5 enrichment time in our schedule to ensure that students remain in school to receive intervention and enrichment services.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
As per our NYC Progress Report, we were able to show significant progress in Mathematics and ELA, in contrast to other middle schools in the city. As expected, all schools in New York State experienced a significant drop in their overall state test scores due to the new CCSS-alignment. In the areas of "Safety and Respect" and overall learning environment, we were able to meet our targets, as per the 2012-2013 NYC Learning Environment Survey results. Once again, we did above and/or well above all areas (communication, student engagement, safety and respect, and academic expectations) in contrast to all middle schools in NYC.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No
<b>If all the goals were not accomplished, provide an explanation.</b>			
The design of the test changed to reflect new alignment to the Common Core Standards. This resulted in a significant			

drop in performance levels across all schools in New York State.

<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>		<b>No</b>
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### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP

#### **Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.**

Again, because our enrollment is not at full capacity, we receive a significant number of students throughout the year. These students are either English Language Learners and/or students with IEPs with diverse academic and emotional needs. Even though we have been successful at showing progress, especially in contrast to our peer schools (this past year we scored in the 93rd percentile among all middle in the city), the test scores may not accurately reflect our instructional impact due to the time constraints caused their mid-year and/or late enrollment. As a Title 1 school, over 90% of our students are far below poverty and require significant academic and social interventions that require additional time to reflect in the current measures of student performance.

#### **List the 13-14 student academic achievement targets for the identified sub-groups.**

- To improve student performance in mathematics by adopting CMP3 – a DOE recommended CCLS-aligned math curriculum that emphasizes the CCLS practice standards. As a result, by June 2014, the overall percentage of students achieving proficiency in mathematics will increase by at least 30% as measured by the NYS Math exam.
- By June 2014, the overall percentage of students, including ELLs and Special Education students, meeting and exceeding standards will increase by at least 15% as evidenced in the NY State Exam.
- To improve “student-to-student discussion and questioning” across all content areas. By June 2014, at least 70% of student-to-student discussion that takes place during enrichment will be facilitated by students themselves as evidenced by narrative information and video artifacts.

#### **Describe how the school leader(s) will communicate with school staff and the community.**

In our school, we have several structures in place that support communication, collaboration and our vision of developing a strong community. We incorporate the use of technology not only to prepare our students for the demands of the 21st Century but also to help us collaborate more effectively and become more consistent and transparent about our efforts to support student learning. The school also uses social media, blogs, and websites to communicate widely with parents.

#### **Describe your theory of action at the core of your school's SCEP.**

The UNMS instructional philosophy and definition of academic rigor is rooted in the belief that all students learn best when they feel safe, inspired, and challenged to make meaning and expected to apply skills to new situations. At UNMS, we define academic rigor as helping students learn to think for themselves through well-designed and high-cognitive demanding tasks. To identify academic rigor in our classrooms, we look for evidence of the four main components of academic rigor, as outlined Rick Allen in his article, “Support Struggling Students with Academic Rigor: A Conversation with Author and Educator Robyn Jackson” published in by ASCD, “students know how to create their own meaning out of what they learn, they organize information so they create mental models, they integrate individual skills into whole sets of processes, and they apply what they've learned to new or novel situations.”

#### **Describe the strategy for executing your theory of action in your school's SCEP.**

For the past three years, UNMS has been focused on improving its instructional curricula to support critical thinking and its alignment to the newly adopted Common Core State Standards. This year, we remain committed to deepening our understanding of Danielson's competence 1e, “Designing Coherent Instruction” but are also focusing on the “Use of Questioning and Discussion Techniques.” We have taken a number of steps to bolster our capacity to effectively implement these new standards and improve our curriculum. These steps include a realignment of all of our curricula two summers ago to incorporate these standards and using the book, Where Great Teaching Begins, by Anne Reeves as a mentor text to improve curriculum and lesson design at UNMS. This year, we are using the book, Academic Conversations by Zwiers and Crawford as a mentor text to guide our new peer-observation program. To inform our curriculum development and its alignment to the literacy Common Core State Standards, our Humanities teachers and other teacher leaders have participated in our network's Curriculum Planning Institute for two consecutive years. In addition to the Common Core State Standards, our teachers have used Heidi Hayes Jacobs book, Active Literacy Across the Curriculum as a mentor text to revisit and incorporate strategies for reading, writing, speaking, and listening in their planning. We have learned that effective curriculum designers do not base their

thinking on "What will I do...?" or "What will my students enjoy?" but on questions of what and how students will learn, and how teachers and other educators will know that students have learned. To identify the 'what' and 'how' students will learn, UNMS teachers use different formative and summative assessments and select activities that align to their instructional objective(s). Throughout the year, UNMS teachers have developed and revised CCSS-aligned units that are also shared and readily available for our parents and community members via Google Docs where students are expected to complete performance task to demonstrate mastery through the application of the skills and the knowledge they have gained throughout the unit.

**List the key elements and other unique characteristics of your school's SCEP.**

It was developed and is revised based on the following:

- Collaborative reflection that started back in June using protocols and the instructional CCSS-aligned shifts as outlined in the 2013-2014 Citywide Instructional Expectations
- Frequent monitoring of progress towards goals to guide action plans
- Feedback from 2012-2013 DQR report and past 2011-2012 SQR conducted in the Spring.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

- Effective use of technology to communicate expectations with teachers and the community through Google documents, blogs, and a Twitter account celebrating student accomplishments.
- Goals are embedded in our Professional Development Plan and Teacher Evaluation Cycle.
- All teachers meet for Professional Learning Time (PLT) five times during the week. Teachers look at mentor text align to the Comprehensive Educational Plan while students meet for Town Hall with the guidance team. In content teams, teachers study professional text.
- Beyond content teams, the school also has interdisciplinary teams such as the data team that determines student enrichment groups, track progress, and make date teacher friendly. Other teams include a community building, enrichment, mentoring, and special education team. During PLT, teams are aware of the expectations set forth by administration and routinely use protocols to ensure their overall functional success.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Refine curriculum map to include specific reference to Common Core Learning Standards (CCLS) as well as the Practice Standards in math. (1.1) ... in the larger unit maps for math, there are inconsistent references to the CCLS and the Citywide Instructional Expectation (CIE) shifts. As a result, this can hinder the school’s ability to successfully promote higher order thinking skills and close the achievement gap.”

