

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**08X371**

**School Name:**

**URBAN INSTITUTE OF MATHEMATICS**

**Principal:**

**JENNIFER JOYNT**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School 6-8 School Number (DBN): 08X371  
School Type: Middle School Grades Served: 6-8  
School Address: 650 Hollywood Avenue, Bronx, NY 10465  
Phone Number: 718-823-6042 Fax: 718-823-3647  
School Contact Person: Jennifer Joynt Email Address: [jjoynt@schools.nyc.gov](mailto:jjoynt@schools.nyc.gov)  
Principal: Jennifer Joynt  
UFT Chapter Leader: Michael Loeb  
Parents' Association President: Joann Filomio  
SLT Chairperson: Norah Flynn  
Student Representative(s): N/A

**District Information**

District: 08 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY  
Superintendent's Email Address: [kames@schools.nyc.gov](mailto:kames@schools.nyc.gov)  
Phone Number: 718-828-6653 Fax: 718.828.6239

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 603 Network Leader: Lawrence Pendergast

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Joynt	*Principal or Designee	
Michael Loeb	*UFT Chapter Leader or Designee	
Joann Filomio	*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>	
Almitra Sanders	CBO Representative, if applicable	
Norah Flynn	Member/ UFT	
Donna Torres	Member/ UFT	
	Member/	
John Shanley	Member/ Parent	
Jahira Flores	Member/ Parent	
Nesia Lopez Huryn	Member/ Parent	
Anne Walsh	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Urban Institute of Mathematics, UIM, is a 6-8 middle school consisting of about 300 scholars located in the Throggs Neck section of the Bronx. Our school was founded by the current principal and assistant principal in 2007. Our small school is situated on the fourth floor of the IS 192 campus. Our campus consists of two other middle schools and one elementary school.

UIM's mission is, "I'm going to college...It's never too early to start planning for the rest of my life!" With this motto in mind we are intently focused on the Common Core Standards and affording our scholars top notch, rigorous instruction in all classrooms. UIM is a member of the first cohort of the Middle School Quality Initiative (MSQI) putting us into the fourth year of this work. MSQI focuses on literacy instruction at the middle school level. As such, our instructional focus is for all scholars to graduate 8<sup>th</sup> grade reading on grade level as measured by Degrees of Reading Power (DRP). Through our work with MSQI we will have established a strategic reading period for all scholars in our school, have an MSQI coordinator on-site, and work with an MSQI literacy coach every two weeks.

At UIM we believe in developing leadership from within. As such, we work with the Teacher Incentive Fund and staff two Peer Instructional Coaches and two demonstration teachers on staff. These individuals serve as role models and exemplars on staff. These four individuals work to develop their colleagues along the Danielson Framework continuum. Additionally, they render many of our professional development opportunities.

UIM was selected to be a part of the Chancellor's AIDP grant that revolves around developing Community Schools. Through this work we have a renewed focus on attendance and the interventions we employ. We have partnered with East Side House (CBO) around this work.

In terms of academics, we are a school in Good Standing with NYS. In 2014, the following were our ELA proficiency percentages: 33.8% of our 6<sup>th</sup> graders (up from 14.7% the previous year) , 15% of our 7<sup>th</sup> graders (down from 30.2% the previous year) and 40.6% of our 8<sup>th</sup> graders (up from 19% the previous year). In mathematics the numbers are as follows for 6<sup>th</sup>-8<sup>th</sup> grade respectively: 54.5 % (up from 15.8%), 21.4% (even from previous year), and 6.9% (down from 16.0%-we did not offer the 8<sup>th</sup> grade math exam to those scholars who took the IA Regents in 2014). Our upward academic growth at the 6<sup>th</sup> grade level was a big strength. We need to continue to work with our 7<sup>th</sup> graders as we continue to see a lull with this grade level. 7<sup>th</sup> grade data shows that scholars in our bottom third are not making gains nor are our scholars in the top third citywide. We need to work on differentiation strategies to target these specific populations. Our strategic reading period lends itself to aid in improving the academic achievement for all scholars in our school and is directly aimed at our instructional focus.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our core courses follow curriculum that is rooted in the Common Core standards. All teachers are required to craft a year-long curriculum map during the summer prior to the academic year. From there teachers write unit maps for each of the six units in our academic year. In addition to core courses in ELA, mathematics, science and social studies, scholars are enrolled in a homogeneously leveled (based on DRP score) strategic reading period. We have many course offerings during this Academic Intervention period. Such offerings are: Wilson Reading System, Achieve 3000, MyOn, book clubs, literature circles, guided reading and resource room. All 6 graders receive physical education and Spanish, all 7<sup>th</sup> graders receive Visual Arts, Spanish and physical education and all 8<sup>th</sup> graders receive Visual Arts and physical education.

