



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** URBAN INSTITUTE OF MATHEMATICS

**DBN (i.e. 01M001):** 08X371

**Principal:** JENNIFER JOYNT

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

**Superintendent:** TIMOTHY BEHR

**Network Leader:** RUDY RUPNARAIN

**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
Jennifer Joynt	*Principal or Designee	
Michael Loeb	*UFT Chapter Leader or Designee	
Allison Collazo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mary Peters	Member/ Parent	
Darlene Huertas	Member/ Parent	
Joann Balzano	Member/ Parent	
Jennifer Franco	Member/ Parent	
John Shanley	Member/ Parent	
Taryn Ballesty	Member/ UFT/Teacher	
Norah Flynn	Member/ UFT/Teacher	
Joseph Martin	Member/ CSA/Administrator	
	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.

# **Comprehensive Education Plan (CEP) Requirements**

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

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

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

	Indicate using an "X" in the box to the left of each section that the section has been completed
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

Throughout the 2013-2014 school year, all instructional teachers will receive formal feedback that includes analysis of performance data to inform professional development planning aimed at improving teacher practice and student performance. The principal and Assistant Principal will visit each teacher's classroom based on their selected Teacher Effectiveness observation option (1 or 2) and will provide teachers with formative written feedback aligned to the Danielson Framework. Formative feedback from observation will be provided within 48 hours of all observations and will be tracked via the ADVANCE site.

### Comprehensive Needs Assessment

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

- Available Teacher Data Reports
- Classroom Observations; Particular focus needs to be paid on Domains 1(Planning) and 3 (Instruction)
- Danielson Self-Evaluation Survey Data
- Data from 2012-2013 Progress Report; Received an F which indicates that teaching performance must be elevated
- Data from most recent Quality Review; Continue to work on CCLS-aligned practices
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Render training to staff on Danielson Framework as well as on Advance, the new teacher effectiveness system.
2. Norm ratings on each competency so that staff and administration are calibrated appropriately towards HEDI ratings.
3. Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
4. School leaders set up and follow a schedule for teacher observation and formative feedback aligned to the Danielson Framework.

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

1. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ADVANCE, ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal
2. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal
3. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal
4. Personnel: School Administration Resources: ADVANCE

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

1. Surveys will be given after each PD session to gauge its effectiveness. A needs assessment will be used to determine PD offerings and to differentiate offerings. Teachers will take the Danielson self-assessment survey to gauge and monitor their performance in relation to each competency.
2. Use ARIS Learns PD modules. Staff will watch video clips and rate videos on a given competency as per the HEDI scale. A review of each competency will be rendered before and after video watching. As a staff we should rate each video with the calibrated rating 75% of the time.
3. Use ARIS Learns PD modules and integrate the assistance of our Talent Coach and TIF supports. Based on observation feedback, teachers should be progressing towards the highly effective category on all competencies on the rubric.
4. Administration will constantly monitor/track observations and feedback to ensure compliance and growth. All observations will be logged into ADVANCE and ADVANCE reports will be used to track teacher progress and ratings.

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

1. August 2013-June 2014
2. August 2013-November 2013

3. August 2013-November 2013

4. September 2013

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

1-4. Use an SBO to allow for more professional development time within the school day. Our staff voted on this SBO in the spring of 2013. We will now have six additional half days where staff members will attend professional development around the new teacher effectiveness system (ADVANCE) as well as the Danielson Framework. Additionally, all staff members have 45 minutes of professional development each Friday afternoon.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1-4-Parents will be made aware of new teacher evaluation system during PTA meetings, SLT meetings, Title 1 meetings and parent meetings.

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are a part of the Teacher Incentive Fund (TIF). Through this federal program we are allowed to have two PICs and DTs. These are teachers who will receive stipends to serve as instructional leaders on staff. These teachers will be leaders regarding this goal and will render PD. They will attend off-site PD workshops and turnkey information to our staff. Through TIF we will also have access to the TIF staff and a Teacher Effectiveness Ambassador.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

Throughout the 2013-2014 school year, school leaders will provide all instructional teachers with opportunities to deepen the school community's understanding of what high-quality teaching looks like through professional development on Charlotte Danielson's *Framework for Teaching* that supports implementation of the Common Core Learning Standards. School leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video or in actual classrooms, represents Highly Effective, Effective, Developing, or Ineffective practice according to Danielson's Framework.