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	4 - 5	<b>HEDI Rating:</b>	E
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>2.2 School leader’s vision</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader’s use of resources</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To improve student performance in mathematics by adopting CMP3 – a DOE recommended CCLS-aligned math curriculum that emphasizes the CCLS practice standards. As a result, by June 2014, the overall percentage of students achieving proficiency in mathematics will increase by at least 30% as measured by the NYS Math exam.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Math team will improve curriculum and lesson alignment to CCLS by participating in professional development offered by Pearson; meeting on a weekly to reflect on practice and analyze student work to inform targeted instruction in leveled math groups.
2. Administrators and teachers will continue to work with CBOs and not-for-profits like *Credit Do* to bring academic opportunities and experiences that support real-life application of mathematics.
3. Math groupings are structured to provide enhanced opportunities for acceleration to all students.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Math teachers and administrators; network math coach; central PD; CMP3 Planning Guide document and Self-Assessment Guide.
2. Administrators, parent coordinator, teachers, external partners.
3. Teachers, data specialist, administrators.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Content Team artifacts – minutes, data analysis, samples of student work
2. Partnership workplans, student reflections, artifacts of experiences.
3. Programming artifacts to illustrate grouping / acceleration structures; administrator observers

#### **D. Timeline for implementation and completion including start and end dates**

1. July 2013 – June 2014.
2. August 2013 – June 2014.
3. July 2013 - September 2013.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Math common planning time is programmed into our schedule to take place at least 2 times a week.
2. Title I funds will be used to offset the salary of our assistant principal. Our assistant principal will work closely with principal to facilitate professional development focused on CCSS-alignment and literacy development. He will also work with principal and teachers to monitor and organize administration of assessments that will be used periodically to inform academic intervention and student grouping. TL CIE funds for Teacher Per Session: 11 teachers x 41 hours. The 21st Century Grant will be used to support instruction after school: 324 hours total. Tax Levy and NYSTL funds used to purchase CMP3 materials that support CCSS-alignment .
3. Use of 37.5minutes/extended day

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
21 <sup>st</sup> Century Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>		<b>PF ELT</b>		<b>PF Inquiry Teams</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>		<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
As evidenced in our 2012-2013 NYC Progress Report, only 7.5% (8 students out of 107) of our students met or exceeded proficiency in ELA last year.											
<b>Review Type:</b>	2012-2013 NYC PR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	2	<b>HEDI Rating:</b>	N/A				

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	<b>3.2 Enact curriculum</b>		<b>x</b>	<b>3.3 Units and lesson plans</b>		<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>			
<b>x</b>	<b>3.4 Teacher collaboration</b>										

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, the overall percentage of students meeting and exceeding standards will increase by at least 15% as evidenced in the NY State Exam. Last year, only 7.5% (8 students out of 107) of our students met or exceeded proficiency in ELA. This year, at least 16% of our student population (16 students) will meet and/or exceed standards in ELA.											

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
<ol style="list-style-type: none"> <li>1. Participate in "Looking at Student Work" CFN103 Network PD and "Facilitative Leadership" training to develop practices of looking at and learning from student work. The learning from this PD translated into the development of a school-wide initiative to look at student work across content areas, which all staff members participate in regularly at professional learning time meetings facilitated by members of the humanities team.</li> <li>2. Participate in Instructional Rounds to learn more about best practices and implications for our own instructional work. UNMS will also host at least one Instructional Rounds this year.</li> </ol>											

3. Develop and schedule an “inter-visitation” program where teachers observe each other and reflect on the strength of teacher questioning and student-to-student discussion, including a focus on using evidence to support claims.
4. Implement and program weekly professional learning time to study and implement best practices using mentor texts like, Academic Conversations. In their content teams, all teachers look at student work to analyze tasks, refine rubrics, and inform and improve instruction. Teaching points and strategies are developed to improve student performance. Content teams examine student work to understand gaps in student knowledge or skill; and to inform the revision of their instructional units. During these meetings, content teams revisit and refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core Learning Standards.
5. Participate in Curriculum and Staff Development using services of NYU Steinhardt School of Culture, Education, and Human Development.
6. Revisit our UNMS “Emergent Bilinguals” plan to reflect the following:
  - a. All ELLs receive (AIS) targeted instruction in their content classes.
  - b. English Language Learners receive additional academic support from an ESL-certified teacher supported by the network specialist and by reducing class and group size as much as possible. Special Education and ELL team will work with other content teachers and school leaders align all units to the CCSS

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, network facilitators; per-session
2. Teachers and administrators (including administrators and teachers from other CFN 103 schools).
3. Administrators and teachers; common planning time / teacher per-session
4. Administrators and teachers; common planning time
5. Teachers and administrators; Curriculum and Staff Development contract/ per-session
6. Teachers and administrators; Circular 6 periods.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Team artifacts – minutes, data analysis, samples of student work teacher feedback and reflections.
2. PD agenda and minutes with findings and next steps.
3. Teacher feedback and reflections, teacher observations.
4. Teacher-developed units aligned to the CCLS/NYCDE CIE Focus Literacy Standards, including performance tasks, activities, and rubrics. Google Doc minutes and agendas from content team meetings that detail the analysis of student work and lesson refinement.
5. PD artifacts – Agenda and minutes, teacher feedback and reflections.
6. Data analysis tool that demonstrate student outcomes and growth over time maintained by ESL teacher.

**D. Timeline for implementation and completion including start and end dates**

1. July 2013 – March 2014: All teachers are invited to attend CFN 103 sponsored PD on “Looking at Student Work”. Participants turn key information to their colleagues by November. Facilitative Leadership training is available to all teachers in Winter 2013.
2. February 2014 - June 2014: Principal and principal colleagues identify a focus and Instructional Rounds schedule by April 2014. Rounds will continue throughout the spring semester.
3. June 2013 – June 2014: A CIE literacy focus is identified based on data triangulation in June 2013. An intervisitation plan is created using a common planning period beginning in September. By February 2013, administrators and teachers will assess progress toward effective implementation of this CIE instructional focus to guide next steps.
4. September 2013 – June 2014: Common planning, redefined as “professional learning time”, is scheduled so that every teacher can collaborate in content teams and as a faculty at least 2 times a week.
5. Spring 2014 – Administrator and teachers PD.
6. September 2013 – June 2013: Administrators, ESL teacher, Native Language teacher and other content area teachers schedule

interventions in September. Progress is monitored throughout the year to make changes as needed based on student needs.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher Per Session 11 teachers x 8 hours and Supervisor Per Session 1 x 8 hours, and funding for “Facilitative Leadership” training.
2. Per-diem sub days for 3 teachers x 4 days for participation in Instructional Rounds.
3. Teacher Per Session 3 teachers x 10 hours and OTPS funds for books and materials. NYSTL and TL funds used to purchase Core Curriculum texts. Title I Priority funds, using “Instructional Supplies” line for Classroom Library Collections to enhance the intensified need for our students to read more complex titles, for more sustained periods of time: GL Group Classroom Collections bundles that include different reading levels of fiction and non-fiction texts, with titles to span the spectrum of text difficulty: FAMIS item numbers 284065099, 282686592
4. OTPS “Instructional Supplies” line for professional books: 15 copies each of “Notice and Notes, Strategies for Close Reading” and “Socratic Circles” using Rollover Title I Corrective Funds.
5. OTPS funds in Curriculum Development, NYU contract QR688VA.
6. Teacher Per-session: 2 teachers x 2 hours x 10 weeks.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Rollover Title I Corrective

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

According to our Spring DQR, we need to “continue to develop teaching pedagogy so that the school wide goals and instructional philosophy echo across all classrooms and work products reflect a deep understanding in each content area. (1.2) During classrooms visits, students are encouraged to build independent thinking and produce evidence in all their classwork and discussions... While these practices were present in most classes they were not consistent in science and math. An 8<sup>th</sup> grade math task on the Pythagorean theorem required higher order thinking... Consequently, minor inconsistent practices lead to varying levels of student discourse and high quality work products.” Following this finding, we met to review the 2013-2014 CIE and identified student-to-student discussion as an instructional focus based on our needs as a school. Our objective is for students to engage in high-quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other deepen and elaborate upon their thinking. (CCSS ELA SL 7.1a, SL 7.1b, SL 7.1c, SL 7.1d, SL 7.2, SL 7.3) Many teachers identified this competency as an area in need of improvement based on their reflection about their practice resulting from our UNMS observation cycle.