Our most recent QR (2012-2013) rated our school Well Developed overall but articulated a need for us to extend the rigorous learning opportunities that we afford students to construct curricular knowledge and emphasize higher order thinking skills. It was stated that is not yet an embedded practice across all subjects thus impeding the accelerated progress of the lowest performing students. Additionally, as per ADVANCE, MOTP ratings show that more than half of our teachers continue to struggle with Danielson's Competency #3-Instruction. More improvement must be noted in 3b, 3c and 3d.

#### Data Sources

- 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 Expectations Document

In 2014, the following were our ELA proficiency percentages: 33.8% of our 6<sup>th</sup> graders (up from 14.7% the previous year) 15% of our 7<sup>th</sup> graders (down from 30.2% the previous year) and 40.6% of our 8<sup>th</sup> graders (up from 19% the previous year). In mathematics the numbers are as follows for 6<sup>th</sup>-8<sup>th</sup> grade respectively: 54.5 % (up from 15.8%), 21.4% (even from previous year), and 6.9% (down from 16.0%-we did not offer the 8<sup>th</sup> grade math exam to those scholars who took the IA Regents in 2014). Our upward academic growth at the 6<sup>th</sup> grade level was a big strength. We need to continue to work with our 7<sup>th</sup> graders as we continue to see a lull with this grade level. 7<sup>th</sup> grade data shows that scholars in our bottom third are not making upward gains nor are our scholars in the top third. We need to work on differentiation strategies to target these specific populations. Our strategic reading period lends itself to aid in improving the academic achievement for all scholars in our school and is directly aimed at our instructional focus.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, our content teams will continue to work together to increase the rigor and coherence of our curricula so that is strongly aligned to the CCLS and the instructional shifts and will result in 3% increase in the school's ELA proficiency rating.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• Teacher teams will craft CCLS-aligned curriculum maps for each of our 6 grading cycles/units. All teachers will utilize the same curriculum mapping template which asks for essential questions, misconceptions, assessments, and learning objectives amongst other relevant information.</li> </ul>	All teachers	Sept –June	Teacher must implement and Administration will oversee.
<ul style="list-style-type: none"> <li>• Professional development will be rendered to teachers and paraprofessionals on CCLS and Danielson. Staff will establish a clear definition of how students learn best and what our expectations are in every classroom at UIM.</li> </ul>	Teachers and paras	Sept –June	Teachers, paras, admin.
<ul style="list-style-type: none"> <li>• Utilize four TIF teachers on staff to model and mentor as needed.</li> </ul>	New teachers, teachers in need of support	Sept –June	TIF teachers and admin.
<ul style="list-style-type: none"> <li>• Creating a year-long assessment plan which details dates of benchmark and baseline assessments</li> </ul>	All teachers and admin.	Complete in Sept. 2014	Teachers and admin.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Curriculum materials, TIF funding, PD time on Monday afternoons, Talent Coach, MSQI funding and resources, MSQI literacy coach, Interschool coach, schedule strategic reading period in STARS, Danielson Framework, Network support

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TIF Funding and MSQI funding									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

We will collect and analyze data along the way. By, January 2015 utilize Periodic Assessment benchmark exam to see progress toward proficiency in ELA. PA data will be disaggregated by each Standard and data will be analyzed as compared to how scholars performed in the previous grade as per the Item Skills Analysis. We will track performance according to each standard. The goal is for scholars to show improvement from previous assessments on each standard.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

School Learning Environment Survey reflects that only 68% of students feel that most adults treat all students with respect. 23% of students disagree with this statement.