**Comprehensive Needs Assessment**

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

- Classroom Observations utilizing Charlotte Danielson's Framework for Teaching rubric
- Danielson Self-Evaluation Survey Data
- Data from 2012-2013 Progress Report; Received an F which indicates that teaching performance must be elevated
- Data from most recent Quality Review; Continue to work on CCLS-aligned practices
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document
- Feedback from Teacher Incentive Fund (TIF) ambassador
- Feedback from TIF PICs and DT teachers

**Instructional Strategies/Activities**

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

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

1. Render training to staff on Danielson Framework as well as on Advance, the new teacher effectiveness system.

2. Norm ratings on each competency so that staff and administration are calibrated appropriately towards HEDI ratings.
3. Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
4. Utilize relationship with TIF personnel to offer differentiated, on-site support with particular focus on new teachers and struggling teachers.
5. Utilize PICs and DTs to aid staff in regards to Danielson's rubric

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

1. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ADVANCE, ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal
2. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal
3. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal
4. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal
5. Personnel: School Administration, teachers, DOE Central PD opportunities, Teacher Incentive Fund coaches, PIC, Demonstration Teachers, Teacher Effectiveness Ambassador, Talent Coach and Network. Resources: ARIS Learns, Common Core Library, Danielson Framework, Network PD, Principal's Portal

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

1-5. Surveys will be given after each PD session to gauge its effectiveness. A needs assessment will be used to determine PD offerings and to differentiate offerings. Teachers will take the Danielson self-assessment survey to gauge and monitor their performance in relation to each competency. Use ARIS Learns PD modules. Staff will watch video clips and rate videos on a given competency as per the HEDI scale. A review of each competency will be rendered before and after video watching. As a staff we should rate each video with the calibrated rating 75% of the time. Use ARIS Learns PD modules and integrate the assistance of our Talent Coach and TIF supports. Based on observation feedback, teachers should be progressing towards the highly effective category on all competencies on the rubric.

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

1-5 August 2013-June 2014

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

1-5 Use an SBO to allow for more professional development time within the school day. Our staff voted on this SBO in the spring of 2013. We will now have six additional half days where staff members will attend professional development around the new teacher effectiveness system (ADVANCE) as well as the Danielson Framework. Additionally, all staff members have 45 minutes of professional development each Friday afternoon.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1-5-Parents will be made aware of new teacher evaluation system and the Danielson Framework during PTA meetings, SLT meetings, Title 1 meetings and parent meetings.

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are a part of the Teacher Incentive Fund (TIF). Through this federal program we are allowed to have two PICs and DTs. These are teachers who will receive stipends to serve as instructional leaders on staff. These teachers will be leaders regarding this goal and will render PD. They will attend off-site PD workshops and turnkey information to our staff. Through TIF we will also have access to the TIF staff and a Teacher Effectiveness Ambassador.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By the end of the 2013-2014 academic year, we will see improvements in the "Student Progress" section of our school Progress Report. We received 7.1 points in the

“Student Progress” section on our 2012-2013 Progress Report. We aim to receive at least ten points in this category on the 2013-2014 Progress Report which will take us from an F in this section to at least a D. This goal will be achieved through collaborative teacher teams that will meet regularly to engage in lesson planning, unit planning, looking at scholar work for evidence of learning, conducting gap-analysis, and making purposeful adjustments to narrow the gap between what the standards require and what students know and are able to do. All of the aforementioned work will lead to scholars’ showing Progress on both the ELA and Mathematics, CCLS summative, year-end exams.

**Comprehensive Needs Assessment**

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

- Available Teacher Data Reports
- Data from 2012-2013 Progress Report; Received an F overall and an F on the “Student Progress” section of this report
- Data from most recent Quality Review
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document
- Review of data from student report cards and Engrade, internal data-tracking system
- Evidence collected from teacher team gap analysis and task analysis sessions. Teams use protocols to evaluate scholar work.