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	N/A
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>		<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To improve “student-to-student discussion and questioning” across all content areas. By June 2014, at least 70% of student-to-student discussion that takes place during enrichment will be facilitated by students themselves as evidenced by narrative information and video artifacts.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Identify and schedule a common planning time for Enrichment teachers to engage in inquiry learning using Academic Conversations as a mentor text to guide school-wide implementation of instructional focus and student learning.
2. Group students based on linguistic and academic needs (heterogeneously and homogeneously) in September.
3. Identify and implement highly effective protocols for student discussion.
4. By January 2014, develop a timeline that identifies benchmarks to track progress towards growth, a discussion checklist for students to self-monitor and a rubric for students to self-assess and give each other feedback.
5. By March 2014, an “Intervisitation” cycle is used for Enrichment teachers to implement strategies and receive feedback to support school-wide implementation across contents. Enrichment teachers engage in inter-visitation inside and outside of school to observe effective implementation of strategies such as socratic circles by other teachers.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Assistant principal and enrichment teachers; common planning time / per-session
2. Assistant principal and teachers; common planning time / per-session.
3. Administrators and teachers; common planning time.
4. Administrators and teachers; common planning time.
5. Administrators and teachers; common planning time.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. UNMS Program and team minutes
2. Google Document with student data to guide flexible grouping based on needs.
3. Meeting agenda and minutes.
4. Team artifacts – agenda minutes, data analysis, samples of student work, teacher reflections, checklist and rubric.
5. Teacher observations, video artifacts, and student and teacher reflections

#### **D. Timeline for implementation and completion including start and end dates**

1. June– August 2013: Identify and schedule a common planning time for Enrichment teachers to engage in inquiry learning using Academic Conversations as a mentor text to guide school-wide implementation of instructional focus and student learning.
2. August - September 2013: Group students based on linguistic and academic needs (heterogeneously and homogeneously) in September.
3. July - October 2013: Identify and implement highly effective protocols for student discussion.
4. September 2013 - January 2014: develop a timeline that identifies benchmarks to track progress towards growth discussion, a checklist for students to self-monitor, and a rubric for students to self-assess and give each other feedback.
5. September 2013 - March 2014: Use an an “Intervisitation” cycle for Enrichment teachers to implement strategies and receive feedback from their colleagues to support school-wide implementation across contents.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Assistant principal and enrichment teachers
2. Assistant principal and teachers; common planning time at no extra cost to school. Title I funding to offset the salary of the Assistant Principal
3. Administrators and teachers; common planning time at no extra cost to school.
4. Administrators and teachers; common planning time at no extra cost to school. Title I Priority Funds for Teacher Per-session: 11 teachers x

21 hours and Supervisor Per Session: 1x 21 hours. Rollover Title I Corrective funds for Teacher Per Session: 11 teachers x 14 hours and Supervisor Per Session: 1 x 13 hours.

5. Administrators and teachers; common planning time at no extra cost to school.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Rollover Title I Corrective										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
We have identified areas of improvement based on data sources like our 2012-2013 NYC Learning Environment Survey and our OORs data. Our 2012-2013 NYC Learning Environment Survey results are above average in the areas of "Academic Expectations", "Communication", "Engagement", and "Safety and Respect." 19% of students disagreed with the following statements: "Most students in my school treat each other with respect"; and 21% with "most students in my school help and care about each other." 18% of the students also felt that "students harass or bully each other based on differences most of the time." Our OORs data shows that this past year, in contrast to fiscal year 2012, there has been significant a decrease in negative student interactions in all aspects of our community. As of June, 2013, we had a total of 21 Principal Suspensions compared to 50 and 29 in School Years 2010-2011 and 2011-2012 respectively.							
<b>Review Type:</b>	2012-2013 Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, to improve students' social and emotional development at UNMS as evidenced by our NYC Learning Environment Survey, especially in the areas of Safety and Respect outlined above and as evidenced by a 5% decrease in the total number of student suspensions compared to the previous academic year.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
1. Principal works with CARES Team, parent coordinator, our SLT, and our PTA to identify areas in need of improvement in the areas of "safety and respect" with community members to create calendar of events that includes activities that promote and support our DOE's Respect for All initiative	

and give students the opportunity to become active in our community.

2. The school principal/designee, guidance counselors, and school dean identify students who are responsible for infractions during SY 2012-2013 and who are at-risk for behavioral/academic issues to receive at least (40) minutes of counseling every week for a total of 60 days. If after the 60 days they require additional time, they are then placed permanently on the counselor's caseload until we see improvements. Students are given daily or weekly conduct sheets filled out by teachers to share with parents, outside agencies including, preventative, foster care and judicial.
3. Counselors meet and/or communicate with parents/guardians/agency representatives at least two (2) times a month to discuss children's progress.
4. CARES Team meets weekly to monitor and modify, as needed, school discipline systems and intervention plans. Team revisits "Life Skills" rubric that was created based on Marzano's book, *Classroom Assessment and Grading that Work* to communicate and establish our school expectations.
5. Parent coordinator, the guidance and administration teams will continue to develop partnerships with not-for-profits like Credit Do to help students become more actively involved in the Lower East Side community. Team will reach out to community partners to establish "Restorative Justice" initiative to promote a positive learning environment.
6. Guidance team develops and delivers lessons during Town Hall to educate students about safety and respect. For example, developing self-confidence, Bullying of all types (cyber, harassment) and all its participants (bystanders, upstanders etc.), Using the Internet safely, tolerance, the popularity game, expressing anger, conflict resolution, Red Ribbon Week, etc.

**B. Key personnel and other resources used to implement each strategy/activity**

1. CARES Team: Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, SAPIS Counselor, Dean of Students; and parents; DOE Respect for All materials and resources.
2. School dean, Guidance counselor and SAPIS counselor; OORs data and internal online referrals.
3. Guidance counselor and SAPIS counselor.
4. CARES Team: Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, SAPIS Counselor, Dean of Students.
5. Parent Coordinator, administrators, dean and counselors; Per-session; Community-based organization representatives and resources.
6. Guidance counselor and SAPIS counselor; Town Hall period.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Team agenda and minutes, and data analysis.
2. Life Skills grades, internal online referral data.
3. Parent outreach tracker.
4. Learning Environment Survey results, OORs data, Life Skills grades, and internal online referral data.
5. School event flyers, twitter artifacts, workshop artifacts and attendance sheets.
6. Town hall agenda, student feedback.

**D. Timeline for implementation and completion including start and end dates**

1. July 2013 - September 2013: Principal works with CARES Team, parent coordinator, our SLT, and our PTA to identify areas in need of improvement in the areas of "safety and respect" with community members to create calendar of events that includes activities that promote and support our DOE's Respect for All initiative and give students the opportunity to become active in our community.
2. Starting September 2013 (with at least 4 follow-ups throughout the year- January 2013, March 2013, June 2013)
3. Starting mid-September 2013, ending June 2014.
4. Every week starting September 2013, ending June 2014.
5. Beginning September 2013 (On-going), ending June 2014.
6. Every week beginning September 2013

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Weekly CARES Meeting
2. Per-session for data analysis: Per Session, 3 teachers x 14 hours. Online referral documents, life skills graders, academic grades and progress

report cards.