School Learning Environment Survey reflects an 88% satisfaction with school culture (compared to 86% average for middle schools across the city).

Recent QR rated us Well Developed in indicators 1.4 and 3.4.

Number of suspensions and Level 4-5 infractions has decreased as per OORS data. Infractions occur in high traffic areas such as the hallways, cafeteria, and school yard. There is a need to make improvements so that all scholars feel safe when utilizing common areas. Data indicates a correlation between students with a high number of incidents and low academic performance.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, there will be an overall increase from 68% to 75% on the NYC School Survey for all students that report that they feel that most adults treat all students with respect.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Utilize dean to ensure safety and security in the school	Entire school	Sept - June	Dean
Train school community on BRT protocols	Entire school	Sept - June	Dean
Track ORS data	Entire School	Sept - June	Dean and admin.
Integrate peer mediation and at-risk counseling services-Use PPC as a means to identify at-risk scholars	Scholars in need	Sept - June	Counselors, CBO, dean, admin.

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Allocate funds for a fulltime for Dean position as well as two school guidance counselors, a social worker and a CBO partner.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

AIDP allocation

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Monitor OORS data and check the pulse of the scholars via in-house surveys. Use homeroom to obtain additional anecdotal information. On our January in-house survey that replicates that of the NYC Learning Environment survey, at least 72% of scholars will say that they feel respected by adults in the school.

**Part 6b.** Complete in **February 2015**.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

- Classroom Observations utilizing Charlotte Danielson’s Framework for Teaching rubric
- Danielson Self-Evaluation Survey Data
- Data from 2012-2013 Progress Report;
- 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
- ADVANCE data
- MOSL and MOTP data

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, ongoing professional development will be provided for literacy strategies within the content areas as well as PD on all eight Danielson competencies indicators so as to improve instructional practices and promote high levels of engagement that will result in 40% of the teachers improving one HEDI rating in either 3b, 3c or 3d as per the Danielson Framework.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
PD around 8 Danielson Competencies	Teachers	Sept - June	TIF teachers, admin, and interschool coach
Intervisitation Schedule	Teachers	Sept - June	TIF teachers, admin, and interschool coach

Track ADVANCE data by utilizing report to track teacher growth, areas of strength and areas of need	Teachers	Sept - June	TIF teachers, admin, and interschool coach

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Need to utilize embedded professional development time on Mondays.</p> <p>Need to train and use TIF teachers to render PD.</p> <p>Utilize ARIS learners PD modules</p> <p>Work with Interschool coach on techniques and strategies</p> <p>Copies of Danielson Framework</p> <p>ADVANCE reports</p> <p>Use of Talent Coach</p> <p>Use of MOSL specialist</p>

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
MSQI and TIF funding									

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Utilize ADVANCE reports to track teachers' progress towards meeting this goal. Teachers will receive mid-year reports at the end of December. Improvements need to be observed by first week in June. Teachers' overall ADVANCE evaluation scores should increase by at least .5 by January 2015 with a 1.0 increase by June 2015.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

- 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
- ADVANCE data
- MOSL and MOTP data

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school administration has created a system that will allow for frequent and targeted observations of teachers based on their ICPs, collected data, and student achievement results which will result in 40% of the teachers improving one HEDI rating in either 3b, 3c or 3d as per the Danielson Framework.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
PD around 8 Danielson Competencies. Work with MOSL specialist, Talent Coach, Interschool coach, MSQI literacy coach and TIF personnel on this item.	Teachers	Sept - June	TIF teachers, admin, and interschool coach
Intervisitation Schedule	Teachers	Sept - June	TIF teachers, admin, and interschool coach

Track ADVANCE data by utilizing report to track teacher growth, areas of strength and areas of need	Teachers	Sept - June	TIF teachers, admin, and interschool coach