**Instructional Strategies/Activities**

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

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

1. All teachers will participate in at least two inquiry teams. One will be a curricular team (ELA, math, etc) and the other will be a grade level team (6<sup>th</sup>, 7<sup>th</sup>, etc.) Curricular teams will look at units of study, tasks, bundles, MOSLs, etc to determine alignment to the CCLS. Grade level teams will meet to analyze scholar work, conduct regular gap analysis to seek evidence of scholar learning. Grade level teams, who share common cohorts of scholars, will work to strengthen teacher practice based on the analysis of the data from scholar work samples.
2. We will progress monitor to track growth and progress in relation to key CCLS. This will aid us in ensuring that we are on track to meet the demands of this goal.
3. Scholars will receive regular feedback regarding their growth in relation to key CCLS.
4. Parents will receive six report cards per year, plus regular student progress information via Engrade to alert them of scholar progress. We will rendered Engrade and ARIS Parent Link training at least three times per year.

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

1. All teachers and administration
2. All teachers and administration
3. All teachers, administration and scholars
4. All teachers, administration and parents

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

- 1-3 Agendas will be kept for all team meetings. Next steps will be charted from each team meeting and will be incorporated into the following meetings’ agenda. Data will be tracked and monitored to gauge improvements (progress monitoring) throughout the course of the year. Benchmark assessments will be used to track progress towards each high leverage standard. Scholars will receive feedback on their progress and goals will be set for individual or groups of scholars.
4. Agendas will be kept for all parent meetings such as PTA, SLT and parent-teacher conferences. Engrade and ARIS Parent Link parent usage will be monitored.

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

1-4 September 2013-June 2014

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

- 1-3 Teachers will be programmed for two common meeting times per week. Teachers will be assigned to meet with teacher teams during this time. Team leaders will be selected by the administration (via per session posting) to lead these team meetings via distributive leadership. Program leads will be paid per session to attend weekly after school cabinet meetings where they will receive key messages and receive professional development in needed areas.
4. Parent meetings, such as PTA and SLT, will be scheduled. Flyers will go out to inform parents of all events on campus regarding their scholars’ instructional programs.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be trained on ARIS Parent Link and Engrade at least three times per year. Teachers and parents can communicate via Engrade to progress monitor. Parent-Teacher conferences will be held twice per year and parents will receive six report cards per year. The school will maintain a CCLS bulletin board to aid parents in understanding the instructional shifts.

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**2 Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

6.

**5 Timeline for implementation and completion including start and end dates**

1.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 6.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

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

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

### 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>	Tier 1: General Classroom instruction; parallel reading, reciprocal reading, annotating text and close reading. Tier 2: Blitz Phonics, Enrichment 1, Enrichment 2 and Achieve 3000 Tier 3: Wilson Reading System	Small group tutoring four times per week.	As part of an SBO, this occurs during the school day for one hour, four days per week.
<b>Mathematics</b>	Small group tutoring based on current unit of study.	Small group tutoring three times per week.	Before school tutoring program, for one hour per day, three days per week.
<b>Science</b>	Small group tutoring based on current unit of study.	Small group tutoring three times per week.	Before school tutoring program, for one hour per day, three days per week.
<b>Social Studies</b>	Small group tutoring based on current unit of study.	Small group tutoring three times per week.	Before school tutoring program, for one hour per day, three days per week.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	SAPIS counselor services and At-risk services by guidance counselor	One-to-one or small group counseling. SAPIS worker offers classroom based workshops on health and substance abuse topics.	During the day

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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS 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.
<ul style="list-style-type: none"> <li>• We have a hiring committee who engages perspective candidates in a rigorous interview process. The team evaluates each candidate.</li> <li>• Professional development is offered regularly as part of teachers regular work schedule</li> <li>• Recruitment is done via TFA, NYCTF, Teacher Finder, and Network Support</li> <li>• Teachers are assigned in alignment with their certification and license.</li> <li>• Currently all teachers are HQ as per last year's BEDS survey.</li> </ul>

**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).
Professional development is a part of the fabric of our school. All teachers are required to be a part of at least one Professional Learning Community (PLC). Our PLCs meet two per week. PLCs engage in inquiry-based work around the CCSS. We have embedded PD every Friday for 45-minutes. During this time staff members attend PD workshops or meet with their PLC. Via an SBO, we have altered our calendar to allow for us to have six extra half days per year. This extra time is dedicated towards high quality, ongoing professional development. Additionally, teachers, paraprofessionals and the administration attend off-site PD opportunities regularly.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We follow all procedures and protocols as per all SAM memos and are sure to allocate all funding appropriately. The Network serves as a cross-checking system to ensure compliance.