3. Weekly UNMS Town Hall Meetings, monthly parent workshops, and classroom workshops will to be led by the guidance and administration to promote a positive learning environment and to increase Safety and Respect and Communication in our school.
4. Online tools like Twitter, Community website at no extra cost to school, NYSTL funds for School Messenger and Title I and Title I Priority funds for postage and printing costs to communicate with parents.
5. Guidance team will develop and deliver lessons during Town Hall to educate students about safety and respect. Title 1 funding was used to partially fund a full time guidance counselor and school dean to work with our SAPIS counselor and administration to provide additional at risk counseling for our students in temporary housing and the students who need socio-emotional support. Contract for Excellence funds will be used to fund our assistant principal, as well as Guidance Counselor to work closely with principal and teachers to monitor and organize administration of assessments that will be used periodically to inform academic intervention and student grouping. To address and support the emotional needs of our students, we will also continue to collaborate with Educational Alliance and Turning Points to provide onsite and offsite counseling services to our students. 21<sup>st</sup> Century funds will be allocated to support student leadership and student-led initiatives that promote "Safety and Respect" in our school community.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	<b>PF Set Aside</b>	x	<b>Tax Levy</b>	x	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
21st Century funds, ARRA Data Specialist, Contract for Excellence											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	x	<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
In alignment with our 2013 NYC Learning Environment, we identified the need to improve our communication efforts to ensure effective collaboration with parents to support student learning. According to our LES data, 9% disagreed that our school "communicates to [him/her] and [his/her] child what [they] need to do to prepare my child for college, career and success in life after high school (7.9), and that the school "keeps [him/her] informed about what [his/her] child is learning. (8.1).											
<b>Review Type:</b>	NYC Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	N/A				

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	<b>6.2 Welcoming environment</b>			<b>X</b>	<b>6.3 Reciprocal communication</b>						
	<b>6.4 Partnerships and responsibilities</b>				<b>6.5 Use of data and families</b>						

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, to improve communication between school and families and parent engagement to support student learning at home. The percentage of											

parents responding in disagreement to the areas stated above under the “Communications” and “Engagement” sections will decrease by at least 2%.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. The school parent coordinator and administrators will create and distribute a parent handbook that is translated in all the dominant languages involvement.
2. Principal will continue to work with CARES Team, parent coordinator, our SLT, and our PTA to create calendar of events to identify communication areas in need of improvement and to strengthen communication with community members. This calendar will include activities that promote and support our DOE’s Respect for All initiative and give students to the opportunity to become active in our community. Throughout the year, we will create opportunities to celebrate student work before or around PTA or SLT meetings to increase parental involvement.
3. The CARES Team will design and conduct training modules and information sessions for parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school. The school will host a curriculum night and create a parent resource with user-friendly instructional materials and suggestions
4. Parent resource newsletter will be mailed bimonthly to inform parents and help them use strategies that support student learning
5. Identify at risk students during weekly CARES and Attendance meetings. Actively involve and engage parents and other community members in addressing issues and concerns during Parent/Teacher Conference, PTA meetings, School Leadership Team meetings and other community events.
6. Use school messenger to notify parents about attendance and detention. Grade teams notify and invite parents to participate in an academic and/discipline intervention meeting using ‘kid talk’ protocol.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal and parent coordinator
2. CARES Team: Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, SAPIS Counselor, Dean of Students, parents and teachers; PTA and SLT meetings.
3. CARES Team: Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, SAPIS Counselor, Dean of Students; CARES Team meeting, PTA and SLT meetings.
4. Parent coordinator and principal.
5. CARES Team: Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, SAPIS Counselor, Dean of Students; CARES Team meeting, PTA and SLT meetings.
6. Attendance school aide, guidance counselor, dean, principal and parent coordinator; CARES Team meetings and attendance meetings.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Handbook artifact, attendance sheet, community website, flyers.
2. School calendar of events
3. Meeting agenda and minutes, attendance sheets from parent events
4. Newsletter artifact, 2013-2014 survey results.
5. Meeting agenda and minutes, life skills and academic grades.
6. School messenger history, 3-2014 survey results, and intervention notes and logs.

**D. Timeline for implementation and completion including start and end dates**

1. July 2013 - November 2013: parent handbook is ready and is distributed.
2. June 2013 - Sept 2013: Principal meets with Parent coordinator to identify events and submit permits. In September 2013, calendar is revisited and events are added as needed.

3. September 2013 – June 2014
4. August 2013 – June 2014
5. September 2013 – June 2014
6. Beginning September 2013, ending June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. OTPS funds to purchase paper, postage, and supporting materials: NYSTL funding will be used to maintain our school messenger contract, Title I to purchase postage to increase communication with parent, and to provide translating services for parents. Title 1 funding will be used to maintain our school messenger contract, to purchase postage to increase communication with parent, and to provide translating services for parents.
2. Online tools like Google Calendar and Google Doc At no cost to school.
3. Per session for teacher participating in curriculum parent night :TL CIE 11 teachers x 3 hours
4. OTPS Tax Levy, Title I and Title I Priority funds using the “Non-Contractual Services” Parent Involvement title to purchase postage, paper and supporting materials
5. Online tools like Google Calendar and Google Doc; CARES Team meetings and 21<sup>st</sup> Century Funds will be used to provide Parent workshops focused on communication and academic support at home.
6. NYSTL funds for renewing School Messenger. Tax Levy and Title I funds for salary of attendance aide.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
21 <sup>st</sup> Century											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

## Expanded Learning Time (ELT) Program Description

### PRIORITY SCHOOLS ONLY

#### ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

#### **Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By August 2014, 100% of students will have been offered at least 200 additional hours of targeted support through various opportunities that will result in a 50% increase in the number of students achieving proficiency in ELA and an increase of 30% in the number of students achieving proficiency in math. 100% of students will participate in our literacy extended learning program - 150 minutes each week X 40 weeks = **100** additional hours per year. In addition, all students will be invited to participate in our 21<sup>st</sup> Century Extended-Day Program - 30 sessions X 90 minutes = 2700 minutes or **45** hours per year. Students who do not meet proficiency in state exams and or coursework are mandated / invited to attend summer school for 12 hours per week X 5 weeks = **60** hours.

#### **Activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

**1. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

As indicated in our 21st Century Grant application, “researchers have found that the combination of two or more risk factors increases the likelihood of dropping out (Croninger & Lee, 2001); the ELT targeted students in these schools 10 face considerably more than two: poverty, school and community violence, homelessness, academic underperformance, limited English proficiency, and LGBTQ status--making them significantly more likely to fall behind in schoolwork, engage in unsafe sex and drug use, and to eventually drop out of school (Suh & Houston, in press).” As a result, our students will be receiving in-class Organized for Life curriculum to promote good study habits correlated with academic success. Research also shows “expanding time in schools is about more than increasing academic achievement; it also serves to broaden students’ exposure to various learning experiences, particularly in poor neighborhoods, where scant availability of such opportunities exists” (Bouffard, 2006). As such, the targeted youth in this ELT model will be able to choose to participate in activities like “Glee” Chorus, “Dance”, “Computer Programming”. According to the National Endowment for the Arts published a review of four studies that found that, “socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas [including grades, test scores, graduation rates, and school engagement measures] than their low-arts-engaged peers.” In addition to serving targeted youth, families will receive essential services in line with the National Standards for Family-School Partnerships from National PTA through the workshops offered by the Leadership Institute Program. University Neighborhood already has an extended learning schedule and the staff there definitely has seen how this collaborative planning time has helped. Time is spent engaging students with creative, well-rounded standards based enrichment activities whether academic or youth development, leads to extra learning in school and in life.