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Need to utilize embedded professional development time on Mondays.          Need to train and use TIF teachers to render PD.          Utilize ARIS learners PD modules          Work with Interschool coach on techniques and strategies          Copies of Danielson Framework          ADVANCE reports          Use of Talent Coach          Use of MOSL specialist</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Plus MSQI funding and TIF funding									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Utilize ADVANCE reports to track teachers’ progress towards meeting this goal. Teachers will receive mid-year reports at the end of December. Improvements need to be observed by first week in June. We will use the ADVANCE Dashboard to track progress. Teachers’ overall ADVANCE evaluation score should increase by at least .5 by January 2015 with a 1.0 increase by June 2015.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

- ATS attendance data-RACL, RYIS, RSAL
- Assessment of at-risk counseling services needed as a result of PPC meetings
- Needs assessment done by CBO, East Side House
- Report Card data for scholars will poor attendance patterns
- Scholars who are chronically absent perform the poorest in their classes and on standardized assessments.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school will partner with East Side House as part of the Chancellor’s AIDP initiative to create a community school which focuses on socio-emotional development for students and their families which will result in a 95% overall attendance rating (up from 92% in 2012-2013) for the year as per the PAR attendance report.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
CBO community point person to serve as the liaison for this work. This person will craft a needs assessment for the community and develop an incentive program for parents and scholars to increase attendance. Individualized action plans will be drafted for all scholars who are chronically absent. Liaison will meet with all of these scholars on a daily basis as a “check in”.	Scholars with low attendance rates	Sept - June	CBO and admin Team summit
Have student summits meetings regarding attendance weekly	Scholars with low attendance rates	Sept - June	CBO and admin Team summit

Work with attendance point person to target scholars who are below 95% attendance	Scholars with low attendance rates	Sept - June	CBO and admin Team summit
Institute attendance incentives	Scholars with low attendance rates	Sept – June	CBO and admin Team summit

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
AIDP funds per Chancellor’s Community School initiative. Work with CBO, East Side House Funds and materials for attendance initiatives

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
AIDP funding given to CBO, East Side House, to support this work.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
We will conduct ongoing monitoring of scholars’ attendance. By January 2015 we will track our chronically absent scholars’ attendance and note trends. By January 2015 we want to have at least a 96% overall attendance rate as we know that our attendance data will decrease a bit as June approaches.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	DRP Level	Strategic Reading Period-WRS, Achieve 3000, My On, Book Clubs, Guided Reading	Small group tutoring or instruction	Five days per week during Period 5; all scholars and all teachers plus support staff.
<b>Mathematics</b>	NYS Math Data-Level 1 and low Level 2	Strategic Tutoring and mathematical fluency	Small Group	Before School and on Tuesdays during math class
<b>Science</b>	Course Grades	Strategic Tutoring	Small Group, special programs, clubs	Before School Tuesday-Thursday and after school
<b>Social Studies</b>	Course Grades	Strategic Tutoring	Small Group, special programs, clubs	Before School Tuesday-Thursday and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Recommendations via the PPC, SBST or student success summit meetings	Individual or small group counseling	One-to-one	During the day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

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

**2b. 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 at least once per week on Tuesdays after school as per the new UFT contract. PLCs engage in inquiry-based work around the CCSS. Additionally, as per the UFT contract we have 75 minutes of mandated PD every Monday. Our Professional Development team aids in crafting our professional development plan for the year. Additionally, teachers, paraprofessionals and the administration attend off-site PD opportunities regularly.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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**3b. 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).

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**Part 4: SWP Schools Only**

**4a. 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.).

NA

**4b. 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 have both school-wide and classroom based assessments. Our assessment plan details both. School wide assessments consist of the DRP, School Net baseline assessments and periodic assessments. Teachers aid in selecting these at the end of every academic year for the following year. Teachers craft their own classroom assessments as per their curriculum map and essential questions.