**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.).
N/A

**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.
We use all NYS CCSS aligned summative assessments and utilize all DOE provided baseline and benchmark assessments. Teachers were asked to administer the MOSL assessments this year as per the new evaluation system. All of these assessments are mandatory. In terms of classroom assessments, teachers have autonomy. Following Wiggins' Backwards Design, teachers craft their own assessments to monitor scholar progress in individual classes. We use Code X and CMP3 math programs which come with their own assessments. Data driven instruction and CCSS alignment are topics of many PD sessions throughout the year. We offer a differentiated PD menu where teachers can select from various PD options.

**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.

---

**Parent Involvement Policy (PIP) Template**

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

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

The Urban Institute of Mathematics (08x371) Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- hosting a Back to School night;
- having regular Arts Night celebration to bring the community together;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area within our Parent Coordinator's office; instructional materials for parents;
- hosting events to support the involvement of parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and updating our school website designed to keep parents informed about school activities and student progress;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- making parents aware of new teacher evaluation system during PTA meetings, SLT meetings, Title 1 meetings and parent meetings.
- parents will be trained on ARIS Parent Link and Engrade at least three times per year. Teachers and parents can communicate via Engrade to progress monitor. Parent-Teacher conferences will be held twice per year and parents will receive six report cards per year. The school will maintain a CCLS bulletin board to aid parents in understanding the instructional shifts.

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

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

## **III. Student Responsibilities:**

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

**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>08</b>	Borough <b>Bronx</b>	School Number <b>371</b>
School Name <b>Urban Institute of Mathematics</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>Jennifer Joynt</b>	Assistant Principal <b>Joseph Martin</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Soneya Bonetti</b>	Guidance Counselor <b>Jennifer Perugini</b>
Teacher/Subject Area <b>Joan DiSalvatore/SPED</b>	Parent <b>Allison Collazo</b>
Teacher/Subject Area <b>Norah Flynn</b>	Parent Coordinator <b>Christina Andino</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers 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>0</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>290</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>4.48%</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	0	0					0
<b>Dual Language</b> (50%:50%)							0	0	0					0
<b>Freestanding ESL</b>														
Pull-out							0	1	1					2
Push-In							0	1	1					2
<b>Total</b>	0	0	0	0	0	0	0	2	2	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	8	0	0	2	0	2	3	0	3	13
Total	8	0	0	2	0	2	3	0	3	13

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0					0
Arabic							0	0	0					0
SELECT ONE other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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							0	3	6					9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	0	1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							0	0	3					3
<b>TOTAL</b>	0	0	0	0	0	0	0	3	10	0	0	0	0	13

## 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)								1	4					5

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	2					4
Advanced (A)									1					1
Total	0	0	0	0	0	0	0	3	7	0	0	0	0	10

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	2				2
7	2	1			3
8	1				1
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	2								2
7	2		1						3
8	1								1
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4								4
8	1								1
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.

We use the DRP to assess literacy skills, namely reading comprehension. This assessment is administered three times per year. This data aids us in grouping scholars and in providing literacy interventions to our scholars in addition to ESL. Data shows that our ELL scholars are reading below grade level. Eleven out of our thirteen ELLs are "at risk" as per the DRP. As such, these scholars were placed into our Tier III targeted intervention classes (Wilson Just Words and Blitz Phonics) to aid with decoding and reading comprehension. Our ESL teacher is working with this population on phonics, grammar, and syntax as well.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
All of our ELLs are reading below grade level as per the DRP. We have 11 performing in the first (lowest) quartile and two performing in the second quartile. We have four new admits this year who took the LAB-R and require services. All but one speak languages that are not recognized by the DOE (Italian, Vietnamese, and Arabic). NYSESLAT data show that all but one ELL scholar is performing on the beginner or intermediate level and require extensive ESL services.
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 [AMAQ tool](#))

Scholars received CCLS-based instruction with differentiation or accommodations to meet their needs. All teachers are made aware of NYSESLAT scores and are asked to integrate this data into their practice. Specifically, teachers are targeting this cohort of scholars and are tracking growth.