**2. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

Our Site Supervisor is a staff member with full working knowledge of all facets of the school and as such will also act as the Educational Liaison with a full focus on ensuring that all activities are aligned with NYC, NYS and CCLS. This will be done by checking that each of the partner agencies has curriculum and lesson plans directly linked with these standards. Every activity whether it is arts, recreation or academic enrichment, needs to create a seamless blend with the school day. Each youth development lesson will have an aim, objective, discussion questions and follow-up, just as is done during the school day. The Principal, teachers and partner agencies will work together to create a schedule that would include an additional collaborative period during the school day for per session teachers, school day teachers and partner agencies to work together. During these collaborative periods student updates will be created for hard-to-reach students and will be used to create social emotional, behavioral and academic intervention strategies.

**3. Identify the target population to be served by the ELT program.**

Extended Learning is opened to all students; however, students will be targeted based on academic and social needs.

#### **Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

x	21 <sup>st</sup> Century		Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

37.5 minutes.

**Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**1. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

We currently have partnerships with Third Street Music, Henry Street Settlement and the Leadership Institute Program. These community-based organizations provide enrichment programs like “Organized for Life”, “Glee”, “Dance”, “Film” and sports like “Basketball.”

**2. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

The principal and site coordinator met with partnering agencies in the beginning of the year to assess and identify student interest and needs to guide Extended Learning program offerings. Needs were noted and partner agencies were chosen to fill those needs. Simultaneously an independent evaluation company was chosen as well. Meetings between the Project Director and the partner agencies as a group are and will continue to be held to compose and monitor collaboration and program design.

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**7. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

UNMS has embraced the implementation of a school-wide reading program as part of our continued effort to augment traditional English Language Arts (ELA) teaching methodologies with authentic and responsive literacy instruction. The students in each club are grouped based on reading level and meet 3 times per week. Every quarter, students are reassessed and regrouped into new groups based on their needs. Our Enrichment Extended Learning period also embraces the concept that all teachers across all content areas are teachers of reading. Our teachers have unanimously voted to embed 37.5 mandated minutes of targeted instruction to ensure 100% student participation.

**8. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

Our Extended Learning program aligns with both the needs identified above of students and their families and directly with the program objectives noted in the table above. By providing activities that support core academic areas (1.1-1), student academic performance and attendance will see a marked improvement (2.1-1; 2.1-2; 2.1-3; 2.2-1). Students will also have access to engaging and positive activities (1.2-1), to encourage the development of pro-social skills and positive forms of self-expression (2.2-1). With community involvement (1.3-1), teachers engaging in professional development workshops that teach skills to connect to their students and families learning from workshops (1.4-1), students will receive direct support from multiple sources that supports their academic and social achievements.

**9. Describe how the ELT program will address the unique learning needs and interests of all students.**

Student interests and needs are used to guide program delivery and design. Students were given a student survey in the beginning of the year and are identified based on academic needs as per teacher observations, formative and summative assessments, that include but are limited the NY State exams.

**10. Are the additional hours mandatory or voluntary?**

x	Mandatory	x	Voluntary
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**11. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

All students are mandated to complete an additional 150 minutes a week equals an additional 2.5 hours per week and 100 hours throughout the school year. These hours have been embedded as part of their schedule. Additional extended learning opportunities (100 minutes via 21<sup>st</sup> Century Program) are voluntary; and are promoted and offered during interactions and meetings with students and their families, in addition to the on-going outreach made via school messenger, and letters/ flyers that are backpacked and mailed home.

**12. Describe how your school is meeting its responsibility to provide interventions for students who need support**

**services to increase student achievement.**

Student performance data is constantly monitored to identify academic needs to provide and guide academic interventions.

**13. Are you using an ELT provider procured using the MTAC process?**

**Yes**

**x**

**No**

**14. Describe how you are evaluating the impact of the ELT program on student achievement.**

Student performance data is monitored at least 4 times a year.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Reading Intervention Program: Guided reading, repeated readings, recognizing text features, predict and confirm, re-tell and summarize, draw conclusions, discuss and reading response journals, active listening, accountable talk, annotating text, anticipation guide and graphic organizers to assist students in organizing and expressing ideas.</p> <p>Humanities Study Hall</p>	<p>In a small group setting 3 times per week in an intervention period of 50 minutes.</p> <p>One-to-one tutoring two to three times per week.</p> <p>Targeted Small group &amp; open to all students</p>	<p>During school</p> <p>During the school day. At times before and after school.</p> <p>After school once a week.</p>
<b>Mathematics</b>	<p>Math Enrichment &amp; Intervention: Fluency and accuracy, skill sequence, applied practice, error/solution explanation, peer tutoring, active listening, accountable talk</p> <p>Math Study Hall</p> <p>ELL Math Support in Native Language</p>	<p>In a small group setting 3 times per week in an intervention period of 50 minutes. One-to-one tutoring two to three times per week. These students may also receive additional support after-school during Math Academy</p> <p>Targeted Small group &amp; open to all students</p> <p>Beginner &amp; Intermediate ELLs</p>	<p>During the school day. At times before and after school.</p> <p>After school once a week.</p> <p>At least 4 times per week.</p>
<b>Science</b>	<p>Science Study Hall:</p> <p>Content-area literacy strategies, vocabulary development, connecting background knowledge, active listening, accountable talk, guided reading.</p>	<p>Targeted Small group &amp; open to all students</p>	<p>After school once a week.</p>

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

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed\*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

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

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Consolidated funds are used to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in the school. Title I and Rollover Title I Corrective funds are used for supplies, and Supervisor and Teacher Per Session hours for before and after-school activities including academic support and enrichment opportunities. Title I and Rollover Title I Corrective funds are used for Parent Involvement outreach and translation services and supplies. Title I funds targeted for Students in Temporary Housing used to offset School Aide's salary for support and outreach. Title I and Title I Priority funds used to provide professional development in literacy to

integrate academic conversations and writing process into all content-subject areas. Fair Student Funding and NYSTL funds used to ensure all students robustly use technology to enhance learning experiences - purchase of CCSS-aligned software, maintain and repair tech equipment, etc. Contract for Excellence funds used to offset the salaries of the Guidance Counselor who leads the support of school community in social and emotional development, and the Assistant Principal to facilitate professional development in Danielson, literacy across content, and RTI strategies to our teachers.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All teachers are welcome and have the opportunity during their regularly scheduled meetings and/or Spring retreats to meet and provide research-based recommendations that inform the use of assessment using protocols to reach a consensus. As part of our Inquiry process, teachers are embedded in a process of looking at student work and teacher work using protocols to monitor progress towards goals and CCSS curriculum alignment. Additionally, our Professional Development continually evolves to reflect the needs, ideas, and opinions of teachers, with observations of classrooms and teacher teams to ensure the teachers are adequately prepared to administer and analyze assessment and develop appropriate instructional strategies from the results. Surveys and other forms are used periodically to give teachers the opportunity to reflect on their learning and practice, and to give feedback that can be used to inform school-wide improvement efforts.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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) Template**

# University Neighborhood Middle School

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

**Laura Peynado-Castro, Principal**

**Anthony Chianese, AP**

## **Section I: School Parental Involvement Policy**

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

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

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

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

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

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

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

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

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

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

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

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

### **The School Agrees:**

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

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

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

To provide parents with timely information about all programs.