- Assessment Committee that votes and/or offers input to the section or process of assessments
- Teacher teams review the effectiveness of school-wide and/or common assessments
- Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate PD can be provided and intervisitations can be effectively set-up to encourage specific assessment practices
- Different assessment strategies are compared so as to determine the most effective strategies and how they can be best modified and/or adapted for school-wide use
- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- Teacher teams also help create, align, and modify school grading policies
- PD always includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD
- Based on limited observation of formative assessments in teacher practice for the 2013-14 SY, Formative Assessments have been reflected in the PD so that it is ongoing and teachers can demonstrate data collection, modification of instruction, and provide targeted feedback to students

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	184,048	X	8-19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **Urban Institute of Mathematics Parent Involvement Policy (PIP)**

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 the 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 responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. The Urban Institute of Mathematics 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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;

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

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;

## **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 [i](#).

## Part I: School ELL Profile

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

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 [i](#) 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	Tot #
<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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	8	0	0	2	0	2	3	0	3	13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	8	0	0	2	0	2	3	0	3	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<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>	<b>0</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>						

## 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
Intermediate(I)								2	2					4
Advanced (A)									1					1
Total	<b>0</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAO 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. [①](#)  
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

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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, Rtl, 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		

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

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

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

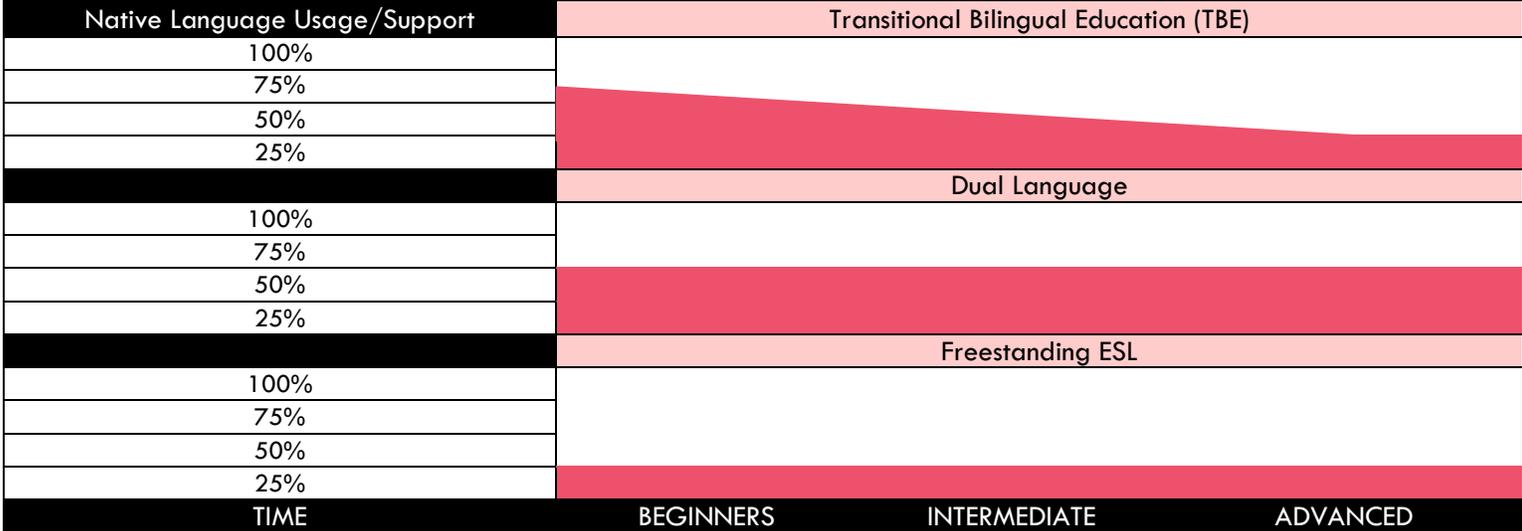
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
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 constant 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  - 1) 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.

### D. Parental Involvement

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

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.

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

<b>School Name: <u>Urban Institute of Mathematics</u></b>			<b>School DBN: <u>08X371</u></b>
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
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).