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?

Data shows that scholars without special needs are academically growing at a faster rate than those in our special education classes. We do not participate in the ELL periodic assessments. Data shows that our ELL scholars are reading below grade level. Eleven out of our thirteen ELLs are "at risk" as per the DRP. This pattern, across all grades, shows that our ESL scholars are performing far below their peers due to their language acquisition. As such, these scholars were placed into our Tier III targeted intervention classes (Wilson Just Words and Blitz Phonics) to aid with decoding and reading comprehension. Our ESL teacher is working with this population on phonics, grammar, and syntax as well. We continue to collect data from our intervention programs. Data shows that scholars are making incremental improvements but not enough to meet the demands of the CCLS.

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](#).)

All scholars, including ELLs, participate in our RtI model. All scholars are scheduled for an RtI one-hour literacy class based on data. Our ELL scholars fall into a range of RtI courses such as Wilson Reading System, Achieve 3000, Wilson Just Words and Blitz Phonics. These are fluid groupings which allow scholars to move between groups depending on data.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teacher teams meet twice per week. These meetings focus on cohorts of scholars, namely our ELL population. Teachers use data to inform their instructional decisions.
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.).  
Although our ELL sample size is too small to have an AYP for ELLs, we analyze internal data and surface the strengths and weaknesses of our program. In addition to the DRP, classroom assessment tools, such as class work, quizzes, exams, etc., are used to gauge the progress of our ELL scholars. Our ESL teacher uses this data to inform the individual instruction that she renders during her ESL program. Additionally, we give NYSESLAT practice assessments and utilize that data to inform our instruction and next steps.

## 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](#).)  
Our ESL coordinator administers the HLIS and conducts the informal oral interview in English and Spanish. If another language is needed we call in a translator. The LAB-R and formal initial assessment is administered within the ten day mandate by our ESL teacher who has an ESL license. The LAB-R is administered in Spanish for our Spanish-speaking ELLs within the ten day timeframe as well. Other than our ESL-certified ESL teacher, no other pedagogues are certified in TOSEL or ESL.
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.  
Upon entry into our school, our ESL-certified ESL teacher, Soneya Bonetti, meets with all parents of scholars who are identified as ELLs. She explains all three program options to the parents and aids families in selecting the program that best meets a scholars' needs. With such a small number of enrolled ELLs (4%) our only viable offering is a freestanding ESL program. Our ESL teacher explains to families that they will be notified if a TBE or DL becomes available. She also informs them of their rights if they desire such a program.
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 [\[see tool kit\]](#).)  
Our ESL teacher and secretary work in conjunction in effort to ensure that this occurs. Upon entry into the school the secretary alerts the ESL teacher who distributes entitlement letters, collects returned letters and maintains them. She makes all follow-up calls as necessary. Additionally, our ESL teacher distributes Parent Surveys and Program Selection Forms, collects the forms and stores them. This process runs continuously as we receive new admits that require services.
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.  
Our ESL teacher and secretary work in conjunction in effort to ensure that this occurs. Upon entry into the school the secretary alerts the ESL teacher who distributes entitlement letters, collects returned letters and maintains them. She makes all follow-up calls as necessary. Additionally, our ESL teacher distributes Parent Surveys and Program Selection Forms, collects the forms and stores them. This process runs continuously as we receive new admits that require services. Parent choice is based on TBE, DL and ESL. The ELPC screen in ATS is maintained and updated by our school secretary. We had four new admits this year who require services as per the LAB-R. We have on-site support to translate in Spanish and use a translation service or other English-speaking family member to translate into the other needed languages.
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.  
We administer this test over a series of days in the spring. It is administered by our ESL-certified ESL teacher under testing conditions with all modifications in place. The speaking portion is done individually and the other parts are done as a whole group. We use the ELPC and RLAT reports to determine eligibility.
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.   
With such few ELL scholars enrolled each year (roughly 4% of population per year) there are no true trends to monitor. Many

ELL scholars are long-term ELLs who select ESL as their model of choice.