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

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

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

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

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

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

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

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

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

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

To share the responsibility for improved student achievement.

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

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

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

This policy was reviewed on **12/13/2013** and will be in approved in January 2014. It will be reviewed annually by the SLT, and where necessary, revised and brought before parents for approval. It will be disseminated annually, by November of each school year. The final version of this document will be distributed to the school community on January 2014 and will be available on file in the Parent Coordinator's office. A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The goals of our program are:

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

Instruction by highly qualified staff:

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

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

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

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

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

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

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

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

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

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

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

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

## **Universidad Neighborhood Middle School**

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

**(212) 267 -5701 Fax (212) 349 - 8224**

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

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

El personal y la administración en la Universidad Neighborhood Middle School (UNMS) reconocer la asociación crucial que debemos desarrollar con los padres para que los estudiantes puedan aprender y crecer. Trabajando juntos podemos ofrecer un apoyo constante a nuestros estudiantes en su trabajo y su vida. Nuestros estudiantes se beneficiarán mejor en una cultura que valora el diálogo, la consulta y la colaboración entre el personal de la escuela, la administración y los padres/tutores. Con este fin, UNMS ha desarrollado lo siguiente:

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

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

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

idiomas de la población de los padres en UNMS. El PTA llevará a cabo la contratación de los padres por la máxima participación en la revisión de calidad anual de la escuela.

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

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

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

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

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

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

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

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

### ***La escuela está de acuerdo:***

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

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

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

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

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

Proporcionar currículo de alta calidad e instrucción.

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

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

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

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

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

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

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

Monitorear la conducta de su / su niño / niños:

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

Compartir la responsabilidad de mejorar el rendimiento académico.

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

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

Esta Póliza de Participación de Padres y Acuerdo entre la escuela y los padres se han desarrollado conjuntamente con, y en acuerdo con los padres de los niños que participan en el Título I, Parte A (PTA / Título 1 PAC) como lo demuestra hoja de registro y agenda de PTA reunión de Diciembre del 2013.

Esta póliza ha sido revisada el **12/02/2013**, y será aprobada en enero del 2014 en vigor a partir de ahora. Será revisada anualmente por el SLT, y en caso necesario, revisada y presentada ante los padres para su aprobación. Se difunde anualmente, en noviembre de cada año escolar. La versión final de este documento se distribuirá a la comunidad escolar en enero de 2014 y estará disponible en los archivos de la Oficina de la Coordinadora de los Padres. Una copia de la versión final de esta póliza también se presentará a la Oficina de Mejoramiento de la Escuela como un anexo al CEP de la escuela y presentado ante la Oficina para la Participación y Representación Familiar.

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

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

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

*Los objetivos de nuestro programa son:*

- Hacer frente a las necesidades académicas, físicas y emocionales de nuestros alumnos, por lo que son capaces de desarrollar un sentido de bienestar, auto-descubrimiento y el respeto y la valoración de su propia cultura y la de sus compañeros de clase
- Cultivar una cultura de investigación, reflexión y colaboración, donde los estudiantes aprenden a pensar críticamente y comunicar claramente
- Crear una crianza centrada en el niño donde los estudiantes aprenden a través de experiencias relevantes, experiencias del mundo real
- Reconocer las interconexiones de la materia en todas las disciplinas académicas
- Cultivar un ambiente rico en tecnología que integre la tecnología educativa en la enseñanza en el aula
- Construir una comunidad conectada de alumnos integrados por padres de familia, estudiantes, maestros y la comunidad en general
- Satisfacer las necesidades de nuestros estudiantes diversos, hemos diseñado nuestro programa escolar para disminuir la proporción de estudiantes por maestro.

*Instrucción por personal altamente cualificado:*

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

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

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

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

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

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

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

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

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

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>1</b>	Borough <b>Manhattan</b>	School Number <b>332</b>
School Name <b>University Neighborhood Middle School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Laura Peynado</b>	Assistant Principal <b>Anthony G. Chianese</b>
Coach <b>Rachel Grater</b>	Coach <b>type here</b>
ESL Teacher <b>Alexandra Collazo-Baker</b>	Guidance Counselor <b>Nichole RoweSmall</b>
Teacher/Subject Area <b>Julissa Duran/Foreign Language</b>	Parent <b>Erica Washington</b>
Teacher/Subject Area <b>Binh Thai/Special Education</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Hannah Kirschner</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Yuet Chu</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>100</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>24.00%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE							5	5	14					24
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	5	5	14	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	0	1	1	0	1	2	0	1	24
Total	21	0	1	1	0	1	2	0	1	24

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	4	12					20
Chinese							1	1	2					4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	5	5	14	0	0	0	0	24

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	4	9					15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	1	3					6
Advanced (A)							1	0	2					3
Total	0	0	0	0	0	0	5	5	14	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				3
7	4				4
8	6				6
NYSAA Bilingual (SWD)					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		3							3
7		5						1	6
8		8			1				9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools we use to assess the early literacy skills of our ELL students are the LAB-R as a baseline, the NYSESLAT as a yearly assessment tool, Great Leaps, and teacher created NYSESLAT like assessments. The data provides insights into phonemic awareness and reading comprehension. This information helps the school to plan for instruction accordingly in the areas of grouping, placement, scheduling, and differentiation.

These tools give us insight as to any support the ELLs need in either their L1 or L2. This data helps inform our instructional plan by helping guide instruction for our Literacy Enrichment program where students are given literacy guidance based on their individual needs. ELLs in our school are either placed in an enrichment group where they receive L1 support (usually newcomers and beginners) or in an enrichment group with a certified ESL teacher (usually intermediate and advanced) where they receive targeted instruction in literacy such as reading and writing skills that will transfer to their content classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
So far, what is noticed is that many students received lower scores in their speaking section than they have in the past. The ELL students have increased and improved in all proficiencies for the most part. Our 8<sup>th</sup> grade has the largest number of ELLs, they are mostly beginners. One of our school's CEP goals is to improve in our academic discussions, so this low in speaking is being addressed.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Students that are newcomers or beginner ELLs have direct instruction for their humanities content from an ESL certified instructor. Students who have reached intermediate or advanced instruction are mainstreamed into the regular humanities program and receive language support through their Literacy Enrichment period. Any patterns that are observed as far as trends in their NYSESLAT scores are taken into account for daily instruction and plans for their Literacy Enrichment.

4. For each program, answer the following:
  - a. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our class schedules, enrichment groupings, and daily classroom instruction consistently has our ELL's second language development considered. Our classes are grouped in such a way that ELLs are placed in one class in each grade so they are able to provide support to each other throughout their year and language learning development. Students receive L2 support through their Literacy Enrichment class where they are placed with a ESL certified teacher. Teacher receive support from their ESL certified teacher so that ELLs' language development is supported in different content areas.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.). Once they begin with the ELA, do they show progress. Do they test out of the NYSESLAT? - Since they take the math test immediately, do they show progress in Math. Our curriculum and grading policy are aligned vertically and horizontally aligned we can measure students progress towards mastery across the standards.

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

Following the interview, students are given their initial assessments. Within 10 days of the student's enrollment into the DOE system, students are administered the LAB-R by Alexandra Collazo-Baker, our ESL certified teacher. Spanish speaking students are also administered the Spanish LAB. Within 10 days of the student's enrollment, parents are invited to a Parent Orientation that is lead by Ms. Alexandra Collazo-Baker and a selected staff member of the targeted home language to translate.