## Part V: ELL Programming

### F. 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])? Scholars travel in heterogeneous groups for their core classes. All scholars are programmed for a one-hour RtI class per day that focuses on literacy. This class is homogeneously grouped. All classes are departmentalized and our ESL class is a combination of pull-out and push-in.
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)?

Our ESL teacher services scholars based on their proficiency level. Beginners and Intermediate level scholars are grouped together (12 in total) for ESL instruction which consists of two academic periods per day. Our single Advanced scholar receives one period of ELS per day. All scholars receive 1 hour of ELA instruction per day in addition to the aforementioned ESL instruction.
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.

All classes are delivered in English and all curriculum is CCLS-aligned. All classes are differentiated and integrate UDL strategies. Code X is used for ELA instruction and CMP3 is used for math instruction. NYC scope and sequence documents are

utilized. Native language support is rendered via Internet sources and native language dictionaries.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Spanish LAB is administered to Spanish Speaking ELLs if they score below the cut score on the LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We use benchmark assessments to track progress via our ESL program. Assessments resemble the NYSESLAT exam components and are rendered on a periodic basis.
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).

Our ESL teacher meets with these various groups together as well as separately at times. She uses data to track progress and arrange groupings. We do not have any SIFE scholars. New comers to the country (less than three years) receive 2 periods of ESL instruction per day. The ESL teacher differentiates the instruction for these scholars. The use of Internet translation tools aids in this process. ELLs who have been in the country longer and who are long-term ELLs or former ELLs receive small group guided instruction regularly. All ELL scholars receive testing modifications as per the regulations.

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?

Differentiated instruction, UDL, RtI, and level-based resources, including technology use. Our ESL teacher and our IEP teacher work in conjunction to ensure that these scholars receive all required services as per their IEP. In addition to the CCLS-aligned curriculum materials used in class (Code X and CMP3), these scholars receive Tier III ELA intervention daily for one-hour. These intervention programs focus on English language acquisition.

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?

All scholars are parallel programmed to allow for movement between programs and groupings.

### Courses Taught in Languages Other than English

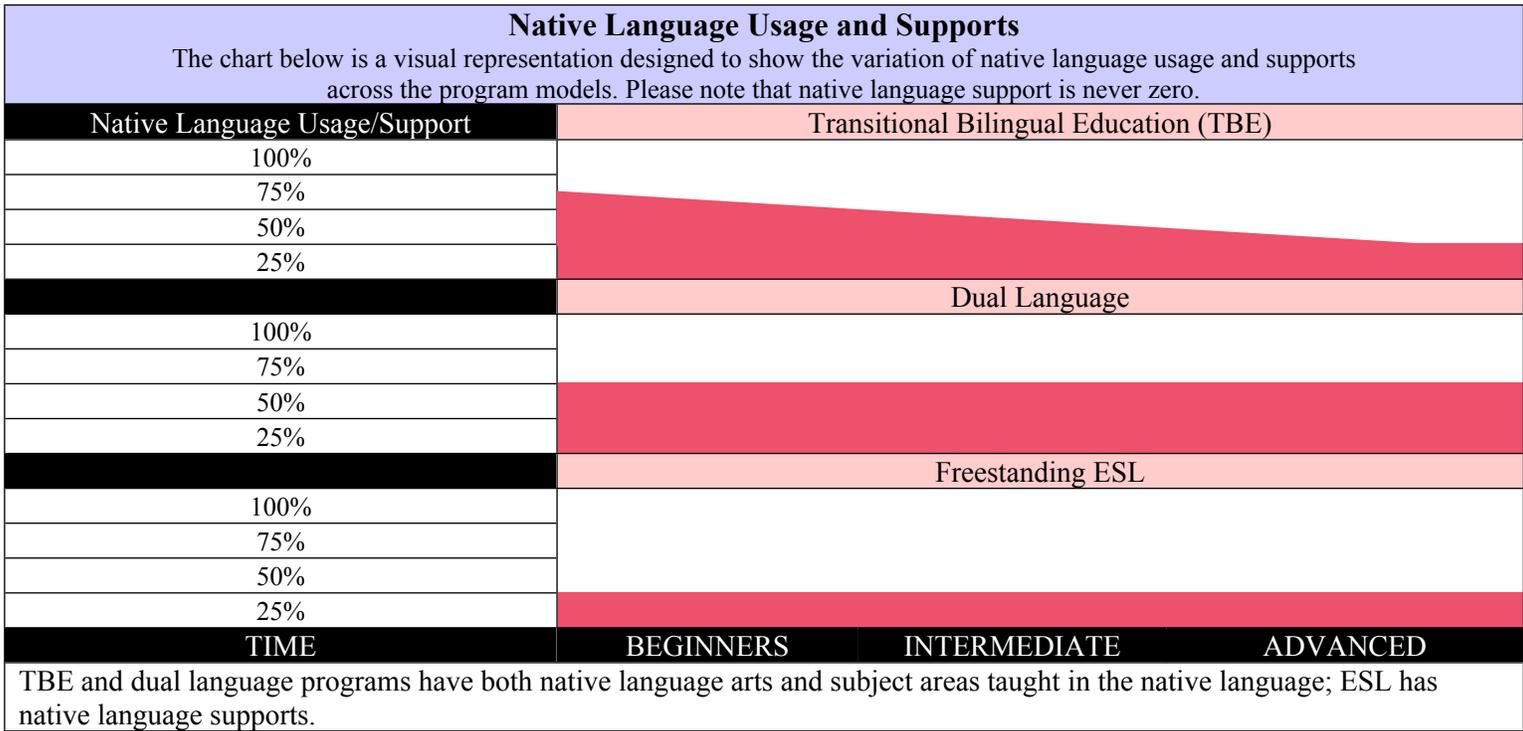
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

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



**G. 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.

We offer targeted intervention programs in ELA daily for one-hour. These programs consist of Wilson Reading System, Wilson Just Words, Blitz Phonics, Achieve 3000 and enrichment. In math we offer early morning tutoring that affords scholars with an additional hour of mathematics instruction prior to the start of the school day. All programs are offered in English. We do not offer target intervention in other content areas at this time.

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

Teachers are informed that they have ELL scholars in their classrooms and work in conjunction with the ESL teacher to craft a program that fits the needs of our ELL scholars. In ELA and math we do consistent tracking of performance data that utilizes benchmark assessments throughout the year. Our ELL scholars historically have shown an increased performance on class work and grades but this does not translate to the NYSESLAT.

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

We hired a new ESL teacher for this year.

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

It is too early to tell at this point in the year.

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

ELLs participate in all regular programs and activities. After school we offer extracurricular programs such as sports (football, soccer, track, cheerleading, basketball, and baseball), drama (school musical and play), talent shows, student government, honor society, etc. All tutoring programs are offered during and before school. In school ELA interventions are offered to all scholars.

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

Each scholar has a laptop to use during the school day. Materials are translated into native languages when necessary. Native language dictionaries are supplied to all ELL scholars for assistance with school work. Internet sites are used to translate curricular materials into native languages.

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

Materials are translated into native languages when necessary. ESL teacher aids with teaching strategies.

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

All are appropriate as they are based on grade level CCLS-aligned curriculum. We use supplemental programs such as Wilson Reading Systems, Blitz Phonics, and Achieve 3000 to support needs.

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.

Welcome packet and family handbook, orientation by ESL teacher and an advisor assigned to each scholar for three years.

18. What language electives are offered to ELLs?

We do not offer any language electives.

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

## H. 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) Our ESL teacher attends all Network-based and district-based PD sessions. All information is then turn-keyed to staff including guidance counselors and SBST. The full calendar year list of PD opportunities has not been released. Teacher attends as workshops become known.

2) Our school has early release time on Fridays to support professional development for teachers. During this time teachers participate in inquiry teams, CCLS-aligned curricular PDs (Code X, CMP3), Danielson Framework PDs, etc. ELL and special education strategies are incorporated into all PD opportunities. We work with the ESL point-person at our Network to enhance our training of teachers regarding their ELL learners.