Assessment data for each modality are reviewed, tabulated, and shared with all teachers and administrators. This data is later referenced at the end of the year when the annual assessment, the NYSESLAT, is administered in May. Throughout the school year, course matter and periodic assessments are geared towards students' achieving a mastery of skills in reading, writing, listening, and speaking at the appropriate stages of their individual language acquisition.

2. 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.  
Parents of ELLs are informed of their rights during the ELL Parent Orientation that is conducted by members of the ELL Induction Team. During this meeting, new parents are informed of their rights and options. They are informed of the details and a school's being able to be eligible for Title III. They are given information on how the school's program options may change or differ depending on ELL student enrollment and how parents have the power to make those changes happen if our school's ELL enrollment were to increase. If a parent were to choose a different program option in the past, they will be notified by our Parent Coordinator, Hannah Kirschner, if that program option becomes available at our school.

Members of the ELL Induction Team include Laura Peynado (Principal), Daniel Pena (Dean), Alexandra Collazo-Baker (ESL teacher), Binh Thai (Mentor), Julissa Duran (ESL/Spanish Teacher), Lilly Cai (Paraprofessional), Fatima Rodriguez (Secretary), Australia Goris (Pupil Accounting Secretary), Nichole Rowe-Small (Guidance Counselor), and Hannah Kirschner (Parent Coordinator).

Entitlement letters are mailed home or sent home with students once the LAB-R is scored. Our Parent Coordinator, Ms. Hannah Kirschner, ensures that letters are delivered and received. These letters indicate a student's proficiency level and invites the parents to an ELL Parent Orientation. Duplicates of these letters are maintained and in the Main Office.

In an dedicated ESL classroom the average ratio is 1:7.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. 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.

Criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs are as follows:

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In preparation of the NYSESLAT, the Ms. Collazo-Baker works with the testing coordinator, Anthony Chianese in developing a schedule and plan for the NYSESLAT. The school staff is notified on this schedule a week in advance. Alternate test dates are also provided with enough time for the test to be fully administered and send to the BAID. -- Performancne tasks

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is the model that is presently offered at our school, Freestanding ESL. In the past three years, 100% of the parents of our ELLs have selected Freestanding ESL as the first preference for their child.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - 1a. University Neighborhood Middle School (UNMS) utilizes Pull-Out and Push-In organizational models to deliver ESL instruction.
    - 1b. ESL program models at UNMS are homogenous for beginners and newcomers and heterogeneous for intermediate and advanced levels.
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)?
    - 2a. Explicit instructional minutes are delivered as per CR Part 154. Each English Language Learner is programmed for ESL instruction based on the levels at which they were assessed upon admittance to our school or based on the results after reviewing their testing results at the beginning of the year. Beginners (and Newcomers) are programmed for 360 minutes per week of Pull-Out Beginner ESL class. Intermediates are pulled out for 360 minutes per week of Pull-Out Intermediate-Advanced ESL Class. Advanced ELLs are pulled-out 180 minutes per week. Classes at UNMS are 60 minutes long, which means that Beginners and Intermediates meet for six 1-hour class sessions per week and Advanced meet for three 1-hour sessions per week. Most ELLs are pulled out from their 2-hour humanities block, where they receive ELA and Social Studies instruction. Although UNMS follows the Freestanding ESL model, we also believe that providing areas of growth in a native language will help strengthen our students' learning process and will also foster their acquisition of English as a second language. Therefore, we also provide native language instruction in Spanish for our majority Spanish-speaking population.
3. 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 foster language development and meet the demands of the Common Core Learning Standards.
  3. The content areas of Math, Science, ELA, and Social Studies are delivered daily to every student at UNMS. ELA and Social Studies are taught within a two-hour blocked Humanities class. Math is one 1-hour period daily. Science is also one 1-hour period daily. The four content area classes are taught in English. Beginner ELLs in content areas are paired with a bilingual classmate who can act as a translator and guide to the school. Translated materials (dictionary, textbook, workbook, worksheets, etc.) are provided for ELLs. Visual supports are used to further language development. ELLs are also given laptops so they can research items in their native language to help make content comprehensible in English.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. The UNMS staff is organized by collaborative teams in order to address the needs of our school community together as a unified front. Teams work together on curriculum, unit, and lesson planning and organizing activities, trips, and events.

Teachers meet in teams within their content areas. Teachers from different content areas meet together as The ESL Team in order to support our ELL population together. Teams meet in professional learning communities as part of their weekly schedule.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are appropriately evaluated in all four modalities through formal independent assessments at the end of their humanities units, through informal assessments conducted throughout the school day, and through daily observations.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. The instructional plan for SIFE is to schedule them in their appropriately assessed groups (usually newcomer/beginner) for English language instruction. Additionally, SIFE will need ample support in the fundamental concepts of reading, writing, arithmetic, scientific method, and logical reasoning. SIFE are given assessments in these categories. Teachers meet to strategize an intervention program for SIFE. Teachers work together with administration to organize the best plan for SIFE for each student involved.

6b. Newcomers to UNMS are supported by the ELL Induction Team. The team meets to plan instruction, events, and field trips that enhance English language learning and the experience of American culture in New York City. ELLs go to libraries, museums, and cultural institutions together to build community and background knowledge. Instruction is based on the Sheltered Instruction Observation Protocol (SIOP) model. Teachers work together to construct content and language objectives that are aligned to the thematic unit. Students complete a content objective that pertains to the content, or the “what,” by also completing the language objective that incorporates the four modalities: Listening, Speaking, Reading, Writing. Newcomer ELLs are also scheduled Humanities, where they are given supports for the ELA exam, although they will have an additional year until newcomers need to take the ELA. Test-taking strategies newcomers learned in their first year for the NYSESLAT can be transferred to taking the ELA as well.

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

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

6e. Plans for former ELLs in years 1 and 2 after testing proficient include: 1] Being grouped in the their content classes with students who have well-developed language skills--reading, writing, and speaking; 2] Receive 3 periods of reading/math enrichment each week and are heterogeneously grouped with students who have well-developed literacy skills; and, 3] afterschool homework help for any content area.

7. 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?

ELLs with special needs are supported by the ELL Induction Team and the Special Education Team at UNMS. Teachers from both teams review the students’ IEPs, discuss best methods, and plan strategically together. ELLs with special needs participate in the push-in/pull-out model and are grouped by their assessed language levels. -- UDL, Universal Design, assistive technology, ie: graphic organizers, color coded charts.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs-SWD are placed in either a mainstreamed classroom, SETTS classroom, or a 12:1 classroom setting depending on their academic and emotional needs. This is determined by the ESL teacher and Special Education team. Classroom academics and social emotional behavior are taken into account through observation and collection of student work.

**Courses Taught in Languages Other than English **

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

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

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

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

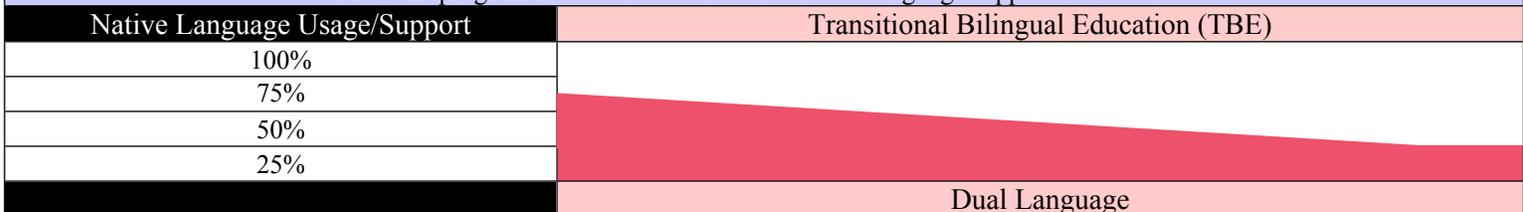
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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

AIS Math (ELLs who are SIFE in need of Math intervention) - Students get small group instruction, scaffolded support using web based resourced such as Khan Academy and IXL.

Math Enrichment (Intervention/Enrichment math program for low-level ELLs in math) - ELLs receive targeted instruction during our Enrichment period if required or math teacher recommends the student.

Counseling (ELLs in need of counseling and/or guidance services) - Guidance Counselor counsels ELLs in need of intervention for up to 60 days even if they do not have an IEP.

SAPIS Counseling (ELLs receiving mandated and non-mandated SAPIS counseling) - SAPIS counselor does boy group and girl group interventions.

RIP (Reading Intervention Program for Proficient L&S ELLs with low literacy) - During Humanities, the intervention teacher does small group reading pull out focusing on guided reading strategies.

Book Club (Reading Intervention for all ELLs) -

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

Clinic Plus Counseling - Is available to ELLs if the school and family believe they need it.

Turning Points Counseling - Is available to non-IEP ELLs if the school and family believe they need it.

Casa Leaps (Counseling) - Is available if the school and family believe the student need it.

Occupational Therapy (ELLs mandated for OT) - Is available

Speech Therapy (ELLs mandated for Speech)

Hearing Education Services (ELLs who are hearing impaired)

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. Our current ESL program services our ELL students in a self-contained environment for their humanities period. The curriculum developed is aligned to both the humanities content and the CCSS. In this classroom, students are of mixed levels and grades. They receive instruction in both humanities content and language.

Students also receive content and language services in mathematics and science by our school's academic intervention specialists. Three times a week, ELL students are placed into smaller enrichment groups that are geared towards improving their language acquisition. Because we have a high number of SIFE and beginner ELL students, there is also native language support provided during enrichment.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

community works together to ensure that all services, mandated or recommended, are provided to all students, including ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

Smartboard

Laptops

Audio inputs

Video clips (discovery channel, etc)

Modified & translated materials

Trnslation online reference

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered through our enrichment period. Students that are beginner or SIFE language learners are in a small literature enrichment group that is lead by our school's Spanish teacher. Within this enrichment period, the Spanish teacher provides tasks that strengthen the ELLs' Listening, Speaking, Writing, and Reading in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs receive instruction in the same standards as their grade level peers but with supports that offer unique access points.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

ELLs are offered Spanish as the language elective.

19. For schools with dual language programs:

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

n/a

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. Teachers have attended SIOP and QTEL workshops.

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

4. Our school offers school based professional development focused on scaffolding and instructional supports for English Language Learners throughout the school year. We work with our appropriate network personnel to gain more strategies to support out ELL population.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent involvement at UNMS is significant on the individual basis. By that, it is meant that parents on the whole are very responsive to the needs of their individual students. We have significant attendance at all parent-teacher conferences (approximately 75%) as well as consistent responsiveness to the on-going academic, behavioral, and social needs of their children (which can also include parent-team conferences, academic intervention plans, and behavioral intervention plans). For ELLs, specifically, we have developed different strategies and “programs” to expand ELL services, such as language acquisition and social acculturation. ESL after school program 2x a week, Newcomer Induction Program with monthly field trips, 1-on-1 tutoring, and additional interventions. Parents of ELLs are required to attend an orientation that informs them of the options available to their ELL students. At these orientations, we take the opportunity to learn what specifically the parents feel are the needs of their individual child and we plan with this information in mind.  
  
2. We are currently hoping to offer an ESL program in conjunction with “We Are New York”, an initiative out of the Mayor’s office. The program requests twenty participants and so we are looking to establish this in collaboration with the two other schools in the building. Our after school partnership with Henry Street Settlement offers a range of services to parents as well (such as computer classes, social services, tax help). These services are available in multiple languages such as Spanish and Chinese. Our guidance counselor attends monthly meetings sponsored by our network CFN 103 to support the needs of students, including the needs of English Language Learners.  
  
3. We learn of parents needs in two ways, through conferencing and surveys. Our school website gives parents an accessible way to give feedback on any area of concern for them including SLT, policies, Title I, Title 3, PTA, and other school matters and policies (electronics policy, dress code policy, discipline policy, ect.) The school leadership team also evaluates very carefully parent feedback on the Learning Environment Surveys and uses it to inform goal-setting for the year.  
  
4. The PTA provides an arena to address group parent concerns on an as needed basis. Through our 21st Century After School grant, we are able to offer parent workshops, through the organization ENACT, on a variety of academic and social-emotional topics.

## E. 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:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Peynado	Principal		11/15/13
Anthony G. Chianese	Assistant Principal		11/15/13
Hannah Kirschner	Parent Coordinator		11/15/13
Alexandra Collazo-Baker	ESL Teacher		11/15/13
Erica Washington	Parent		11/15/13
Julissa Duran/Foreign Language	Teacher/Subject Area		11/15/13
Binh Thai/ Special Education	Teacher/Subject Area		11/15/13
Rachel Grater	Coach		11/15/13
	Coach		1/1/01
Nichole RoweSmall	Guidance Counselor		11/15/13
Yuet Chu	Network Leader		11/15/13
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **1** Network: **103**

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

**Part A: Needs Assessment Findings**

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

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

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

Information on which children's families needed translation services were provided to grade instructional teams and to the principal. Parents who need translation services are told, when their child is articulated into the school, that translation services are available when needed. Three staff members were used to provide Spanish translation services as needed. Important written materials were translated into Spanish by the principal and the parent coordinator.

The information from our home language surveys indicate the following:

Spanish-speaking parents/guardians: 41

Mandarin-speaking parents/guardians: 1

Bengali-speaking parents/guardians: 1

Sign-Language speaking parent/guardian: 1

English-speaking parents/guardians: 76

## Part B: Strategies and Activities

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

Important letters and other written materials for distribution to parents will be submitted to the parent coordinator for review. When necessary, the parent coordinator or the principal will translate them into Spanish for families identified by the survey. Currently there are no parents who need translation into other languages. If there is a need in the future, the school will identify vendors who can provide translation services.

The parent coordinator makes sure that the school keeps on file official DOE and other agency forms in appropriate languages.

Signs indicating the availability of oral and written translation services are clearly displayed in the school.

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.

Oral translation services in Spanish are provided by a team composed by the parent coordinator, the pupil accounting secretary, and the principal, all of whom are fluent Spanish speakers. At least one of these staff members will be available during the school day and during evening events for parents.

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

The school will send a letter home in the native language of parents identified as needing translation services, which informs parents of the translation services that they are entitled to, and who they need to contact to arrange for translation. The letter will be sent home both by mail and children's backpacks, and copies will be available in the school office at all times. A sign in relevant native languages outlined parent's translation rights will be posted on the parent information bulletin board located outside the school office.