3) All scholars, including ELLs, receive support as they transition to middle school from elementary school. Each scholar is assigned an advisor who stays with them for three years. This person aids with the transition as this person serves as their advocate at school. Via advisory scholars are transitioned into middle school life in a slow and smooth manner. Assistance is rendered with organization and scheduling. The guidance counselor leads our Pupil Personnel Committee (PPC) where we meet to discuss scholars with needs such as our ELL and special education population. Supports or interventions are added as needed.

4) Again, all training received from the Network or Central is turn-keyed by our ESL teacher to the staff including teachers, guidance counselor and parent coordinator. ELL training and strategies are incorporated into all PDs and trainings as we concentrate on specific cohorts of scholars.

## I. 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?

Parents partner with the school via PTA, SLT and LAP initiatives. We hold many initiatives that foster parental involvement throughout the year. We partner with the Phipps Beacon CBO to provide after school, night, and weekend programs. Translation services are provided in Spanish regularly and via translation services in other languages as needed or requested. Upon entry into the school parents receive all welcome information such as the Home Language Survey, Parent Survey and Program Selection Forms. Parent Coordinator takes the lead on bringing parents into the school via various workshops such as mommy and me literacy, book clubs, technology usage, Engrade, ARIS Parent Link, etc.

## J. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: Urban Institute of Mathematics

School DBN: 08X371

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Joynt	Principal		10/18/13
Joseph Martin	Assistant Principal		10/18/13
Christina Andino	Parent Coordinator		10/18/13
Soneya Bonetti	ESL Teacher		10/18/13
Allison Collazo	Parent		10/18/13
Joan DiSalvatore	Teacher/Subject Area		10/18/13
Norah Flynn	Teacher/Subject Area		10/18/13
	Coach		1/1/01
	Coach		1/1/01
Jennifer Perugini	Guidance Counselor		10/18/13
Rudy Rupnarain	Network Leader		10/18/13
	Other		1/1/01

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

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

DBN: 08X371 School Name: Urban Institute of Mathematics

Cluster: 6 Network: 608

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

### **Part A: Needs Assessment Findings**

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

Over 80% of our families identify English as their Native language. Of those that did not identify English, a majority of our non-English speaking parents have a home language of Spanish. As such, we have several key staff members who speak Spanish and provide written and oral translations/interpretations. Key staff members include the secretary, office staff (school aides), parent coordinator, school counselor and our Vice Principal. We use DOE provided materials and services to meet the needs of other families. Based on the Home Language Survey we have one family that speaks each of the following languages: Italian, Vietnamese, Arabic and Greek. Based on meetings between those families and our ESL teacher, we have identified that all families have at least one family member in the household that speaks English. In most cases this person is able to serve as a translator for our scholars so that messages can be relayed in their Native language.

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

Our ELL population only comprises 4% of our total population (13 scholars in total). A majority of these scholars (9) have a home language of Spanish. As previously noted, we offer translation and interpretation in that language via on-site staff members. The other three languages that comprise our population is Greek, Vietnamese, Italian, and Arabic. Arabic materials are generally provided by the DOE. Our arabic family also has mastery of English and uses it regularly in the home. They prefer materials in English. Both the Italian and and Greek family speak both languages as well and noted that English materials and oral language are fine. The Vietnamese family only speaks Vietnamese and we use an aunt as an oral translator.

## 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.

All materials that are not already translated by the DOE are translated into Spanish by school staff members. As previously stated, other families prefer English with the exception of one family. A parent volunteer (aunt) aides us in translating for this family orally. All materials are translated in a timely fashion and all scholars, regardless of language, receive the documents at the same time. Again, Spanish is our predominate second language and we have many staff members on staff that translate documents.

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 Spanish translation is offered by school staff members. As previously stated, other families prefer English with the exception of one family. A parent volunteer (aunt) aides us in translating for this family orally.

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>.

All families requiring a "covered language" new to the DOE receive the Bill of Rights upon entry into our school. Signs noting "covered languages" are posted in the school. Our safety plan covers all scholars including those that are ELL. We do not have 10% of our population speaking a non-covered language. Please realize that we have three scholars who do not speak a "covered language" (Greek, Italian and Vietnamese).